

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

**ENGLISH LANGUAGE ARTS: Grade 12**

TEKS	Comments	Louisiana GLE
(12.1) Writing/Purposes. The student writes in a variety of forms.		
(12.1.A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;		<p>17. Use the various modes to write complex compositions, including:</p> <ul style="list-style-type: none"> <li>- definition essay</li> <li>- problem/solution essay</li> <li>- a research project</li> <li>- literary analyses that incorporate research</li> <li>- cause-effect essay</li> <li>- process analyses</li> <li>- persuasive essays (ELA-2-H4)</li> </ul> <p>20. Write for various purposes, including:</p> <ul style="list-style-type: none"> <li>- interpretations/explanations that connect life experiences to works of American, British, and world literature</li> <li>- functional documents (e.g., resumes, memos, proposals) (ELA-2-H6)</li> </ul>
(12.1.B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;	Implied	<p>17. Use the various modes to write complex compositions, including:</p> <ul style="list-style-type: none"> <li>- definition essay</li> <li>- problem/solution essay</li> <li>- a research project</li> <li>- literary analyses that incorporate research</li> <li>- cause-effect essay</li> <li>- process analyses</li> <li>- persuasive essays (ELA-2-H4)</li> </ul>
(12.1.C) write in a voice and style appropriate to audience and purpose;		<p>15. 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"> <li>- word choices appropriate to the identified audience and/or purpose</li> <li>- vocabulary selected to clarify meaning, create images, and set a tone</li> <li>- information/ideas selected to engage the interest</li> </ul>

TEKS	Comments	Louisiana GLE
		<p>of the reader</p> <ul style="list-style-type: none"> <li>- clear voice (individual personality) (ELA-2-H2)</li> </ul> <p>19. Extend development of individual style to include the following:</p> <ul style="list-style-type: none"> <li>- avoidance of overused words, clichés, and jargon</li> <li>- a variety of sentence structures and patterns</li> <li>- diction that sets tone and mood</li> <li>- vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)</li> </ul>
(12.1.D) employ literary devices to enhance style and voice;		18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)
(12.1.E) employ precise language to communicate ideas clearly and concisely;		<p>15. 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"> <li>- word choices appropriate to the identified audience and/or purpose</li> <li>- vocabulary selected to clarify meaning, create images, and set a tone</li> <li>- information/ideas selected to engage the interest of the reader</li> <li>- clear voice (individual personality) (ELA-2-H2)</li> </ul> <p>19. Extend development of individual style to include the following:</p> <ul style="list-style-type: none"> <li>- avoidance of overused words, clichés, and jargon</li> <li>- a variety of sentence structures and patterns</li> <li>- diction that sets tone and mood</li> <li>- vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)</li> </ul>
(12.1.F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.		<p>14. Develop complex compositions, essays, and reports that include the following:</p> <ul style="list-style-type: none"> <li>- a clearly stated central idea/thesis statement</li> <li>- a clear, overall structure (e.g., introduction, body, appropriate conclusion)</li> <li>- supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)</li> <li>- transitional words, phrases, and devices that unify throughout (ELA-2-H1)</li> </ul>

TEKS	Comments	Louisiana GLE
(12.2) Writing/Writing Processes. The student uses recursive writing processes when appropriate.		
(12.2.A) use prewriting strategies to generate ideas, develop voice, and plan;		<p>16. Develop complex compositions using writing processes such as the following:</p> <ul style="list-style-type: none"> <li>- selecting topic and form (e.g., determining a purpose and audience)</li> <li>- prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> <li>- drafting</li> <li>- conferencing with peers and teachers</li> <li>- revising for content and structure based on feedback</li> <li>- proofreading/editing to improve conventions of language</li> <li>- publishing using available technology (ELA-2-H3)</li> </ul>
(12.2 B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;		<p>16. Develop complex compositions using writing processes such as the following:</p> <ul style="list-style-type: none"> <li>- selecting topic and form (e.g., determining a purpose and audience)</li> <li>- prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> <li>- drafting</li> <li>- conferencing with peers and teachers</li> <li>- revising for content and structure based on feedback</li> <li>- proofreading/editing to improve conventions of language</li> <li>- publishing using available technology (ELA-2-H3)</li> </ul>
(12.2.C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;		<p>14. Develop complex compositions, essays, and reports that include the following:</p> <ul style="list-style-type: none"> <li>- a clearly stated central idea/thesis statement</li> <li>- a clear, overall structure (e.g., introduction, body, appropriate conclusion)</li> <li>- supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)</li> <li>- transitional words, phrases, and devices that unify throughout (ELA-2-H1)</li> </ul> <p>15. Develop complex compositions on student- or</p>

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		<p>teacher-selected topics that are suited to an identified audience and purpose and that include the following:</p> <ul style="list-style-type: none"> <li>- word choices appropriate to the identified audience and/or purpose</li> <li>- vocabulary selected to clarify meaning, create images, and set a tone</li> <li>- information/ideas selected to engage the interest of the reader</li> <li>- clear voice (individual personality) (ELA-2-H2)</li> </ul> <p>18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)</p>
(12.2.D) use varied sentence structure to express meanings and achieve desired effect;		<p>19. Extend development of individual style to include the following:</p> <ul style="list-style-type: none"> <li>- avoidance of overused words, clichés, and jargon</li> <li>- a variety of sentence structures and patterns</li> <li>- diction that sets tone and mood</li> <li>- vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)</li> </ul>
(12.2.E) revise drafts by rethinking content organization and style to better accomplish the task;		<p>16. Develop complex compositions using writing processes such as the following:</p> <ul style="list-style-type: none"> <li>- selecting topic and form (e.g., determining a purpose and audience)</li> <li>- prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> <li>- drafting</li> <li>- conferencing with peers and teachers</li> <li>- revising for content and structure based on feedback</li> <li>- proofreading/editing to improve conventions of language</li> <li>- publishing using available technology (ELA-2-H3)</li> </ul>
(12.2.F) use effective sequences and transitions to achieve coherence and meaning;		<p>14. Develop complex compositions, essays, and reports that include the following:</p> <ul style="list-style-type: none"> <li>- a clearly stated central idea/thesis statement</li> <li>- a clear, overall structure (e.g., introduction, body, appropriate conclusion)</li> <li>- supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)</li> </ul>

TEKS	Comments	Louisiana GLE
(12.2.G) use technology for aspects of creating, revising, editing, and publishing texts;	Implied	<p>- transitional words, phrases, and devices that unify throughout (ELA-2-H1)</p> <p>16. Develop complex compositions using writing processes such as the following:</p> <ul style="list-style-type: none"> <li>- selecting topic and form (e.g., determining a purpose and audience)</li> <li>- prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> <li>- drafting</li> <li>- conferencing with peers and teachers</li> <li>- revising for content and structure based on feedback</li> <li>- proofreading/editing to improve conventions of language</li> <li>- publishing using available technology (ELA-2-H3)</li> </ul> <p>39. Use word processing and/or technology to draft, revise, and publish various works, including:</p> <ul style="list-style-type: none"> <li>- functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly</li> <li>- analytical reports that include databases, graphics, and spreadsheets</li> <li>- research reports on high-interest and literary topics (ELA-5-H4)</li> </ul>
(12.2 H) refine selected pieces to publish for general and specific audiences.		<p>16. Develop complex compositions using writing processes such as the following:</p> <ul style="list-style-type: none"> <li>- selecting topic and form (e.g., determining a purpose and audience)</li> <li>- prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> <li>- drafting</li> <li>- conferencing with peers and teachers</li> <li>- revising for content and structure based on feedback</li> <li>- proofreading/editing to improve conventions of language</li> <li>- publishing using available technology (ELA-2-H3)</li> </ul>
(12.3) Writing/Grammar/Usage/Conventions/Spelling. The student relies increasingly on the conventions		

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and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.		
(12.3.A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;		23. Apply standard rules of mechanics and punctuation, including: <ul style="list-style-type: none"> <li>- parentheses</li> <li>- brackets</li> <li>- dashes</li> <li>- commas after introductory adverb clauses and long introductory phrases</li> <li>- quotation marks for secondary quotations</li> <li>- internal capitalization</li> <li>- manuscript form (ELA-3-H2)</li> </ul>
(12.3.B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;		21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)  22. Apply standard rules of usage, for example: <ul style="list-style-type: none"> <li>- avoid splitting infinitives</li> <li>- use the subjunctive mood appropriately (ELA-3-H2)</li> </ul>
(12.3.C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	Implied	22. Apply standard rules of usage, for example: <ul style="list-style-type: none"> <li>- avoid splitting infinitives</li> <li>- use the subjunctive mood appropriately (ELA-3-H2)</li> </ul>
(12.3 .D) produce error-free writing in the final draft;	Implied	16. Develop complex compositions using writing processes such as the following: <ul style="list-style-type: none"> <li>- selecting topic and form (e.g., determining a purpose and audience)</li> <li>- prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)</li> <li>- drafting</li> <li>- conferencing with peers and teachers</li> <li>- revising for content and structure based on feedback</li> <li>- proofreading/editing to improve conventions of language</li> <li>- publishing using available technology (ELA-2-H3)</li> </ul>
(12.3.E) use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago		40. Use selected style guides to produce complex reports that include the following: <ul style="list-style-type: none"> <li>- credit for sources (e.g., appropriate parenthetical</li> </ul>

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Manual of Style (CMS).		documentation and notes) - standard formatting for source acknowledgment (ELA-5-H5)
(12.4) Writing/Inquiry/Research. The student uses writing as a tool for learning and research.		
(12.4.A) use writing to formulate questions, refine topics, and clarify ideas;	Implied	37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including: - formulating clear research questions - evaluating the validity and/or reliability of primary and/or 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 - preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)
(12.4.B) use writing to discover, record, review, and learn;		38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following: - researched information that supports main ideas - facts, details, examples, and explanations from sources - graphics when appropriate - complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)
(12.4.C) use writing to organize and support what is known and what needs to be learned about a topic;		38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following: - researched information that supports main ideas - facts, details, examples, and explanations from sources - graphics when appropriate - complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)

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(12.4.D) compile information from primary and secondary sources using available technology;	Implied	<p>35. Locate, analyze, and synthesize information from a variety of complex resources, including:</p> <ul style="list-style-type: none"> <li>- multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)</li> <li>- electronic sources (e.g., Web sites or databases)</li> <li>- other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2)</li> </ul> <p>37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>- formulating clear research questions</li> <li>- evaluating the validity and/or reliability of primary and/or secondary sources</li> <li>- using graphic organizers (e.g., outlining, charts, timelines, webs)</li> <li>- compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation</li> <li>- preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)</li> </ul> <p>39. Use word processing and/or technology to draft, revise, and publish various works, including:</p> <ul style="list-style-type: none"> <li>- functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly</li> <li>- analytical reports that include databases, graphics, and spreadsheets</li> <li>- research reports on high-interest and literary topics (ELA-5-H4)</li> </ul>
(12.4.E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;		<p>38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:</p> <ul style="list-style-type: none"> <li>- researched information that supports main ideas</li> <li>- facts, details, examples, and explanations from sources</li> <li>- graphics when appropriate</li> <li>- complete documentation (e.g., endnotes or parenthetical citations, works cited lists or</li> </ul>

TEKS	Comments	Louisiana GLE
		bibliographies) consistent with a specified style guide (ELA-5-H3)
(12.4 .F) link related information and ideas from a variety of sources;	Implied	38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following: - researched information that supports main ideas - facts, details, examples, and explanations from sources - graphics when appropriate - complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)
(12.4.G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions;		38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following: - researched information that supports main ideas - facts, details, examples, and explanations from sources - graphics when appropriate - complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)
(12.4.H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.	Implied, Not Specifically Addressed (NSA)	20. Write for various purposes, including: - interpretations/explanations that connect life experiences to works of American, British, and world literature - functional documents (e.g., resumes, memos, proposals) (ELA-2-H6)
(12.5) Writing/Analysis. The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures and fields.		
(12.5.A) analyze strategies that writers in different fields use to compose;	Implied, NSA	4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)

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		41. Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)
(12.5.B) correspond with other writers electronically and in conventional ways;	Not Addressed (NA)	
(12.5.C) collaborate with other writers;	Implied	16. Develop complex compositions using writing processes such as the following: - selecting topic and form (e.g., determining a purpose and audience) - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing with peers and teachers - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using available technology (ELA-2-H3)
(12.5.D) recognize how writers represent and reveal their cultures and traditions in texts.	NSA	19. Extend development of individual style to include the following: - avoidance of overused words, clichés, and jargon - a variety of sentence structures and patterns - diction that sets tone and mood - vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
(12.6) Writing/Evaluation. The student evaluates his/her own writing and the writings of others.		
(12.6.A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;		16. Develop complex compositions using writing processes such as the following: - selecting topic and form (e.g., determining a purpose and audience) - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing with peers and teachers - revising for content and structure based on feedback - proofreading/editing to improve conventions of

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(12.6.B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing;	Implied, NSA	<p>language - publishing using available technology (ELA-2-H3)</p> <p>16. Develop complex compositions using writing processes such as the following: - selecting topic and form (e.g., determining a purpose and audience) - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing with peers and teachers - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using available technology (ELA-2-H3)</p> <p>33. 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' performance (ELA-4-H6)</p>
(12.6.C) accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.	Implied	<p>16. Develop complex compositions using writing processes such as the following: - selecting topic and form (e.g., determining a purpose and audience) - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) - drafting - conferencing with peers and teachers - revising for content and structure based on feedback - proofreading/editing to improve conventions of language - publishing using available technology (ELA-2-H3)</p>
(12.7) Reading/Word Identification/Vocabulary Development. The student acquires an extensive vocabulary through reading and systematic word study.		

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(12.7.A) expand vocabulary through wide reading, listening, and discussing; (12.7 B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary; (12.7 C) apply meanings of prefixes, roots, and suffixes in order to comprehend; (12.7 D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language; (12.7 E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; (12.7 F) discriminate between denotative and connotative meanings and interpret the connotative power of words; and (12.7 G) read and understand	Implied	1. Extend basic and technical vocabulary using a variety of strategies, including: - analysis of an author's word choice - use of related forms of words - analysis of analogous statements (ELA-1-H1)
(12.8) Reading/Comprehension. The student comprehends selections using a variety of strategies.		
(12.8.A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	NSA	4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)
(12.8.B) draw upon his/her own background to provide connection to texts; (12.8 C) monitor his/her own reading strategies and modify when necessary;	Implied	4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)
(12.8.D) construct images such as graphic organizers based on text descriptions and text structures;	NSA	
(12.8.E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;		9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: - interpreting and evaluating presentation of events and information - evaluating the credibility of arguments in nonfiction works - making inferences and drawing conclusions

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> <li>- evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)</li> <li>- comparing and contrasting major periods, themes, styles, and trends within and across texts</li> <li>- making predictions and generalizations about ideas and information</li> <li>- critiquing the strengths and weaknesses of ideas and information</li> <li>- synthesizing (ELA-7-H1)</li> </ul> <p>12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)</p>
<p>(12.8.F) produce summaries of texts by identifying main idea and supporting detail;</p>		<p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> <li>- interpreting and evaluating presentation of events and information</li> <li>- evaluating the credibility of arguments in nonfiction works</li> <li>- making inferences and drawing conclusions</li> <li>- evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)</li> <li>- comparing and contrasting major periods, themes, styles, and trends within and across texts</li> <li>- making predictions and generalizations about ideas and information</li> <li>- critiquing the strengths and weaknesses of ideas and information</li> <li>- synthesizing (ELA-7-H1)</li> </ul> <p>13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>- identifying cause-effect relationships</li> <li>- raising questions</li> <li>- reasoning inductively and deductively</li> <li>- generating a theory or hypothesis</li> <li>- skimming/scanning</li> <li>- distinguishing facts from opinions and probability</li> </ul>

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(12.8.G) draw inferences and support them with textual evidence and experience;		<p>(ELA-7-H4)</p> <p>3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including:</p> <ul style="list-style-type: none"> <li>- fiction/nonfiction</li> <li>- drama/poetry</li> <li>- public documents</li> <li>- film/visual texts</li> <li>- debates/speeches (ELA-1-H3)</li> </ul> <p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> <li>- interpreting and evaluating presentation of events and information</li> <li>- evaluating the credibility of arguments in nonfiction works</li> <li>- making inferences and drawing conclusions</li> <li>- evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)</li> <li>- comparing and contrasting major periods, themes, styles, and trends within and across texts</li> <li>- making predictions and generalizations about ideas and information</li> <li>- critiquing the strengths and weaknesses of ideas and information</li> <li>- synthesizing (ELA-7-H1)</li> </ul>
(12.8.H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts;	NSA	<p>27. Listen to detailed oral instructions and presentations and carry out complex procedures, including:</p> <ul style="list-style-type: none"> <li>- reading and questioning</li> <li>- writing responses</li> <li>- forming groups</li> <li>- taking accurate, detailed notes (ELA-4-H2)</li> </ul>
(12.8.I) read silently with comprehension for a sustained period of time.	Not Addressed (NA)	
(12.9) Reading/Variety of Texts. The student reads extensively and intensively for different purposes in varied sources, including British literature, in increasingly demanding texts.		

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(12.9.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;	Implied	<p>7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> <li>- essays and memoirs by early and modern essay writers</li> <li>- epic poetry such as Beowulf</li> <li>- forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue</li> <li>- drama, including ancient, Renaissance, and modern comedies and tragedies</li> <li>- short stories, novellas, and novels</li> <li>- biographies and autobiographies</li> <li>- speeches (ELA-6-H3)</li> </ul>
(12.9.B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;		<p>7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> <li>- essays and memoirs by early and modern essay writers</li> <li>- epic poetry such as Beowulf</li> <li>- forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue</li> <li>- drama, including ancient, Renaissance, and modern comedies and tragedies</li> <li>- short stories, novellas, and novels</li> <li>- biographies and autobiographies</li> <li>- speeches (ELA-6-H3)</li> </ul>
(12.9.C) read British and other world literature, including classic and contemporary works; and		<p>6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)</p> <p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> <li>- interpreting and evaluating presentation of events and information</li> <li>- evaluating the credibility of arguments in nonfiction works</li> <li>- making inferences and drawing conclusions</li> <li>- evaluating the author's use of complex literary</li> </ul>

TEKS	Comments	Louisiana GLE
		<p>elements, (e.g., symbolism, themes, characterization, ideas)</p> <ul style="list-style-type: none"> <li>- comparing and contrasting major periods, themes, styles, and trends within and across texts</li> <li>- making predictions and generalizations about ideas and information</li> <li>- critiquing the strengths and weaknesses of ideas and information</li> <li>- synthesizing (ELA-7-H1)</li> </ul> <p>11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)</p> <p>12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)</p>
(12.9.D) interpret the possible influences of the historical context on a literary work.		5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
(12.10) Reading/Culture. The student reads widely, including British literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across culture.		
(12.10.A) recognize distinctive and shared characteristics of cultures through reading;	Implied	5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
(12.10 B) compare text events with his/her own and other readers' experiences; and	NSA	5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
(12.10.C) recognize and discuss themes and connections that cross cultures.		5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious,

TEKS	Comments	Louisiana GLE
		<p>ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)</p> <p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> <li>- interpreting and evaluating presentation of events and information</li> <li>- evaluating the credibility of arguments in nonfiction works</li> <li>- making inferences and drawing conclusions</li> <li>- evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)</li> <li>- comparing and contrasting major periods, themes, styles, and trends within and across texts</li> <li>- making predictions and generalizations about ideas and information</li> <li>- critiquing the strengths and weaknesses of ideas and information</li> <li>- synthesizing (ELA-7-H1)</li> </ul>
(12.11) Reading/Literary Response. The student expresses and supports responses to various types of texts.		
(12.11.A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays; analyze written reviews of literature, film, and performance to compare with his/her own responses;	Implied	<p>4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)</p> <p>7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> <li>- essays and memoirs by early and modern essay writers</li> <li>- epic poetry such as Beowulf</li> <li>- forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue</li> <li>- drama, including ancient, Renaissance, and modern comedies and tragedies</li> <li>- short stories, novellas, and novels</li> </ul>

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> <li>- biographies and autobiographies</li> <li>- speeches (ELA-6-H3)</li> </ul>
(12.11 B) use elements of text to defend, clarify, and negotiate responses and interpretations;	Implied	<p>7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> <li>- essays and memoirs by early and modern essay writers</li> <li>- epic poetry such as Beowulf</li> <li>- forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue</li> <li>- drama, including ancient, Renaissance, and modern comedies and tragedies</li> <li>- short stories, novellas, and novels</li> <li>- biographies and autobiographies</li> <li>- speeches (ELA-6-H3)</li> </ul>
(12.11 C) analyze written reviews of literature, film, and performance to compare with his/her own responses; and	Implied	<p>7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> <li>- essays and memoirs by early and modern essay writers</li> <li>- epic poetry such as Beowulf</li> <li>- forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue</li> <li>- drama, including ancient, Renaissance, and modern comedies and tragedies</li> <li>- short stories, novellas, and novels</li> <li>- biographies and autobiographies</li> <li>- speeches (ELA-6-H3)</li> </ul>
(12.11 D) evaluate text through critical analysis.	Implied	<p>4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)</p>
(12.12) Reading/Literary Concepts. The student analyzes literary elements for their contributions to meaning in literary texts.		
(12.12.A) compare and contrast elements of texts such as themes, conflicts, and allusions both within	Implied	<p>4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts,</p>

TEKS	Comments	Louisiana GLE
and across texts;		<p>including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)</p> <p>6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)</p> <p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> <li>- interpreting and evaluating presentation of events and information</li> <li>- evaluating the credibility of arguments in nonfiction works</li> <li>- making inferences and drawing conclusions</li> <li>- evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)</li> <li>- comparing and contrasting major periods, themes, styles, and trends within and across texts</li> <li>- making predictions and generalizations about ideas and information</li> <li>- critiquing the strengths and weaknesses of ideas and information</li> <li>- synthesizing (ELA-7-H1)</li> </ul>
(12.12.B) propose and provide examples of themes that cross texts; (12.12 C) analyze relevance of setting and time frame to text's meaning;	Implied	<p>4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)</p> <p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> <li>- interpreting and evaluating presentation of events and information</li> <li>- evaluating the credibility of arguments in nonfiction works</li> <li>- making inferences and drawing conclusions</li> <li>- evaluating the author's use of complex literary elements, (e.g., symbolism, themes,</li> </ul>

TEKS	Comments	Louisiana GLE
		characterization, ideas) - comparing and contrasting major periods, themes, styles, and trends within and across texts - making predictions and generalizations about ideas and information - critiquing the strengths and weaknesses of ideas and information - synthesizing (ELA-7-H1)
(12.12.D) describe the development of plot and identify conflicts and how they are addressed and resolved;		7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including: - essays and memoirs by early and modern essay writers - epic poetry such as Beowulf - forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue - drama, including ancient, Renaissance, and modern comedies and tragedies - short stories, novellas, and novels - biographies and autobiographies - speeches (ELA-6-H3)  9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: - interpreting and evaluating presentation of events and information - evaluating the credibility of arguments in nonfiction works - making inferences and drawing conclusions - evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) - comparing and contrasting major periods, themes, styles, and trends within and across texts - making predictions and generalizations about ideas and information - critiquing the strengths and weaknesses of ideas and information - synthesizing (ELA-7-H1)
(12.12.E) analyze the melodies of literary	Implied	2. Analyze the significance of complex literary and

TEKS	Comments	Louisiana GLE
language, including its use of evocative words and rhythms;		<p>rhetorical devices in American, British, or world texts, including:</p> <ul style="list-style-type: none"> <li>- apostrophes</li> <li>- rhetorical questions</li> <li>- metaphysical conceits</li> <li>- implicit metaphors (metonymy and synecdoche) (ELA-1-H2)</li> </ul> <p>7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> <li>- essays and memoirs by early and modern essay writers</li> <li>- epic poetry such as Beowulf</li> <li>- forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue</li> <li>- drama, including ancient, Renaissance, and modern comedies and tragedies</li> <li>- short stories, novellas, and novels</li> <li>- biographies and autobiographies</li> <li>- speeches (ELA-6-H3)</li> </ul>
(12.12.F) connect literature to historical contexts, current events, and his/her own experiences;		<p>4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)</p> <p>8. Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:</p> <ul style="list-style-type: none"> <li>- an autobiography/diary gives insight into a particular time and place</li> <li>- the pastoral idealizes life in the country</li> <li>- the parody mocks people and institutions</li> <li>- an allegory uses fictional figures to express truths about human experiences (ELA-6-H4)</li> </ul>
(12.12.G) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist,	Implied	<p>7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> <li>- essays and memoirs by early and modern essay</li> </ul>

TEKS	Comments	Louisiana GLE
<p>paradox, analogy, dialect, and comic relief as appropriate to the selections being read.</p>		<p>writers</p> <ul style="list-style-type: none"> <li>- epic poetry such as Beowulf</li> <li>- forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue</li> <li>- drama, including ancient, Renaissance, and modern comedies and tragedies</li> <li>- short stories, novellas, and novels</li> <li>- biographies and autobiographies</li> <li>- speeches (ELA-6-H3)</li> </ul> <p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> <li>- interpreting and evaluating presentation of events and information</li> <li>- evaluating the credibility of arguments in nonfiction works</li> <li>- making inferences and drawing conclusions</li> <li>- evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)</li> <li>- comparing and contrasting major periods, themes, styles, and trends within and across texts</li> <li>- making predictions and generalizations about ideas and information</li> <li>- critiquing the strengths and weaknesses of ideas and information</li> <li>- synthesizing (ELA-7-H1)</li> </ul>
<p>(12.13) Reading/Analysis/Evaluation. The student reads critically to evaluate texts and the authority of sources.</p>		
<p>(12.13.A) analyze the characteristics of clear text such as conciseness, correctness, and completeness;</p>	<p>Implied</p>	<p>7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:</p> <ul style="list-style-type: none"> <li>- essays and memoirs by early and modern essay writers</li> <li>- epic poetry such as Beowulf</li> <li>- forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue</li> <li>- drama, including ancient, Renaissance, and</li> </ul>

TEKS	Comments	Louisiana GLE
		modern comedies and tragedies - short stories, novellas, and novels - biographies and autobiographies - speeches (ELA-6-H3)
(12.13.B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;		12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)  36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
(12.13.C) recognize logical, deceptive, and/or faulty modes of persuasion in text;	Implied	9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example: - interpreting and evaluating presentation of events and information - evaluating the credibility of arguments in nonfiction works - making inferences and drawing conclusions - evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas) - comparing and contrasting major periods, themes, styles, and trends within and across texts - making predictions and generalizations about ideas and information - critiquing the strengths and weaknesses of ideas and information - synthesizing (ELA-7-H1)  13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including: - identifying cause-effect relationships - raising questions - reasoning inductively and deductively - generating a theory or hypothesis - skimming/scanning - distinguishing facts from opinions and probability (ELA-7-H4)

TEKS	Comments	Louisiana GLE
(12.13.D) apply modes of reasoning such as induction and deduction to think critically;		<p>13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>- identifying cause-effect relationships</li> <li>- raising questions</li> <li>- reasoning inductively and deductively</li> <li>- generating a theory or hypothesis</li> <li>- skimming/scanning</li> <li>- distinguishing facts from opinions and probability (ELA-7-H4)</li> </ul>
(12.13.E) describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone;		<p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> <li>- interpreting and evaluating presentation of events and information</li> <li>- evaluating the credibility of arguments in nonfiction works</li> <li>- making inferences and drawing conclusions</li> <li>- evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)</li> <li>- comparing and contrasting major periods, themes, styles, and trends within and across texts</li> <li>- making predictions and generalizations about ideas and information</li> <li>- critiquing the strengths and weaknesses of ideas and information</li> <li>- synthesizing (ELA-7-H1)</li> </ul>
(12.13.F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.		<p>9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:</p> <ul style="list-style-type: none"> <li>- interpreting and evaluating presentation of events and information</li> <li>- evaluating the credibility of arguments in nonfiction works</li> <li>- making inferences and drawing conclusions</li> <li>- evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)</li> <li>- comparing and contrasting major periods, themes, styles, and trends within and across texts</li> <li>- making predictions and generalizations about</li> </ul>

TEKS	Comments	Louisiana GLE
		<p>ideas and information</p> <ul style="list-style-type: none"> <li>- critiquing the strengths and weaknesses of ideas and information</li> <li>- synthesizing (ELA-7-H1)</li> </ul> <p>13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>- identifying cause-effect relationships</li> <li>- raising questions</li> <li>- reasoning inductively and deductively</li> <li>- generating a theory or hypothesis</li> <li>- skimming/scanning</li> <li>- distinguishing facts from opinions and probability (ELA-7-H4)</li> </ul>
(12.14) Reading/Inquiry/Research. The student uses reading and research skills to develop self-selected topics.		
(12.14.A) generate relevant, interesting, and researchable questions;		<p>37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>- formulating clear research questions</li> <li>- evaluating the validity and/or reliability of primary and/or secondary sources</li> <li>- using graphic organizers (e.g., outlining, charts, timelines, webs)</li> <li>- compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation</li> <li>- preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)</li> </ul>
(12.14.B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;		<p>34. Select and critique relevant information for a research project using the organizational features of a variety resources, including:</p> <ul style="list-style-type: none"> <li>- print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references)</li> <li>- electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)</li> </ul> <p>35. Locate, analyze, and synthesize information from a variety of complex resources, including:</p>

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> <li>- multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)</li> <li>- electronic sources (e.g., Web sites or databases)</li> <li>- other media (e.g., community and government data, television and radio resources, and audio and visual materials )(ELA-5-H2)</li> </ul>
(12.14.C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;		<p>37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>- formulating clear research questions</li> <li>- evaluating the validity and/or reliability of primary and/or secondary sources</li> <li>- using graphic organizers (e.g., outlining, charts, timelines, webs)</li> <li>- compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation</li> <li>- preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)</li> </ul>
(12.14.D) evaluate the credibility of information sources and their appropriateness for varied needs;		<p>36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)</p>
(12.14.E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;		<p>37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>- formulating clear research questions</li> <li>- evaluating the validity and/or reliability of primary and/or secondary sources</li> <li>- using graphic organizers (e.g., outlining, charts, timelines, webs)</li> <li>- compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation</li> <li>- preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)</li> </ul>
(12.14.F) produce research projects and reports in varying forms for audiences;		<p>38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:</p> <ul style="list-style-type: none"> <li>- researched information that supports main ideas</li> </ul>

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> <li>- facts, details, examples, and explanations from sources</li> <li>- graphics when appropriate</li> <li>- complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)</li> </ul> <p>39. Use word processing and/or technology to draft, revise, and publish various works, including:</p> <ul style="list-style-type: none"> <li>- functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly</li> <li>- analytical reports that include databases, graphics, and spreadsheets</li> <li>- research reports on high-interest and literary topics (ELA-5-H4)</li> </ul> <p>40. Use selected style guides to produce complex reports that include the following:</p> <ul style="list-style-type: none"> <li>- credit for sources (e.g., appropriate parenthetical documentation and notes)</li> <li>- standard formatting for source acknowledgment (ELA-5-H5)</li> </ul>
(12.14.G) draw relevant questions for further study from the research findings or conclusions.	Implied	<p>37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>- formulating clear research questions</li> <li>- evaluating the validity and/or reliability of primary and/or secondary sources</li> <li>- using graphic organizers (e.g., outlining, charts, timelines, webs)</li> <li>- compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation</li> <li>- preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)</li> </ul>
(12.15) Listening/Speaking/Critical Listening. The student listens attentively for a variety of purposes.		
(12.15.A) demonstrate proficiency in each aspect of the listening process such as focusing attention,	Implied	27. Listen to detailed oral instructions and presentations and carry out complex procedures,

TEKS	Comments	Louisiana GLE
interpreting, and responding;		including: - reading and questioning - writing responses - forming groups - taking accurate, detailed notes (ELA-4-H2)
(12.15.B) use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies; (12.15 C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening; (12.15 D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention;	Implied	30. Use active listening strategies, including: - monitoring messages for clarity - selecting and organizing information - noting cues such as changes in pace (ELA-4-H4)
(12.15.E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	Implied	33. 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' performance (ELA-4-H6)
(12.16) Listening/Speaking/Purposes. The student speaks clearly and effectively for a variety of purposes.		
(12.16.A) use conventions of oral language effectively, including word choice, grammar, and diction;		25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
(12.16.B) use informal, standard, and technical English to meet demands of occasion, audience, and task; (12.16 C) respond appropriately to the opinions and views of others;	Implied	26. Select language appropriate to specific purposes and audiences for speaking, including: - delivering informational/book reports in class - conducting interviews/surveys of classmates or the general public - participating in class discussions (ELA-4-H1)
(12.16.D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion;		29. Deliver presentations that include the following: - language, diction, and syntax selected to suit a purpose and impact an audience - delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose

TEKS	Comments	Louisiana GLE
		and audience - an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)
(12.16.E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;	Implied	30. Use active listening strategies, including: - monitoring messages for clarity - selecting and organizing information - noting cues such as changes in pace (ELA-4-H4)
(12.16.F) make relevant contributions in conversations and discussions;	Implied	33. 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' performance (ELA-4-H6)
(12.16.G) express and defend a point of view using precise language and appropriate detail;		31. Deliver oral presentations, including: - speeches that use appropriate rhetorical strategies - responses that analyze information in texts and media - persuasive arguments that clarify or defend positions (ELA-4-H4)
(12.16.H) speak responsibly to present accurate, truthful, and ethical messages.	Implied	29. Deliver presentations that include the following: - language, diction, and syntax selected to suit a purpose and impact an audience - delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience - an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)  31. Deliver oral presentations, including: - speeches that use appropriate rhetorical strategies - responses that analyze information in texts and media - persuasive arguments that clarify or defend

TEKS	Comments	Louisiana GLE
		positions (ELA-4-H4)
(12.17) Listening/Speaking/Presentations. The student prepares, organizes, and presents oral messages.		
(12.17.A) present clear thesis statements and claims; (12.17 B) support major thesis with logical points or arguments;	Implied	31. Deliver oral presentations, including: - speeches that use appropriate rhetorical strategies - responses that analyze information in texts and media - persuasive arguments that clarify or defend positions (ELA-4-H4)
(12.17.C) choose valid evidence or proofs to support claims; (12.17 D) use effective appeals to support points, claims, or arguments;	Implied	31. Deliver oral presentations, including: - speeches that use appropriate rhetorical strategies - responses that analyze information in texts and media - persuasive arguments that clarify or defend positions (ELA-4-H4)  36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
(12.17.E) use language and rhetorical strategies skillfully in informative and persuasive messages; (12.17 F) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances;		29. Deliver presentations that include the following: - language, diction, and syntax selected to suit a purpose and impact an audience - delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience - an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)  31. Deliver oral presentations, including: - speeches that use appropriate rhetorical strategies - responses that analyze information in texts and media - persuasive arguments that clarify or defend positions (ELA-4-H4)

TEKS	Comments	Louisiana GLE
(12.17.G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems;	Implied	31. Deliver oral presentations, including: - speeches that use appropriate rhetorical strategies - responses that analyze information in texts and media - persuasive arguments that clarify or defend positions (ELA-4-H4)
(12.17.H) use feedback to judge effectiveness in communicating and setting goals for future presentations.	Implied	33. 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' performance (ELA-4-H6)
(12.18) Listening/Speaking/Evaluation. The student evaluates and critiques oral presentations and performances.		
(12.18.A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages; (12. 18 B) apply valid criteria to analyze, evaluate, and critique literary performances;	Implied	32. Give oral and written analyses of media information, including: - identifying logical fallacies (e.g., attack ad hominem, false causality, overgeneralization, bandwagon effect) used in oral addresses - analyzing the techniques used in media messages for a particular audience - critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation - critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5)  33. 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' performance (ELA-4-H6)

TEKS	Comments	Louisiana GLE
(12.18.C) use praise and suggestions of others to improve his/her own communication;	Implied	33. 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' performance (ELA-4-H6)
(12.18.D) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.	Approximates	2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including: - apostrophes - rhetorical questions - metaphysical conceits - implicit metaphors (metonymy and synecdoche) (ELA-1-H2)  32. Give oral and written analyses of media information, including: - identifying logical fallacies (e.g., attack ad hominem, false causality, overgeneralization, bandwagon effect) used in oral addresses - analyzing the techniques used in media messages for a particular audience - critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation - critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5)
(12.19) Viewing/Representing/Interpretation. The student understands and interprets visual representations.		
(12.19.A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;	NA	
(12.19.B) analyze relationships, ideas, and cultures as represented in various media; (12.19 C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and	Implied	32. Give oral and written analyses of media information, including: - identifying logical fallacies (e.g., attack ad hominem, false causality, overgeneralization,

TEKS	Comments	Louisiana GLE
advertisements.		bandwagon effect) used in oral addresses - analyzing the techniques used in media messages for a particular audience - critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation - critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5)
(12.20) Viewing/Representing/Analysis. The student analyzes and critiques the significance of visual representations.		
(12.20.A) investigate the source of a media presentation or production such as who made it and why it was made; (12.20 B) deconstruct media to get the main idea of the message's content; (12.20 C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols; (12.20 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; (12.20 E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and (12.20 F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	Implied, NSA	32. Give oral and written analyses of media information, including: - identifying logical fallacies (e.g., attack ad hominem, false causality, overgeneralization, bandwagon effect) used in oral addresses - analyzing the techniques used in media messages for a particular audience - critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation - critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5)
(12.21) Viewing/Representing/Production. The student produces visual representations that communicate with others.		
(12.21.A) examine the effect of media on constructing his/her own perception of reality; (12.21 B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages; (12.21 C) use a range of techniques to plan and create a media text and reflect critically on the work produced; (12.21 D) create media products to include a ten- to fifteen-minute investigative documentary, ad	NSA	31. Deliver oral presentations, including: - speeches that use appropriate rhetorical strategies - responses that analyze information in texts and media - persuasive arguments that clarify or defend positions (ELA-4-H4)

TEKS	Comments	Louisiana GLE
<p>campaigns, political campaigns, or parodies to engage specific audiences; and (12.21 E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.</p>		