(F)   give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;

(G)   listen and respond to critique from peers after an oral presentation; and

(H)   participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-

(i)   controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;

(ii)   chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and

in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English language learners (ELLs).

(2)   ESOL II may be substituted for English II as provided by Chapter 74, Subchapter B, of this title

(B)   analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;

(C)   analyze isolated scenes; and

(D)   analyze the impact of the setting on both character development and plot structure.

(9)   Multiple genres: listening, speaking, reading, and writing using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:

(A)   demonstrate knowledge of American, British, and world literature across literary periods;

(B)   analyze the effects of metrics; rhyme schemes such as end, internal, slant, and eye; and other conventions in poetry;

(C)   identify and explain the function of archetypes and motifs;

(D)

(i)

       (i)   validity, reliability, and accuracy;

       (ii)   bias, including omission; and

       (iii)   faulty reasoning such as incorrect premise, hasty generalizations, and either-or;

(G)   synthesize information;

(H)   display academic citations and use source materials ethically;

(I)   incorporate digital technology when appropriate; a(t)2.9(atoc3)12(ol)6.8(ogy)12( )-12.1tion >2.9(t)-9.2(y)2

(1)   Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, the student is expected to:

(A)   distinguish and produce 6.9(82(6.9(82.)-4.1 Td   [(82.)-4.1 pr)1.(ngu)12 Tm   [(4j08 0 Td   [(te.)-4.1 ge7

(B)

(F)   apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue;

(G)   arrange phrases, clauses, and sentences into correct and meaningful patterns;

(H)   compile written ideas to form paragraphs;

(I)   organize and convert information into different forms such as charts, graphs, and drawings;

(J)   convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms;

(K)   create, revise, edit, and publish using various technology applications;

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

(M)   evaluate writing for both mechanics and content; and

(N)   use cohesive devices appropriately.

(7)   Inquiry and research: listening, speaking, reading, and writing using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes.