



# AP English Language and Composition Skills

<b>BIG IDEAS</b>		<b>CLE</b> Claims and Evidence	<b>REO</b> Reasoning and Organization	<b>STL</b> Style
<b>RHS</b> Rhetorical Situation		Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.		
<b>ENDURING UNDERSTANDINGS</b>		Individuals write within a particular situation and make strategic writing choices based on that situation.		
<b>Skill Category 1</b>	<b>Skill Category 2</b>	<b>Skill Category 3</b>	<b>Skill Category 5</b>	<b>Skill Category 8</b>
<b>Rhetorical Situation – Reading</b>	<b>Rhetorical Situation – Writing</b>	<b>Claims and Evidence – Reading</b>	<b>Reasoning and Organization – Reading</b>	<b>Style – Reading</b>
Explain how writers' choices reflect the components of the rhetorical situation.	Make strategic choices in a text to address a rhetorical situation.	Identify and describe the claims and evidence of an argument.	Describe the reasoning, organization, and development of an argument.	Explain how writers' stylistic choices contribute to the purpose of an argument.
<b>SKILLS</b>		Select words and use elements of composition to advance an argument.		
<b>1.A</b> Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. Units 1, 4, 7	<b>2.A</b> Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. Units 4, 7	<b>3.A</b> Identify and explain claims and evidence within an argument. Units 1, 2, 3, 6	<b>5.A</b> Describe the line of reasoning and explain whether it supports an argument's overarching thesis. Unit 3, 5	<b>7.A</b> Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. Units 5, 6, 8
<b>1.B</b> Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. Units 2, 8	<b>2.B</b> Demonstrate an understanding of an audience's beliefs, values, or needs. Units 2, 8	<b>3.B</b> Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. Units 2, 4, 6	<b>5.B</b> Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. Unit 5	<b>7.B</b> Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. Units 7, 8
		<b>4.A</b> Develop a paragraph that includes a claim and evidence supporting the claim. Units 1, 2, 3, 6	<b>6.A</b> Develop a line of reasoning and commentary that explains it throughout an argument. Units 3, 5	<b>8.A</b> Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. Units 5, 6, 8
		<b>4.B</b> Write a thesis statement that requires proof or defense and that may preview the structure of the argument. Unit 2, 4, 6	<b>6.B</b> Use transitional elements to guide the reader through the line of reasoning of an argument. Unit 5	<b>8.B</b> Write sentences that clearly convey ideas and arguments. Units 7, 8
		<b>3.C</b> Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. Units 7, 9	<b>5.C</b> Recognize and explain the use of methods of development to accomplish a purpose. Units 3, 4	<b>8.C</b> Use established conventions of grammar and mechanics to communicate clearly and effectively. Unit 7
		<b>4.C</b> Qualify a claim using modifiers, counterarguments, or alternative perspectives. Units 7, 9	<b>6.C</b> Use appropriate methods of development to advance an argument. Units 3, 4	