

<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	

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Communication process. The student demonstrates		

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(iii) identify [professional relationships'] importance
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(iv) identify [social relationships'] importance
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(v) identify the purposes [professional relationships] serve
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(vi) identify the purposes [social relationships] serve
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships	(i) employ appropriate verbal skills to enhance interpersonal relationships
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships	(ii) employ appropriate nonverbal skills to enhance interpersonal relationships
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships	(iii) employ appropriate listening skills to enhance interpersonal relationships
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:		

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(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(C) use communication management skills to develop appropriate assertiveness, tact, and courtesy	(iii) use communication management skills to develop appropriate courtesy
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism	(i) use professional etiquette in situations
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism	(ii) use professional protocol in situations
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(E) send clear and appropriate requests, provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others	(i) send clear requests
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(E) send clear and appropriate requests, provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others	(ii) send appropriate requests
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(E) send clear and appropriate requests, provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others	(iii) provide clear directions
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(E) send clear and appropriate requests, provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others	(iv) provide accurate directions
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(E) send clear and appropriate requests, provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others	(v) ask appropriate questions

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age	(iv) use appropriate strategies for dealing with differences, including gender
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age	(v) use appropriate strategies for dealing with differences, including ethnicity
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age	(vi) use appropriate strategies for dealing with differences, including age
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(I) analyze and evaluate the effectiveness of one's own and others' communication	(i) analyze the effectiveness of one's own communication
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(I) analyze and evaluate the effectiveness of one's own and others' communication	(ii) analyze the effectiveness of others' communication
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(I) analyze and evaluate the effectiveness of one's own and others' communication	(iii) evaluate the effectiveness of one's own communication
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(I) analyze and evaluate the effectiveness of one's own and others' communication	(iv) evaluate the effectiveness of others' communication
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(A) identify kinds of groups, their importance, and the purposes they serve	(i) identify kinds of groups
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(A) identify kinds of groups, their importance, and the purposes they serve	(ii) identify [groups'] importance
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(A) identify kinds of groups, their importance, and the purposes they serve	(iii) identify the purposes [groups] serve

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(G) use effective communication strategies in leadership roles	(i) use effective communication strategies in leadership roles
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups	(i) use effective communication strategies for solving problems in groups
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups	(ii) use effective communication strategies for managing conflicts in groups
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups	(iii) use effective communication strategies for building consensus in groups
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(I) analyze the participation and contributions of group members and evaluate group effectiveness	(i) analyze the participation of group members
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(I) analyze the participation and contributions of group members and evaluate group effectiveness	(ii) analyze the contributions of group members
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(I) analyze the participation and contributions of group members and evaluate group effectiveness	(iii) evaluate group effectiveness
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(A) analyze the audience, occasion, and purpose when designing presentations	(i) analyze the audience when designing presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(A) analyze the audience, occasion, and purpose when designing presentations	(ii) analyze the occasion when designing presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(A) analyze the audience, occasion, and purpose when designing presentations	(iii) analyze the purpose when designing presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(B) determine specific topics and purposes for presentations	(i) determine specific topics for presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(B) determine specific topics and purposes for presentations	

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(C) research topics using primary and secondary sources, including electronic technology	(i) research topics using primary sources, including electronic technology
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(C) research topics using primary and secondary sources, including electronic technology	(ii) research topics using secondary sources, including electronic technology
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(D) use effective strategies to organize and outline presentations	(i) use effective strategies to organize presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(D) use effective strategies to organize and outline presentations	(ii) use effective strategies to outline presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(E) use information effectively to support and clarify points in presentations	(i) use information effectively to support points in presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(E) use information effectively to support and clarify points in presentations	(ii) use information effectively to clarify points in presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(F) prepare scripts or notes for presentations	(i) prepare scripts or notes for presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(G) prepare and use visual or auditory aids, including technology, to enhance presentations	(i) prepare visual or auditory aids, including technology, to enhance presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(G) prepare and use visual or auditory aids, including technology, to enhance presentations	(ii) use visual or auditory aids, including technology, to enhance presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information	(i) use appropriate techniques to manage communication apprehension
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information	(ii) use appropriate techniques to build self-confidence

