

<i>Proclamation 2020</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material		
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading	
Subchapter	Subchapter C. High School	
Course	§110.59. Oral Interpretation I, II, III (One to Three Credits)	
(a) Introduction		
<p>(1) Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.</p> <p>(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.</p>		

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text, and the audience	(ii) analyze the [interpreter's] ethical responsibilities to the author
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(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text, and the audience	(iv) analyze the [interpreter's] ethical responsibilities to the audience
(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(C) develop and use a workable theory of interpretation as a basis for performance choices	(i) develop a workable theory of interpretation as a basis for performance choices
(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(C) develop and use a workable theory of interpretation as a basis for performance choices	(ii) use a workable theory of interpretation as a basis for performance choices
(2) Selection. The student selects literature for performance. The student is expected to:	(A) select literature appropriate for the reader, the audience, and the occasion	(i) select literature appropriate for the reader
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(2) Selection. The student selects literature for performance. The student is expected to:	(A) select literature appropriate for the reader, the audience, and the occasion	(iii) select literature appropriate for the occasion
(2) Selection. The student selects literature for performance. The student is expected to:	(B) apply standards of literary merit when selecting literature for individual or group performance	(i) apply standards of literary merit when selecting literature for individual or group performance
(2) Selection. The student selects literature for performance. The student is expected to:	(C) choose literature that can be appropriately adapted	(i) choose literature that can be appropriately adapted
(2) Selection. The student selects literature for performance. The student is expected to:	(D) select performance materials from a variety of literary genre	(i) select performance materials from a variety of literary genre

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(i) analyze the shifts or transitions in speaker to determine who is speaking
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(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(vii) analyze the shifts or transitions in speaker to determine where they are speaking

Knowledge and Skills Statement	Student Expectation	Breakout
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(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(x) analyze the shifts or transitions in speaker to determine when they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(xi) analyze the shifts or transitions in time to determine when they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(xii) analyze the shifts or transitions in place to determine when they are speaking
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Knowledge and Skills Statement	Student Expectation	Breakout
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(B) justify strategies for the use of focus, gesture, and movement	(ii) justify strategies for the use of gesture
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(B) justify strategies for the use of focus, gesture, and movement	(iii) justify strategies for the use of movement
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(C) justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause	(i) justify the use of vocal strategies
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(D) justify the use of dialect, pronunciation, enunciation, or articulation	(i) justify the use of dialect, pronunciation, enunciation, or articulation
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(E) use research, analysis, personal experiences, and responses to the literature to justify performance choices	(i) use research to justify performance choices
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:		

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(A) listen critically and appreciatively and respond appropriately to the performances of others	(ii) listen appreciatively to the performances of others
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(A) listen critically and appreciatively and respond appropriately to the performances of others	(iii) respond appropriately to the performances of others
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(B) analyze and evaluate various performance styles	(i) analyze various performance styles
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(B) analyze and evaluate various performance styles	(ii) evaluate various performance styles
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(C) use a variety of techniques to evaluate and critique one's own and others' performances	(i) use a variety of techniques to evaluate one's own performances
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(C) use a variety of techniques to evaluate and critique one's own and others' performances	(ii) use a variety of techniques to evaluate others' performances
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(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(C) use a variety of techniques to evaluate and critique one's own and others' performances	(iv) use a variety of techniques to critique others' performances
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(D) set goals for future performances based on evaluation	(i) set goals for future performances based on evaluation