

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)
and Louisiana Grade Level Expectations (GLEs)**

ENGLISH LANGUAGE ARTS: Grade 10

TEKS	Comments	Louisiana GLE
(10.1) Writing/Purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.		
(10.1.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;		<p>20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)</p> <p>21. Use all modes to write complex compositions, including:</p> <ul style="list-style-type: none"> - comparison/contrast of ideas and information in reading materials or current issues - literary analyses that compare and contrast multiple texts - editorials on current affairs (ELA-2-H4) <p>24. Write for various purposes, including:</p> <ul style="list-style-type: none"> - formal and business letters, such as letters of complaint and requests for information - letters to the editor - job applications - text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)
(10.1.B) write in a voice and a style appropriate to audience and purpose; and		<p>Throughout (ELA-2-H1)</p> <p>18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p> <ul style="list-style-type: none"> - word choices appropriate to the identified audience and/or purpose - vocabulary selected to clarify meaning, create images, and set a tone - information/ideas selected to engage the interest of the reader - clear voice (individual personality) (ELA-2-H2) <p>24. Write for various purposes, including:</p> <ul style="list-style-type: none"> - formal and business letters, such as letters of complaint

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		and requests for information - letters to the editor - job applications - text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)
(10.1.C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.		16. Develop organized, coherent paragraphs that include the following: - topic sentences - logical sequence - transitional words and phrases - appropriate closing sentences - parallel construction where appropriate (ELA-2-H1) 17. Develop multiparagraph compositions organized with the following: - a clearly stated central idea/thesis statement - a clear, overall structure that includes an introduction, a body, and an appropriate conclusion - supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) - transitional words and phrases that unify throughout (ELA-2-H1)
(10.2) Writing/Writing Processes. The student uses recursive writing processes when appropriate.		
(10.2.A) use prewriting strategies to generate ideas, develop voice, and plan;		19. Develop complex compositions using writing processes, including: - selecting topic and form - determining purpose and audience - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing (e.g., with peers and teachers) - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using technology (ELA-2-H3)
(10.2.B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	<i>Implied</i>	19. Develop complex compositions using writing processes, including: - selecting topic and form - determining purpose and audience

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		<ul style="list-style-type: none"> - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing (e.g., with peers and teachers) - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using technology (ELA-2-H3)
(10.2.C) proofread writing for appropriateness of organization, content, style, and conventions;		<p>19. Develop complex compositions using writing processes, including:</p> <ul style="list-style-type: none"> - selecting topic and form - determining purpose and audience - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing (e.g., with peers and teachers) - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using technology (ELA-2-H3)
(10.2.D) refine selected pieces frequently to publish for general and specific audiences;		<p>19. Develop complex compositions using writing processes, including:</p> <ul style="list-style-type: none"> - selecting topic and form - determining purpose and audience - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing (e.g., with peers and teachers) - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using technology (ELA-2-H3)
(10.2.E) use technology for aspects of creating, revising, editing, and publishing texts.		<p>19. Develop complex compositions using writing processes, including:</p> <ul style="list-style-type: none"> - selecting topic and form - determining purpose and audience - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing (e.g., with peers and teachers) - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using technology (ELA-2-H3) <p>44. Use word processing and/or technology to draft,</p>

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		revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)
(10.3) 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.		
(10.3.A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;		<p>27. Apply standard rules of mechanics, including:</p> <ul style="list-style-type: none"> - using commas to set off appositives or parenthetical phrases - using quotation marks to set off titles of short works - using colons preceding a list and after a salutation in a business letter - using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2) <p>28. Use correct spelling conventions when writing and editing (ELA-3-H3)</p>
(10.3.B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;		<p>26. Apply standard rules of usage, including:</p> <ul style="list-style-type: none"> - making subjects and verbs agree - using verbs in appropriate tenses - making pronouns agree with antecedents - using pronouns in appropriate cases (e.g., nominative and objective) - using adjectives in comparative and superlative degrees - using adverbs correctly - avoiding double negatives (ELA-3-H2)
(10.3.C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;		<p>23. Develop individual writing style that includes the following:</p> <ul style="list-style-type: none"> - a variety of sentence structures (e.g., parallel or repetitive) and lengths - diction selected to create a tone and set a mood - selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5) <p>25. Apply standard rules of sentence formation, avoiding common errors, such as:</p> <ul style="list-style-type: none"> - fragments - run-on sentences

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		-syntax problems (ELA-3-H2) 26. Apply standard rules of usage, including: - making subjects and verbs agree - using verbs in appropriate tenses - making pronouns agree with antecedents - using pronouns in appropriate cases (e.g., nominative and objective) - using adjectives in comparative and superlative degrees - using adverbs correctly - avoiding double negatives (ELA-3-H2)
(10.4.D) produce error-free writing in the final draft.	<i>Implied</i>	19. Develop complex compositions using writing processes, including: - selecting topic and form - determining purpose and audience - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing (e.g., with peers and teachers) - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using technology (ELA-2-H3)
(10.4) Writing/Inquiry/Research. The student uses writing as a tool for learning.		
(10.4.A) use writing to formulate questions, refine topics, and clarify ideas;	<i>Implied</i>	24. Write for various purposes, including: - formal and business letters, such as letters of complaint and requests for information - letters to the editor - job applications - text-supported interpretations that connect life experiences to works of literature (ELA-2-H6) 42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: - formulating clear research questions - using research methods to gather evidence from primary and secondary sources - using graphic organizers (e.g., outlining, charts, timelines, webs) - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or

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		presentation (ELA-5-H3)
(10.4.B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;		<p>43. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> - research that supports the main ideas - facts, details, examples, and explanations from multiple sources - graphics when appropriate - complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3)
(10.4.C) compile information from primary and secondary sources in systematic ways using available technology;	<i>Implied</i>	<p>40. Locate, analyze, and synthesize information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) - electronic sources (e.g., Web sites and databases) - other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2) <p>42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> - formulating clear research questions - using research methods to gather evidence from primary and secondary sources - using graphic organizers (e.g., outlining, charts, timelines, webs) - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3) <p>44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)</p>
(10.4.D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;		<p>43. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> - research that supports the main ideas - facts, details, examples, and explanations from multiple sources - graphics when appropriate - complete documentation (e.g., endnotes, parenthetical

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		citations, works cited lists, or bibliographies) (ELA-5-H3)
(10.4.E) use writing as a study tool to clarify and remember information;	<i>Implied, Not Specifically Addressed (NSA)</i>	24. Write for various purposes, including: - formal and business letters, such as letters of complaint and requests for information - letters to the editor - job applications - text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)
(10.4.F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions;		43. Write a variety of research reports, which include the following: - research that supports the main ideas - facts, details, examples, and explanations from multiple sources - graphics when appropriate - complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3)
(10.4.G) analyze strategies that writers in different fields use to compose.	<i>Implied, NSA</i>	46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)
(10.5) Writing/Evaluation. The student evaluates his/her own writing and the writings of others.		
(10.5.A) evaluate writing for both mechanics and content; and		19. Develop complex compositions using writing processes, including: - selecting topic and form - determining purpose and audience - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing (e.g., with peers and teachers) - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using technology (ELA-2-H3)
(10.5.B) respond productively to peer review of his/her own work.	<i>Implied</i>	19. Develop complex compositions using writing processes, including: - selecting topic and form - determining purpose and audience - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)

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		<ul style="list-style-type: none"> - drafting - conferencing (e.g., with peers and teachers) - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using technology (ELA-2-H3)
(10.6) Reading/Word Identification/Vocabulary Development. The student acquires an extensive vocabulary through reading and systematic word study.		
(10.6.A) expand vocabulary through wide reading, listening, and discussing;		<p>1. Extend basic and technical vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> - use of context clues - use of knowledge of Greek and Latin roots and affixes - use of denotative and connotative meanings - tracing etymology (ELA-1-H1)
(10.6.B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;		<p>1. Extend basic and technical vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> - use of context clues - use of knowledge of Greek and Latin roots and affixes - use of denotative and connotative meanings - tracing etymology (ELA-1-H1)
(10.6.C) apply meanings of prefixes, roots, and suffixes in order to comprehend;		<p>1. Extend basic and technical vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> - use of context clues - use of knowledge of Greek and Latin roots and affixes - use of denotative and connotative meanings - tracing etymology (ELA-1-H1)
(10.6.D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;		<p>1. Extend basic and technical vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> - use of context clues - use of knowledge of Greek and Latin roots and affixes - use of denotative and connotative meanings - tracing etymology (ELA-1-H1)
(10.6.E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	<i>Implied</i>	<p>1. Extend basic and technical vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> - use of context clues - use of knowledge of Greek and Latin roots and affixes - use of denotative and connotative meanings - tracing etymology (ELA-1-H1)
(10.6.F) discriminate between connotative and denotative		<p>1. Extend basic and technical vocabulary using a variety</p>

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meanings and interpret the connotative power of words;		of strategies, including: - use of context clues - use of knowledge of Greek and Latin roots and affixes - use of denotative and connotative meanings - tracing etymology (ELA-1-H1)
(10.6.G) read and understand analogies.		1. Extend basic and technical vocabulary using a variety of strategies, including: - use of context clues - use of knowledge of Greek and Latin roots and affixes - use of denotative and connotative meanings - tracing etymology (ELA-1-H1) 3. Analyze the significance within a context of literary devices, including: - imagery - symbolism - flashback - foreshadowing - irony, ambiguity, contradiction - allegory - tone - dead metaphor - personification, including pathetic fallacy (ELA-1-H2)
(10.7) Reading/Comprehension. The student comprehends selections using a variety of strategies.		
(10.7.A) establish a purpose for reading such as to discover, interpret, and enjoy;	<i>NSA</i>	5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)
(10.7.B) draw upon his/her own background to provide connection with texts;	<i>Implied</i>	5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4) 12. Solve problems using reasoning skills, including: - using supporting evidence to verify solutions - analyzing the relationships between prior knowledge and life experiences and information in texts - using technical information in specialized software

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		programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)
(10.7.C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;	<i>Implied</i>	<p>5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)</p> <p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:</p> <ul style="list-style-type: none"> - summarizing and paraphrasing information and story elements - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) - comparing and contrasting complex literary elements, devices, and ideas within and across texts - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts - making inferences and drawing conclusions - making predictions and generalizations (ELA-7-H1) <p>12. Solve problems using reasoning skills, including:</p> <ul style="list-style-type: none"> - using supporting evidence to verify solutions - analyzing the relationships between prior knowledge and life experiences and information in texts - using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)
(10.7.D) construct images such as graphic organizers based on text descriptions and text structures;	NSA	
(10.7.E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;	<i>Implied</i>	<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:</p> <ul style="list-style-type: none"> - summarizing and paraphrasing information and story elements - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) - comparing and contrasting complex literary elements,

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		<p>devices, and ideas within and across texts</p> <ul style="list-style-type: none"> - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts - making inferences and drawing conclusions - making predictions and generalizations (ELA-7-H1) <p>14. Evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)</p>
(10.7.F) produce summaries of texts by identifying main ideas and their supporting details;		<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:</p> <ul style="list-style-type: none"> - summarizing and paraphrasing information and story elements - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) - comparing and contrasting complex literary elements, devices, and ideas within and across texts - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts - making inferences and drawing conclusions - making predictions and generalizations (ELA-7-H1) <p>15. Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> - identifying cause-effect relationships - raising questions - reasoning inductively and deductively - generating a theory or hypothesis - distinguishing facts from opinions and probability (ELA-7-H4)
(10.7.G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;		<p>4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:</p> <ul style="list-style-type: none"> - short stories/novels - nonfiction works - five-act plays - poetry/epics - film/visual texts

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		<ul style="list-style-type: none"> - consumer/instructional materials - public documents (ELA-1-H3) <p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:</p> <ul style="list-style-type: none"> - summarizing and paraphrasing information and story elements - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) - comparing and contrasting complex literary elements, devices, and ideas within and across texts - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts - making inferences and drawing conclusions - making predictions and generalizations (ELA-7-H1)
(10.7.H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	NSA	<p>11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:</p> <ul style="list-style-type: none"> - summarizing and paraphrasing information and story elements - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) - comparing and contrasting complex literary elements, devices, and ideas within and across texts - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts - making inferences and drawing conclusions - making predictions and generalizations (ELA-7-H1) <p>32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:</p> <ul style="list-style-type: none"> - taking accurate notes - writing summaries or responses - forming groups (ELA-4-H2)
(10.7.I) read silently with comprehension for a sustained period of time.	<i>Not Addressed (NA)</i>	
(10.8) Reading/Variety of Texts. The student reads extensively		

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and intensively for different purposes in varied sources, including world literature.		
(10.8.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;	<i>Implied</i>	<p>9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:</p> <ul style="list-style-type: none"> - essays by early and modern writers - lyric, narrative, and dramatic poetry - drama, including ancient, Renaissance, and modern - short stories, novellas, and novels - biographies and autobiographies - speeches (ELA-6-H3) - critiquing the strengths and weaknesses of ideas and information - synthesizing (ELA-7-H1)
(10.8.B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;		<p>4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:</p> <ul style="list-style-type: none"> - short stories/novels - nonfiction works - five-act plays - poetry/epics - film/visual texts - consumer/instructional materials <p>9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:</p> <ul style="list-style-type: none"> - essays by early and modern writers - lyric, narrative, and dramatic poetry - drama, including ancient, Renaissance, and modern - short stories, novellas, and novels - biographies and autobiographies - speeches (ELA-6-H3) - critiquing the strengths and weaknesses of ideas and information - synthesizing (ELA-7-H1)
(10.8.C) read world literature, including classic and contemporary works;		8. Analyze recurrent themes in world literature (ELA-6-H2)
(10.8.D) interpret the possible influences of the historical context on a literary work.		7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)

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(10.9) Reading/Culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.		
(10.9.A) recognize distinctive and shared characteristics of cultures through reading;		6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)
(10.9.B) compare text events with his/her own and other readers' experiences.		6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)
(10.10) Reading/Literary Response. The student expresses and supports responses to various types of texts.		
(10.10.A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;	<i>Approximates</i>	<p>5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)</p> <p>Standard 6:</p> <p>6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)</p> <p>9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:</p> <ul style="list-style-type: none"> - essays by early and modern writers - lyric, narrative, and dramatic poetry - drama, including ancient, Renaissance, and modern - short stories, novellas, and novels - biographies and autobiographies - speeches (ELA-6-H3) - critiquing the strengths and weaknesses of ideas and information - synthesizing (ELA-7-H1)
(10.10.B) use elements of text to defend his/her own responses and interpretations;	<i>Approximates</i>	5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect

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		<p>to real-life situations and other texts or represent a view or comment on life (ELA-1-H4) Standard 6:</p> <p>6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)</p> <p>9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:</p> <ul style="list-style-type: none"> - essays by early and modern writers - lyric, narrative, and dramatic poetry - drama, including ancient, Renaissance, and modern - short stories, novellas, and novels - biographies and autobiographies - speeches (ELA-6-H3) - critiquing the strengths and weaknesses of ideas and information - synthesizing (ELA-7-H1)
<p>(10.10.C) compare reviews of literature, film, and performance with his/her own responses.</p>	<p><i>Approximates</i></p>	<p>5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4) Standard 6:</p> <p>6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)</p> <p>9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:</p> <ul style="list-style-type: none"> - essays by early and modern writers - lyric, narrative, and dramatic poetry - drama, including ancient, Renaissance, and modern - short stories, novellas, and novels - biographies and autobiographies - speeches (ELA-6-H3) - critiquing the strengths and weaknesses of ideas and

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		information - synthesizing (ELA-7-H1)
(10.11) Reading/Literary Concepts. The student analyzes literary elements for their contributions to meaning in literary texts.		
(10.11.A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;	<i>Implied</i>	2. Analyze the development of story elements, including: - characterization - plot and subplot(s) - theme - mood/atmosphere (ELA-1-H2) 11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including: - summarizing and paraphrasing information and story elements - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) - comparing and contrasting complex literary elements, devices, and ideas within and across texts - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts - making inferences and drawing conclusions - making predictions and generalizations (ELA-7-H1)
(10.11.B) analyze relevance of setting and time frame to text's meaning;		2. Analyze the development of story elements, including: - characterization - plot and subplot(s) - theme - mood/atmosphere (ELA-1-H2) 11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including: - summarizing and paraphrasing information and story elements - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) - comparing and contrasting complex literary elements, devices, and ideas within and across texts - examining the sequence of information and procedures

TEKS	Comments	Louisiana GLE
		in order to critique the logic or development of ideas in texts - making inferences and drawing conclusions - making predictions and generalizations (ELA-7-H1)
(10.11.C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;		2. Analyze the development of story elements, including: - characterization - plot and subplot(s) - theme - mood/atmosphere (ELA-1-H2) 11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including: - summarizing and paraphrasing information and story elements - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) - comparing and contrasting complex literary elements, devices, and ideas within and across texts - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts - making inferences and drawing conclusions - making predictions and generalizations (ELA-7-H1)
(10.11.D) analyze the melodies of literary language, including its use of evocative words and rhythms;	<i>Implied</i>	3. Analyze the significance within a context of literary devices, including: - imagery - symbolism - flashback - foreshadowing - irony, ambiguity, contradiction - allegory - tone - dead metaphor - personification, including pathetic fallacy (ELA-1-H2)
(10.11.E) connect literature to historical contexts, current events, and his/her own experiences;		5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)

TEKS	Comments	Louisiana GLE
		<p>10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:</p> <ul style="list-style-type: none"> - an essay expresses a point of view - a legend chronicles the life of a cultural hero - a short story or novel provides a vicarious life experience (ELA-6-H4)
<p>(10.11.F) 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.</p>	<p><i>Implied</i></p>	<p>9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:</p> <ul style="list-style-type: none"> - essays by early and modern writers - lyric, narrative, and dramatic poetry - drama, including ancient, Renaissance, and modern - short stories, novellas, and novels - biographies and autobiographies - speeches (ELA-6-H3) <p>10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:</p> <ul style="list-style-type: none"> - an essay expresses a point of view - a legend chronicles the life of a cultural hero - a short story or novel provides a vicarious life experience (ELA-6-H4)
<p>(10.12) Reading/Analysis/Evaluation. The student reads critically to evaluate texts and the authority of sources.</p>		
<p>(10.12.A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;</p>	<p><i>Implied</i></p>	<p>9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:</p> <ul style="list-style-type: none"> - essays by early and modern writers - lyric, narrative, and dramatic poetry - drama, including ancient, Renaissance, and modern - short stories, novellas, and novels - biographies and autobiographies - speeches (ELA-6-H3)
<p>(10.12.B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;</p>		<p>41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)</p>
<p>(10.12.C) recognize logical, deceptive, and/or faulty modes of</p>	<p><i>Implied</i></p>	<p>11. Demonstrate understanding of information in grade-</p>

TEKS	Comments	Louisiana GLE
persuasion in texts.		<p>appropriate texts using a variety of reasoning strategies, including:</p> <ul style="list-style-type: none"> - summarizing and paraphrasing information and story elements - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information) - comparing and contrasting complex literary elements, devices, and ideas within and across texts - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts - making inferences and drawing conclusions - making predictions and generalizations (ELA-7-H1) <p>15. Analyze information within and across grade-appropriate texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> - identifying cause-effect relationships - raising questions - reasoning inductively and deductively - generating a theory or hypothesis - distinguishing facts from opinions and probability (ELA-7-H4)
(10.13) Reading/Inquiry/Research. The student reads in order to research self-selected and assigned topics.		
(10.13.A) generate relevant, interesting, and researchable questions;		<p>42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> - formulating clear research questions - using research methods to gather evidence from primary and secondary sources - using graphic organizers (e.g., outlining, charts, timelines, webs) - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
(10.13.B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;		<p>39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:</p> <ul style="list-style-type: none"> - print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes - electronic texts such as database keyword searches,

TEKS	Comments	Louisiana GLE
		<p>search engines, and e-mail addresses (ELA-5-H1)</p> <p>40. Locate, analyze, and synthesize information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) - electronic sources (e.g., Web sites and databases) - other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)
(10.13.C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;		<p>42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> - formulating clear research questions - using research methods to gather evidence from primary and secondary sources - using graphic organizers (e.g., outlining, charts, timelines, webs) - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3) <p>46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)</p>
(10.13.D) produce reports and research projects in varying forms for audiences;		<p>43. Write a variety of research reports, which include the following:</p> <ul style="list-style-type: none"> - research that supports the main ideas - facts, details, examples, and explanations from multiple sources - graphics when appropriate - complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3) <p>44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)</p>

TEKS	Comments	Louisiana GLE
		<p>45. Follow acceptable use policy to document sources in research reports using various formats, including:</p> <ul style="list-style-type: none"> - preparing extended bibliographies of reference materials - integrating quotations and citations while maintaining flow of ideas - using standard formatting for source acknowledgment according to a specified style guide - using parenthetical documentation following MLA Guide within a literature-based research report (ELA-5-H5)
(10.13.E) draw conclusions from information gathered.		<p>4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:</p> <ul style="list-style-type: none"> - short stories/novels - nonfiction works - five-act plays - poetry/epics - film/visual texts - consumer/instructional materials - public documents (ELA-1-H3) <p>42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> - formulating clear research questions - using research methods to gather evidence from primary and secondary sources - using graphic organizers (e.g., outlining, charts, timelines, webs) - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3) <p>46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)</p>
(10.14) Listening/Speaking/Critical Listening. The student listens attentively for a variety of purposes.		
(10.14.A) focus attention, interpret, respond, and evaluate speaker's message;	<i>Implied</i>	32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> - taking accurate notes - writing summaries or responses - forming groups (ELA-4-H2)
(10.14.B) engage in critical, empathic, appreciative, and reflective listening.	<i>Implied</i>	<p>35. Use active listening strategies, including:</p> <ul style="list-style-type: none"> - monitoring message for clarity - selecting and organizing essential information - noting cues such as changes in pace - generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)
(10.15) Listening/Speaking/Evaluation. The student listens to analyze, appreciate, and evaluate oral performance and presentations.		
(10.15.A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts;	<i>Implied</i>	<p>37. Analyze media information in oral and written responses, including:</p> <ul style="list-style-type: none"> - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5) <p>38. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> - identifying the strengths and talents of other participants - acting as facilitator, recorder, leader, listener, or mediator - evaluating the effectiveness of participants' performances (ELA-4-H6)
(10.15.B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;	<i>Approximates</i>	<p>3. Analyze the significance within a context of literary devices, including:</p> <ul style="list-style-type: none"> - imagery - symbolism - flashback - foreshadowing - irony, ambiguity, contradiction - allegory - tone - dead metaphor - personification, including pathetic fallacy (ELA-1-H2) <p>37. Analyze media information in oral and written</p>

TEKS	Comments	Louisiana GLE
		responses, including: <ul style="list-style-type: none"> - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5)
(10.15.C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;	<i>Implied</i>	37. Analyze media information in oral and written responses, including: <ul style="list-style-type: none"> - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5) 38. Participate in group and panel discussions, including: <ul style="list-style-type: none"> - identifying the strengths and talents of other participants - acting as facilitator, recorder, leader, listener, or mediator - evaluating the effectiveness of participants' performances (ELA-4-H6)
(10.15.D) evaluate artistic performances of peers, public presenters, and media presentations; and	<i>Implied</i>	37. Analyze media information in oral and written responses, including: <ul style="list-style-type: none"> - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5) 38. Participate in group and panel discussions, including: <ul style="list-style-type: none"> - identifying the strengths and talents of other participants - acting as facilitator, recorder, leader, listener, or mediator - evaluating the effectiveness of participants' performances (ELA-4-H6)
(10.15.E) use feedback to evaluate his/her own effectiveness and set goals for future presentations.	<i>Implied</i>	38. Participate in group and panel discussions, including: <ul style="list-style-type: none"> - identifying the strengths and talents of other participants - acting as facilitator, recorder, leader, listener, or mediator - evaluating the effectiveness of participants'

TEKS	Comments	Louisiana GLE
		performances (ELA-4-H6)
(10.16) Listening/Speaking/Purposes. The student speaks clearly and effectively for a variety of purposes and audiences.		
(10.16.A) use the conventions of oral language effectively;		30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
(10.16.B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;		31. Select language appropriate to specific purposes and audiences, including: - delivering informational/book reports in class - conducting interviews/surveys of classmates or the general public - participating in class discussions (ELA-4-H1)
(10.16.C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion;		33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2) 34. Deliver oral presentations that include the following: - volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response - language choices adjusted to suit the content and context - an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3) 36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)
(10.16.D) use effective verbal and nonverbal strategies in presenting oral messages;		33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2) 34. Deliver oral presentations that include the following: - volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response - language choices adjusted to suit the content and context

TEKS	Comments	Louisiana GLE
		- an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)
(10.16.E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;		35. Use active listening strategies, including: - monitoring message for clarity - selecting and organizing essential information - noting cues such as changes in pace - generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)
(10.16.F) make relevant contributions in conversations and discussions.	<i>Implied</i>	36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4) 38. Participate in group and panel discussions, including: - identifying the strengths and talents of other participants - acting as facilitator, recorder, leader, listener, or mediator - evaluating the effectiveness of participants' performances (ELA-4-H6)
(10.17) Listening/Speaking/Presentations. The student prepares and presents informative and persuasive messages.		
(10.17.A) present and advance a clear thesis and logical points, claims, or arguments to support messages;		36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)
(10.17.B) choose valid proofs from reliable sources to support claims;	<i>Implied</i>	36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4) 41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
(10.17.C) use appropriate appeals to support claims and arguments;		36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4) 41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)

TEKS	Comments	Louisiana GLE
(10.17.D) use language and rhetorical strategies skillfully in informative and persuasive messages;		<p>34. Deliver oral presentations that include the following:</p> <ul style="list-style-type: none"> - volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response - language choices adjusted to suit the content and context - an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3) <p>36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)</p>
(10.17.E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and		<p>34. Deliver oral presentations that include the following:</p> <ul style="list-style-type: none"> - volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response - language choices adjusted to suit the content and context - an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3) <p>36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)</p>
(10.17.F) make informed, accurate, truthful, and ethical presentations.		<p>34. Deliver oral presentations that include the following:</p> <ul style="list-style-type: none"> - volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response - language choices adjusted to suit the content and context - an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3) <p>36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)</p>
(10.18) Listening/Speaking/Literary Interpretations. The student prepares, organizes, plans, and presents literary interpretations.		

TEKS	Comments	Louisiana GLE
(10.18.A) make valid interpretations of a variety of literary texts;	<i>Implied</i>	36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)
(10.18.B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text;	NSA	34. Deliver oral presentations that include the following: - volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response - language choices adjusted to suit the content and context - an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)
(10.18.C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.		34. Deliver oral presentations that include the following: - volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response - language choices adjusted to suit the content and context - an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)
(10.19) Viewing/Representing/Interpretation. The student understands and interprets visual representations.		
(10.19.A) describe how meanings are communicated through elements of design such as shape, line, color, and texture;	NA	
(10.19.B) analyze relationships, ideas, and cultures as represented in various media;	<i>Implied</i>	37. Analyze media information in oral and written responses, including: - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5)
(10.19.C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	<i>Implied</i>	37. Analyze media information in oral and written responses, including: - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations

TEKS	Comments	Louisiana GLE
		(ELA-4-H5)
(10.20) Viewing/Representing/Analysis. The student analyzes and critiques the significance of visual representations.		
(10.20.A) investigate the source of a media presentation or production such as who made it and why it was made;	<i>Implied, NSA</i>	37. Analyze media information in oral and written responses, including: - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5)
(10.20.B) deconstruct media to get the main idea of the message's content;		37. Analyze media information in oral and written responses, including: - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5)
(10.20.C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;		37. Analyze media information in oral and written responses, including: - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5)
(10.20.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;		37. Analyze media information in oral and written responses, including: - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5)
(10.20.E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each;		37. Analyze media information in oral and written responses, including: - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality,

TEKS	Comments	Louisiana GLE
		effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5)
(10.20.F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.		37. Analyze media information in oral and written responses, including: - comparing and contrasting the ways in which print and broadcast media cover the same event - evaluating media messages for clarity, quality, effectiveness, motive, and coherence - listening to and critiquing audio/video presentations (ELA-4-H5)
(10.21) Viewing/Representing/Production. The student produces visual representations that communicate with others.		
(10.21.A) examine the effect of media on constructing his/her own perception of reality;	NSA	36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)
(10.21.B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;		36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)
(10.21.C) use a range of techniques to plan and create a media text and reflect critically on the work produced;		36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)
(10.21.D) create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences;		36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)
(10.21.E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.		36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)