

Texas University Interscholastic League

Contest Event: Oral Interpretation of Prose and Poetry

The contests encourage students to understand, experience, and share prose/poetic works through the art of oral interpretation. They encourage the contestants to explore a variety of literary selections and enhance the performers' and audiences' appreciation of literature through the performers' interpretation of the work.

The Texas Essential Knowledge and Skills (TEKS) are categorized by course area and grade level. The following are course area abbreviations used for the TEKS in Oral Interpretation:

English Language Arts and Reading = ELAR;
 Social Studies = SS, World Geography = WG, World History = WH, US History = USH, Government = G
 Oral Interpretation = OI I-III

Each TEKS begins with the outline number for the appropriate course area.

| Texas Essential Knowledge and Skills | Contest Knowledge and Skills |
|---|--|
| <p><u>Reading and Research:</u></p> <p>24A & 25B. Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States. (SS, USH, WH)</p> <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) analyze how the genre of texts with similar themes shapes meaning;</p> <p>(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and</p> <p>(C) relate the figurative language of a literary work to its historical and cultural setting. (ELAR 1-4)</p> <p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;</p> <p>(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). (ELAR 1-4)</p> <p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and</p> | <p><u>Reading and Research:</u></p> <p>-Read widely to explore a variety of literary genre such as classic and contemporary, prose fiction, biography, autobiography, memoirs, diaries, letters, journals, for performance in categories related to prose interpretation.</p> <p>-Read widely to explore a variety of classic and contemporary poetic works including lyric, narrative, and dramatic poetry.</p> <p>-Choose selections reflecting literary merit that are appropriate for the interpreter and the particular contest category to enhance the performer's and the audiences' appreciation of the literary work.</p> <p>-Conduct research focused on the author, the author's other works, including literary criticism about the author and his/her works to gain knowledge and understanding needed for a valid and ethical interpretation of the author's work.</p> <p>-Conduct research related to cultural, social, historical, geographical, literary, and other allusions in the text to gain insight into the work needed to make a valid and ethical interpretation of the author's work.</p> <p>-Use a variety of valid sources to gather information about literary selections.</p> |

| | |
|---|--|
| <p>synthesize collected information. Students are expected to:</p> <p>(A) modify the major research question as necessary to refocus the research plan;</p> <p>(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; (ELAR 1-4)</p> <p>(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:</p> <p>(A) read the text to grasp the author's meaning, theme, tone, and purpose; and</p> <p>(B) research the author, author's works, literary criticism, allusions in the text, definition and pronunciations of words to enhance understanding and appreciation of the chosen text. (OI I-III)</p> | |
| <p><u>Analyzing and Interpreting Literary Texts:</u></p> <p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. (ELAR 1-4)</p> <p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;</p> <p>(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;</p> <p>(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and</p> <p>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature. (ELAR 1-4)</p> <p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to</p> | <p><u>Analyzing and Interpreting Literary Texts:</u></p> <ul style="list-style-type: none"> -Determine the literacy form or genre and its implications for ethical adaptation, interpretation, and performance. -Analyze the structure of the text and its implications for ethical adaptation, interpretation, and performance. -Read and analyze the entire selection to determine meaning, theme, and author's purpose or comment, and their implications for ethical adaptation, interpretation, and performance. -Analyze the tone and emotional progression of the selection and the implications for ethical adaptation, interpretation, and performance. -Analyze the literary text to determine the persona (narrator narrative voice) and the narrator's purpose for "telling" or sharing the experience with the intended audience or listen in the literary text (who is speaking? To whom?) or what reason and consider the implications for, interpretations, and performance. -Analyze characters and their role in the text as a basis for adapting, interpreting, and performing the literature. -Analyze the locos (scene, time and place, where and when does the experience in the text occur and what is the impact on the meaning, tone, theme?) and coincide the implications, |

| | |
|--|---|
| <p>support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. (ELAR 1-4)</p> <p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works. (ELAR 1-4)</p> <p>20B. Describe the impact of significant example of cultural movements in art, music, and literature on the American society including the Harlem Renaissance. (SS, USH)</p> <p>20C. Describe the impact of significant examples of American art, music, and literature that transcend American culture and convey universal themes. (SS, USH)</p> <p>20B. Analyze examples of how art, architecture, literature, music and drama reflect the history of cultures in which they are produced. (SS WH)</p> <p>20C. Identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes. (SS WH)</p> <p>24B & 25B. Analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (SS USH, WH)</p> <p>24E. Evaluate the validity of a source based on language, corroboration with other sources, and information about the author. (SS USH)</p> <p>24F. Identify bias in written, oral, and visual material. (SS USH)</p> <p>(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:</p> <p>(A) identify and analyze the literary form or genre;</p> <p>(B) identify and analyze structural elements in the chosen text;</p> <p>(C) identify and analyze the narrative voice and/or other speakers (personae) in the literature;</p> <p>(D) identify and analyze the time, place, and atmosphere (locus);</p> <p>(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom, where, when and for what reason;</p> <p>(F) analyze individual units such as paragraphs,</p> | <p>interpretations, and performance.</p> <p>-Analyze the persona's attitude toward the experience represented in the literature and its relationship to the emotional progression in the text and the implications for interpretation, and performance.</p> <p>-Analyze the plot development and emergent conflicts that create interest, tension, or suspense in the text and their implication for interpretation, and performance.</p> <p>-Analyze the roles of narration description dialogue, and exposition and their respective roles in the development of the text and the implications for adaptation, interpretation, and performance.</p> <p>-Analyze the writer's style or use of language including word choice, syntax planning, use of dialect, and denotation and connotation of words and the implications for interpretation and performance.</p> <p>-Analyze phrasing, figures of speech, imagery, use of rhythm, meter, rhyme, or other special devises and their implications for interpretation and performance.</p> <p>-Analyze and distinguish between literal meaning and the use of symbolism and their implication for interpretation and performance.</p> <p>-Analyze and consider the implications of context, form and style as a basis for adapting the text, interpreting texts, and making performance choices.</p> |
|--|---|

| | |
|--|---|
| <p>verses, sentences, and lines for meaning and specificity; (G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text; (H) trace the emotional progression of the text; and (I) recognize literal and symbolic meanings, universal themes, or unique aspects of the text. (OI I-III)</p> | |
| <p><u>Adapting and Interpreting Literature Texts for Performance:</u></p> <p>(23)(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; (ELAR 1-4) (25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. (ELAR 1-4) (5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to: (A) maintain ethical responsibility to author, text, and audience when adapting literature; (B) apply appropriate criteria for lifting scenes and cutting literary selections; (C) use effective strategies for planning and organizing programs focused on a specific theme, author, or central comment; and (D) write appropriate introductions, transitions, and/or conclusions to supplement the text. (OI I-III) (6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: (A) justify the use or nonuse of manuscript or other aids; (B) justify strategies for the use of focus, gesture, and movement; (C) justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause; D) justify the use of dialect, pronunciation, enunciation, or articulation; and</p> | <p><u>Adapting and Interpreting Literature Texts for Performance:</u></p> <p>-Adapt the literature for performance by selecting appropriate sections or scenes to shorten for time, limits if needed, while taking care to preserve the integrity of the literary text.</p> <p>-Use research and analysis to write effective introductions to lead into the selection, focus on the reader's interpretation and appreciation of the selection and prepare the audience to understand and appreciate the content, tone, and style of the literary text.</p> <p>-Write needed transitions or conclusions if needed to preserve continuity of literary text.</p> <p>-Use research and analyze to organize author centered or theme centered programs with needed introductions and transitions to develop the comment and unify the chosen topic.</p> <p>-Organize and write a manuscript that can be used effectively in performance.</p> |

| | |
|--|--|
| <p>(E) use research, analysis, personal experiences, and responses to the literature to justify performance choices. (OI I-III)</p> | |
| <p><u>Performing Oral Interpretations of Literary Texts:</u></p> <p>16A & 15A. Use the conventions of oral language effectively. (ELAR 9, 10, 11) 16A. Use conventions of oral language effectively, including word choice, grammar, and diction. (ELAR 12) 16B, 15A & 17A. Use informal standard and technical language effectively to meet the needs of purpose, audience, occasion, and task. (ELAR 9, 10, 11, 12) 16D & 15D. Use effective verbal and nonverbal strategies in presenting oral messages. (ELAR 9, 10, 11) 16D. Adopt verbal and nonverbal strategies to accommodate needs the listener and occasion. (ELAR 12) 17D 17E. Use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact. (ELAR 9, 10, 11) 17F. Make informed, truthful, and ethical presentations. (ELAR 11) 16H. Speak responsibly to present accurate, truthful, and ethical messages. (ELAR 12) 18A. Make valid interpretations of literary texts such as telling stories, interpreting poems, stories or essays. (ELAR 9) 18A. Make valid interpretations of literary texts. (ELAR 10, 11, 12) 17G. Interpret literary texts such as telling stories, interpreting scenes from narratives or dramatic texts or poems. (ELAR 12) 18C. Present interpretations by telling stories, performing original works, and interpreting poems or stories for a variety of audiences. (ELAR 10, 11) 18B. Justify the choice of verbal and nonverbal performance techniques by referring to analysis and interpretation of the text. (ELAR 10, 11) 25A, 26A & 22A. Use social studies terminology correctly. (SS, USH, WH, G) 22B, 26B & 21D. Use standard grammar, spelling, sentence structure, and punctuation. (SS, USH, WH, WG) 25D. Create written, oral, and visual presentations of social studies information. (SS, USH) 22B. Apply appropriate vocabulary, geographic models, generalizations, theories, and skills to present geographic information. (SS, WG) 22C. Use geographic terminology correctly. (SS,</p> | <p><u>Performing Oral Interpretations of Literary Texts:</u></p> <ul style="list-style-type: none"> -Use analysis to make ethical and valid interpretations and to justify performance choices. -Use effective rehearsal strategies to internalize the text and provide a basis for effective communication of the literary text to any audience and performance. -Use analysis to select and develop effective verbal skills and use of language including pronunciation, diction, voice, pause, movement, gestures, focus, eye contact, and manuscript in performing literary interpretation. -Use analysis to interpret and perform literary interpretation that capture and communicate meaning, mood, tone, internal pricing, emotional progression, and bring a sense of closure to performance. -Use analysis to make and use effective performance strategies to communicate the author’s use of language, figure of speech, symbolism, imagery, rhythms, and melody in the literary text and their influence on the performance. -Use research and analysis to write an introduction that prepares the audience to understand and appreciate the literature to be performed and to present the information in a manner that supports the meaning, tone, form, and style of the text. -Use research and analysis to write needed transitions or conclusions and design programs or conclusions and design programs advancing a clear thesis supported by related points and supporting literature and to present the needed information in a manner that supports the purpose, meaning, tone, and style of the literature. -Use analysis and effective rehearsal strategies to make skillful and memorable interpretation of literary works. |

| | |
|--|---|
| <p>WG) (7) Rehearsal and performance. The student uses insights gained from research and analysis to rehearse and perform literature for a variety of audiences and occasions. The student is expected to: (A) use effective rehearsal strategies to promote internalization and visualization of the text; (B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance; (C) participate in effective group decision-making processes to prepare and present group performances; and (D) present individual and group performances. (OI I-III)</p> | |
| <p><u>Listening, Evaluation, and Responding to Oral Interpretations:</u></p> <p>10A. Respond to informational and aesthetic elements in such texts as discussions, journals, oral interpretations, and dramatizations. (ELAR 9, 10) 10A & 11A. Respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments and graphic displays. (ELAR 10, 12) 14E. Focus attention on the speaker’s message. (ELAR 9) 14A. Focus attention, interpret, respond, and evaluate speaker’s message. (ELAR 10) 14B. Engage in critical, empathic, appreciative, and reflective listening. (ELAR 9) 14A & 15A. Demonstrate proficiency on each aspect of the listening process such as focusing attention, interpreting, and responding. (ELAR 10, 11) 14C. Demonstrate proficiency in critical, empathic, appreciative, and reflective listening. (ELAR 11) 14B. Use effective strategies for listening such as prepares for listening, identifies the types of listening and adopts appropriate strategies. (ELAR 10, 11) 15A. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts. (ELAR 9) 15B. Identify and analyze the effect of artistic elements in literary texts such as character development, rhyme, imagery, and language. (ELAR 9)</p> | <p><u>Listening, Evaluation, and Responding to Oral Interpretations:</u></p> <p>-Develop critical, empathic, and appreciative listening skills to listen to and appreciate oral interpretations.</p> <p>-Use effective listening skills to give appropriate praise and suggestion to critique performance of others.</p> <p>-Use feedback and critique from others to improve interpretations and performances.</p> |

14E 15E. Use effective listening to provide feedback in a variety of situations such as conversations and discussions and informative, persuasive or artistic presentation. (ELAR 10, 12)

15D. Evaluate artistic performances of peers, public presenters, and media presentations. (ELAR 9, 10)

16B & 18B. Apply valid criteria to analyze, evaluate, and critique literacy performances. (ELAR 11, 12)

15E. Use audience feedback to evaluate his or her own effectiveness and set goals for future presentations. (ELAR 9, 10)

16C. Use praise and suggestions of others to improve his or her own communication. (ELAR 11)

16C. Respond appropriately to the opinions and views of others. (ELAR 12)

24F & 24G. Identify bias in written, oral, and visual material. (SS, USH, WH)

(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 performance of others;
- (B) analyze and evaluate various performance styles;
- (C) use a variety of techniques to evaluate and critique own and others' performances; and
- (D) set goals for future performances based on evaluation. (OI I-III)