

AP English Language - Skills from Units 1-7 and the Frequency of Their Appearance

Rhetorical Situation (RHS) - Individuals write within a particular situation and make strategic writing choices based on that situation.

Rhetorical Situation – Reading - Explain how writers’ choices reflect the components of the rhetorical situation.

1A.	Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.	3
1B.	Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.	1

Rhetorical Situation – Writing- Make strategic choices in a text to address a rhetorical situation.

2A.	Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	2
2B.	Demonstrate an understanding of an audience’s beliefs, values, or needs.	1

Claims and Evidence (CLE) - 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.

Claims and Evidence – Reading - Identify and describe the claims and evidence of an argument.

3A.	Identify and explain claims and evidence within an argument.	4
3B.	Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.	3
3C.	Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	1

Claims and Evidence – Writing - Analyze and select evidence to develop and refine a claim.

4A.	Develop a paragraph that includes a claim and evidence supporting the claim.	4
4B.	Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	3
4C.	Qualify a claim using modifiers, counterarguments, or alternative perspectives.	1

Reasoning and Organization (REO) - Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.

Reasoning and Organization – Reading - Describe the reasoning, organization, and development of an argument.

5A.	Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.	2
5B.	Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.	1
5C.	Recognize and explain the use of methods of development to accomplish a purpose.	2

Reasoning and Organization – Writing - Use organization and commentary to illuminate the line of reasoning in an argument.

6A.	Develop a line of reasoning and commentary that explains it throughout an argument.	2
6B.	Use transitional elements to guide the reader through the line of reasoning of an argument.	1
6C.	Use appropriate methods of development to advance an argument.	2

Style (STL) - The rhetorical situation informs the strategic stylistic choices that writers make.

Style – Reading - Explain how writers’ stylistic choices contribute to the purpose of an argument.

7A.	Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	2
7B.	Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	1
7C.	Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.	1

Style – Writing - Select words and use elements of composition to advance an argument.

8A.	Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	2
8B.	Write sentences that clearly convey ideas and arguments.	1
8C.	Use established conventions of grammar and mechanics to communicate clearly and effectively.	1