

DOMAIN I.

INTEGRATED LANGUAGE ARTS, DIVERSE LEARNERS, AND THE STUDY OF ENGLISH

COMPETENCY 1.0 THE TEACHER UNDERSTANDS AND APPLIES KNOWLEDGE OF RELATIONSHIPS AMONG THE LANGUAGE ARTS AND BETWEEN THE LANGUAGE ARTS AND OTHER ASPECTS OF STUDENTS' LIVES AND LEARNING

Skill 1.1 Understands the continuum of language arts skills and expectations for students in grades 8–12, as specified in the Texas Essential Knowledge and Skills (TEKS).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(G) analyze strategies that writers in different fields use to compose.

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

- (A) evaluate writing for both mechanics and content; and
- (B) respond productively to peer review of his/her own work.

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

- (A) expand vocabulary through wide reading, listening, and discussing;
- (B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;
- (C) apply meanings of prefixes, roots, and suffixes in order to comprehend words new to thje student;;
- (D) research word origins, including Anglo-Saxon, Latin, and Greek words;
- (E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and
- (F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.

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

- (A) establish a purpose for reading such as to discover, interpret, and enjoy;
- (B) draw upon his/her own background to provide connection to texts;
- (C) monitor reading strategies such as rereading, using resources, and questioning and modify them when understanding breaks down;
- (D) construct images such as graphic organizers based on text descriptions and text structures;
- (E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;

- (F) identify main ideas and their supporting details;
- (G) summarize texts;
- (H) draw inferences such as conclusions, generalizations, and predictions and support them from text;
- (I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and
- (J) read silently with comprehension for a sustained period of time.

Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

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

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. The student is expected to:

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

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

- (A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;

(B) use elements of text to defend his/her own responses and interpretations; and

(C) compare reviews of literature, film, and performance with his/her own responses.

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

(A) recognize the theme (general observation about life or human nature) within a text;

(B) analyze the relevance of setting and time frame to the text's meaning;

(C) analyze characters and identify fictional time and point of view;

(D) identify basic conflicts;

(E) analyze the development of plot in narrative text;

(F) recognize and interpret important symbols;

(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and

(H) 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.

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

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

(B) evaluate the credibility of information sources and determine the writer's motives;

(C) analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction; and

(D) analyze editorials, documentaries, and advertisements for bias and use of common persuasive techniques.

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

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

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

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

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

- (A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts;
- (B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;
- (C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;

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

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

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

(A) use the conventions of oral language effectively;

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

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

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

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

(F) make relevant contributions in conversations and discussions.

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

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

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

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

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

Listening/speaking/literary interpretation. The student prepares, organizes, and presents literary interpretations. The student is expected to:

(A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays; and

(B) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.

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

(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;

(B) analyze relationships, ideas, and cultures as represented in various media; and

(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

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

(A) investigate the source of a media presentation or production such as who made it and why it was made;

(B) deconstruct media to get the main idea of a message ;

(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;

(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;

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

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

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

(A) examine the effect of media in influencing his/her own perception of reality;

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

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

(D) create media products to include a billboard, cereal box, short editorial, and a three- minute documentary or print ad to engage specific audiences; and

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

Skill 1.2 Understands the importance of integrating the language arts to improve students' language and literacy.

The last twenty years have seen great change in instruction in the English classroom. Gone are the days when literature is taught on Monday, Wednesday is grammar day and Friday you assign writing. Integrating reading, writing, speaking, listening and viewing to allow students to make connections between each aspect of language development during each class.

Suggestions for Integrating Language Arts

- Use prereading activities such as discussion, writing, research, and journals. Use writing to tap into prior knowledge before students read; engage students in class discussions about themes, issues, and ideas explored in journals, predicting the outcome and exploring related information.
- Use prewriting activities such as reading model essays, researching, interviewing others, combining sentences and other prewriting activities. Remember that developing language proficiency is a recursive process and involves practice in reading, writing, thinking, speaking, listening and viewing.
- Create writing activities that are relevant to students by having them write and share with real audiences.
- Connect correctness - including developing skills of conventional usage, spelling, grammar, and punctuation - to the revision and editing stage of writing. Review of mechanics and punctuation can be done with mini-lessons that use sentences from student papers, sentence combining strategies, and modeling passages of skilled writers.
- Connect reading, writing, listening, speaking, and viewing by using literature read as a springboard for a variety of activities.

Skill 1.3 Understands the interrelationship between the language arts and other areas of the curriculum and uses this knowledge to facilitate students' learning across the curriculum.

Ideas for Interdisciplinary Classroom Activities:

- Have students produce a newspaper that incorporates many different subject areas (sports, weather, crossword puzzles, books reviews, pictures, poetry, advertisements, etc.).
- Connect each student with an “adoptive grandparent” at a nearby nursing home. Have students write their “grandparent” letters and stories, make timelines of their lives, and learn about life during the time period they grew up in.
- Have students create a Powerpoint presentation on a career they are interested in pursuing. Research pros and cons, salary information, skills necessary for the job, etc.
- Using a book the class is reading as a whole, have students pick out any words they are unfamiliar with. Research the origin of those words, their definitions, and then have them write a creative story using each word.

Skill 1.4 Understands relationships among reading, writing, speaking, listening, and complex thinking and uses instruction to make connections among them in order to improve performance in each area.

Gone are the days when students engage in skill practice with grammar worksheets. Grammar needs to be taught in the context of the students' own work. Listed below is a series of classroom practices that encourage meaningful context-based grammar instruction, combined with occasional mini-lessons and other language strategies that can be used on a daily basis.

- * Connect grammar with the student's own writing while emphasizing grammar as a significant aspect of effective writing.
- * Emphasize the importance of editing and proofreading as an essential part of classroom activities.
- * Provide students with an opportunity to practice editing and proofreading cooperatively.
- * Give instruction in the form of 15-20 minute mini-lessons.
- * Emphasize the sound of punctuation by connecting it to pitch, stress, and pause.