

# DIGITAL THEATRE+

## Texas Essential Knowledge and Skills (TEKS) for English Language Arts

<b>Very high</b>	DT+ is the only resource you need to teach this standard.	<b>High</b>	DT+ can be your primary resource when teaching this standard.
<b>Medium</b>	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	<b>Low</b>	DT+ has content for this standard and it will be used to supplement your primary resources.

### ENGLISH I

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language, vocabulary, self-sustained reading

	Standards	Strength
<b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>	(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	<b>Low</b>
	(B) analyze context to distinguish between the denotative and connotative meanings of words; and	<b>Medium</b>
	(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.	<b>Low</b>
<b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</b>	(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<b>Low</b>

**Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.**

	<b>Standards</b>	<b>Strength</b>
<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p>	(A) establish purpose for reading assigned and self-selected texts;	<b>Medium</b>
	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>High</b>
	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<b>High</b>
	(D) create mental images to deepen understanding;	<b>Medium</b>
	(E) make connections to personal experiences, ideas in other texts, and society;	<b>High</b>
	(F) make inferences and use evidence to support understanding;	<b>High</b>
	(G) evaluate details read to determine key ideas;	<b>High</b>
	(H) synthesize information from two texts to create new understanding; and	<b>Medium-High</b>
	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>Medium</b>

**Response skills: listening, speaking, reading, writing, and thinking using multiple texts**

	<b>Standards</b>	<b>Strength</b>
<p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b></p>	(A) describe personal connections to a variety of sources, including self-selected texts;	<b>High</b>
	(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;	<b>Low</b>
	(C) use text evidence and original commentary to support a comprehensive response;	<b>High</b>
	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<b>Medium</b>
	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>Medium-High</b>
	(F) respond using acquired content and academic vocabulary as appropriate;	<b>High</b>
	(G) discuss and write about the explicit or implicit meanings of text;	<b>Medium</b>
	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	<b>Medium</b>
	(I) reflect on and adjust responses when valid evidence warrants; and	<b>Medium</b>
	(J) defend or challenge the authors' claims using relevant text evidence.	<b>Medium-High</b>

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements, specific characteristics**

	<b>Standards</b>	<b>Strength</b>
<b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>	(A) analyze how themes are developed through characterization and plot in a variety of literary texts;	<b>Very High</b>
	(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	<b>Very High</b>
	(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and	<b>Very High</b>
	(D) analyze how the setting influences the theme.	<b>Very High</b>

	<b>Standards</b>	<b>Strength</b>
<b>(7) Multiple genres: listening, speaking, reading, writing, and thinking 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. The student is expected to:</b>	(A) read and respond to American, British, and world literature;	<b>Medium-High</b>
	(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	<b>Very High</b>
	(F) analyze characteristics of multimodal and digital texts.	<b>Low</b>

**Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.**

	<b>Standards</b>	<b>Strength</b>
<b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>	(A) analyze the author's purpose, audience, and message within a text;	<b>High</b>
	(B) analyze use of text structure to achieve the author's purpose;	<b>High</b>
	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	<b>Medium</b>
	(D) analyze how the author's use of language achieves specific purposes;	<b>High-Very High</b>
	(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;	<b>High</b>
	(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	<b>High</b>
	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.	<b>Medium</b>

## ENGLISH II

### Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language, vocabulary, self-sustained reading

	Standards	Strength
<b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>	(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	Low
	(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words; and	Medium
	(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.	Low

	Standards	Strength
<b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</b>	(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Low

### Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.

	Standards	Strength
<b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>	(A) establish purpose for reading assigned and self-selected texts;	Medium
	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	High
	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	High
	(D) create mental images to deepen understanding;	Medium
	(E) make connections to personal experiences, ideas in other texts, and society;	High
	(F) make inferences and use evidence to support understanding;	High
	(G) evaluate details read to determine key ideas;	High
	(H) synthesize information from multiple texts to create new understanding; and	Medium-High
	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Medium

**Response skills: listening, speaking, reading, writing, and thinking using multiple texts**

	<b>Standards</b>	<b>Strength</b>
<p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b></p>	(A) describe personal connections to a variety of sources, including self-selected texts;	<b>High</b>
	(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;	<b>Low</b>
	(C) use text evidence and original commentary to support an interpretive response;	<b>High</b>
	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<b>Medium</b>
	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>Medium-High</b>
	(F) respond using acquired content and academic vocabulary as appropriate;	<b>High</b>
	(G) discuss and write about the explicit or implicit meanings of text;	<b>Medium</b>
	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	<b>Medium</b>
	(I) reflect on and adjust responses when valid evidence warrants; and	<b>Medium</b>
	(J) defend or challenge the authors' claims using relevant text evidence.	<b>Medium-High</b>

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements, specific characteristics**

	<b>Standards</b>	<b>Strength</b>
<p><b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b></p>	(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;	<b>Very High</b>
	(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;	<b>Very High</b>
	(C) analyze isolated scenes and their contribution to the success of the plot as a whole; and	<b>Very High</b>
	(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts.	<b>Very High</b>

	<b>Standards</b>	<b>Strength</b>
<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking 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. The student is expected to:</b></p>	(A) read and analyze world literature across literary periods;	<b>Medium-High</b>
	(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	<b>Very High</b>
	(F) analyze characteristics of multimodal and digital texts.	<b>Low</b>

**Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.**

	<b>Standards</b>	<b>Strength</b>
<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b></p>	(A) analyze the author's purpose, audience, and message within a text;	<b>High</b>
	(B) analyze use of text structure to achieve the author's purpose;	<b>High</b>
	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	<b>Medium</b>
	(D) analyze how the author's use of language informs and shapes the perception of readers;	<b>High-Very High</b>
	(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;	<b>High</b>
	(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	<b>High</b>
	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	<b>Medium</b>

**ENGLISH III**

**Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language, vocabulary, self-sustained reading**

	<b>Standards</b>	<b>Strength</b>
<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b></p>	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;	<b>Medium</b>
	(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and	<b>High</b>
	(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.	<b>Low</b>

	<b>Standards</b>	<b>Strength</b>
<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</b></p>	(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<b>Low</b>

**Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.**

	<b>Standards</b>	<b>Strength</b>
<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b></p>	(A) establish purpose for reading assigned and self-selected texts;	<b>Medium</b>
	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>High</b>
	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<b>High</b>
	(D) create mental images to deepen understanding;	<b>Medium</b>
	(E) make connections to personal experiences, ideas in other texts, and society;	<b>High</b>
	(F) make inferences and use evidence to support understanding;	<b>High</b>
	(G) evaluate details read to understand key ideas;	<b>High</b>
	(H) synthesize information from a variety of text types to create new understanding; and	<b>Medium-High</b>
	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	<b>Medium</b>

**Response skills: listening, speaking, reading, writing, and thinking using multiple texts**

	<b>Standards</b>	<b>Strength</b>
<p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b></p>	(A) describe personal connections to a variety of sources, including self-selected texts;	<b>High</b>
	(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;	<b>Low</b>
	(C) use text evidence and original commentary to support an analytic response;	<b>High</b>
	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<b>Medium</b>
	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>Medium-High</b>
	(F) respond using acquired content and academic vocabulary as appropriate;	<b>High</b>
	(G) discuss and write about the explicit and implicit meanings of text;	<b>Medium</b>
	(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;	<b>Medium</b>
	(I) reflect on and adjust responses when valid evidence warrants; and	<b>Medium</b>
	(J) defend or challenge the authors' claims using relevant text evidence.	<b>Medium-High</b>

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements, specific characteristics**

	<b>Standards</b>	<b>Strength</b>
<b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>	(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	<b>Very High</b>
	(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	<b>Very High</b>
	(C) evaluate how different literary elements shape the author's portrayal of the plot; and	<b>Very High</b>
	(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	<b>Very High</b>

	<b>Standards</b>	<b>Strength</b>
<b>(7) Multiple genres: listening, speaking, reading, writing, and thinking 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. The student is expected to:</b>	(A) read and analyze American literature across literary periods;	<b>Medium-High</b>
	(C) analyze how the relationships among dramatic elements advance the plot;	<b>Very High</b>
	(F) analyze the effectiveness of characteristics of multimodal and digital texts.	<b>Low</b>

**Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.**

	<b>Standards</b>	<b>Strength</b>
<b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>	(A) analyze the author's purpose, audience, and message within a text;	<b>High</b>
	(B) evaluate use of text structure to achieve the author's purpose;	<b>High</b>
	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	<b>Medium</b>
	(D) evaluate how the author's use of language informs and shapes the perception of readers;	<b>High-Very High</b>
	(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	<b>High</b>
	(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	<b>High</b>
	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	<b>Medium</b>



## ENGLISH IV

### Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language, vocabulary, self-sustained reading

	Standards	Strength
<b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>	(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;	<b>Medium</b>
	(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and	<b>High</b>
	(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor.	<b>Low</b>

	Standards	Strength
<b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</b>	(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<b>Low</b>

### Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.

	Standards	Strength
<b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>	(A) establish purpose for reading assigned and self-selected texts;	<b>Medium</b>
	(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>High</b>
	(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<b>High</b>
	(D) create mental images to deepen understanding;	<b>Medium</b>
	(E) make connections to personal experiences, ideas in other texts, and society;	<b>High</b>
	(F) make inferences and use evidence to support understanding;	<b>High</b>
	(G) evaluate details read to analyze key ideas;	<b>High</b>
	(H) synthesize information from a variety of text types to create new understanding; and	<b>Medium-High</b>
	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down	<b>Medium</b>

**Response skills: listening, speaking, reading, writing, and thinking using multiple texts**

	<b>Standards</b>	<b>Strength</b>
<b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>	(A) describe personal connections to a variety of sources, including self-selected texts;	<b>High</b>
	(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;	<b>Low</b>
	(C) use text evidence and original commentary to support an evaluative response;	<b>High</b>
	(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<b>Medium</b>
	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>Medium-High</b>
	(F) respond using acquired content and academic vocabulary as appropriate;	<b>High</b>
	(G) discuss and write about the explicit and implicit meanings of text;	<b>Medium</b>
	(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice;	<b>Medium</b>
	(I) reflect on and adjust responses when valid evidence warrants; and	<b>Medium</b>
	(J) defend or challenge the authors' claims using relevant text evidence	<b>Medium-High</b>

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements, specific characteristics**

	<b>Standards</b>	<b>Strength</b>
<b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>	(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	<b>Very High</b>
	(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	<b>Very High</b>
	(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and	<b>Very High</b>
	(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	<b>Very High</b>

	<b>Standards</b>	<b>Strength</b>
<b>(7) Multiple genres: listening, speaking, reading, writing, and thinking 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. The student is expected to:</b>	(A) read and analyze British literature across literary periods;	<b>Medium-High</b>
	(C) analyze and evaluate how the relationships among the dramatic elements advance the plot;	<b>Very High</b>
	(F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts.	<b>Low</b>

**Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.**

	<b>Standards</b>	<b>Strength</b>
<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b></p>	(A) evaluate the author's purpose, audience, and message within a text;	<b>High</b>
	(B) evaluate use of text structure to achieve the author's purpose;	<b>High</b>
	(C) evaluate the author's use of print and graphic features to achieve specific purposes;	<b>Medium</b>
	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers;	<b>High-Very High</b>
	(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	<b>High</b>
	(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and	<b>High</b>
	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	<b>Medium</b>