

Essentials of English Language Arts 3

APPLICATIONS OF READING AOR

- 1** Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts. [ELA.E3.AOR.1.1](#)

- 2** Evaluate an author's use of figurative language within and across texts. [ELA.E3.AOR.1.2](#)

- 3** Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures. [ELA.E3.AOR.2.1](#)

- 4** Analyze the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures. [ELA.E3.AOR.2.2](#)

- 5** Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s). [ELA.E3.AOR.3.1](#)

- 6** Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author. [ELA.E3.AOR.4.1](#)

- 7** Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text. [ELA.E3.AOR.5.1](#)

- 8** Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective. [ELA.E3.AOR.5.2](#)

- 9** Compare the development of multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational texts; evaluate each author's use of information. [ELA.E3.AOR.5.3](#)

- 10** Summarize and/or paraphrase content from grade-level text to enhance comprehension. [ELA.E3.AOR.6.1](#)

- 11** Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; [ELA.E3.AOR.7.1](#)

- a use background or prior knowledge to determine or clarify the meanings of words; and [ELA.E3.AOR.7.1.A](#)
 - b consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. [ELA.E3.AOR.7.1.B](#)
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12 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: [ELA.E3.AOR.8.1](#)

- a interpret figures of speech (e.g., understatement) in context and analyze how they function within a text; [ELA.E3.AOR.8.1.A](#)
 - b analyze nuances in the meanings of words with similar denotation; [ELA.E3.AOR.8.1.B](#)
 - c analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper). [ELA.E3.AOR.8.1.C](#)
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13 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content. [ELA.E3.AOR.9.1](#)

14 Evaluate the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics. [ELA.E3.AOR.10.1](#)

RESEARCH R

- 1 Conduct short and more sustained research to answer questions or solve a problem(s) by: answering self-generated questions about a topic(s) while using a variety of sources; and refining the scope of inquiry as relevant to the topic(s), purpose, and audience.** [ELA.E3.R.1.1](#)
 - 2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.** [ELA.E3.R.1.2](#)
 - 3 Analyze findings to determine relevance to the topic(s) and purpose of inquiry.** [ELA.E3.R.1.3](#)
 - 4 Synthesize and logically organize findings as relevant to the purpose and audience.** [ELA.E3.R.1.4](#)
 - 5 Follow a standard academic style guide for citation to avoid plagiarism.** [ELA.E3.R.1.5](#)
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WRITTEN AND ORAL COMMUNICATION C

- 1 Write arguments to support claims in an analysis of topics or texts. When writing:** [ELA.E3.C.1.1](#)
 - a introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence; [ELA.E3.C.1.1.A](#)

- b develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both; [ELA.E3.C.1.1.B](#)
 - c use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims; [ELA.E3.C.1.1.C](#)
 - d use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject; [ELA.E3.C.1.1.D](#)
 - e establish and maintain a writing style appropriate to the task and audience; and [ELA.E3.C.1.1.E](#)
 - f provide a concluding statement or section that supports the argument presented. [ELA.E3.C.1.1.F](#)
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2 Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing: [ELA.E1.C.2.1](#)

- a introduce a topic and organize complex ideas and concepts to make important connections and distinctions; [ELA.E1.C.2.1.A](#)
 - b develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience; [ELA.E1.C.2.1.B](#)
 - c use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; [ELA.E1.C.2.1.C](#)
 - d use precise language and vocabulary appropriate to the complexity of the topic; [ELA.E1.C.2.1.D](#)
 - e use a tone and style appropriate to the task and audience; and [ELA.E1.C.2.1.E](#)
 - f provide a concluding statement or section that supports the information presented. [ELA.E1.C.2.1.F](#)
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3 Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing: [ELA.E3.C.2.1](#)

- a introduce a topic and organize complex concepts and information; [ELA.E3.C.2.1.A](#)
- b develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic; [ELA.E3.C.2.1.B](#)
- c use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts; [ELA.E3.C.2.1.C](#)
- d use precise language and vocabulary appropriate to the complexity of the topic; [ELA.E3.C.2.1.D](#)
- e establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and [ELA.E3.C.2.1.E](#)
- f provide a concluding statement or section that supports the information presented. [ELA.E3.C.2.1.F](#)

4 Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing: ELA.E3.C.3.1

- a produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; ELA.E3.C.3.1.A
- b engage the reader by establishing a situation, setting up a problem or observation and establishing its significance; ELA.E3.C.3.1.B
- c develop a clear progression of experiences or events; ELA.E3.C.3.1.C
- d use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; ELA.E3.C.3.1.D
- e use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and ELA.E3.C.3.1.E
- f provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing. ELA.E3.C.3.1.F

5 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: ELA.E3.C.4.1

- a apply knowledge of rules for capitalization and punctuation; ELA.E3.C.4.1.A
- b apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and ELA.E3.C.4.1.B
- c use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media. ELA.E3.C.4.1.C

6 Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task. ELA.E3.C.5.1

7 Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting: ELA.E3.C.7.1

- a demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); ELA.E3.C.7.1.A
- b convey a perspective with clear reasoning and valid evidence; ELA.E3.C.7.1.B
- c include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and ELA.E3.C.7.1.C
- d create, share, and/or publish multimedia texts through a range of formats for publication. ELA.E3.C.7.1.D

8 Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings: ELA.E3.C.8.1

- a determine engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and [ELA.E3.C.8.1.A](#)
- b consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. [ELA.E3.C.8.1.B](#)

9 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: [ELA.E3.C.9.1](#)

- a evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; [ELA.E3.C.9.1.A](#)
- b evaluate the effectiveness and validity of the information and supporting evidence being presented; and [ELA.E3.C.9.1.B](#)
- c analyze the speaker's information while identifying any logical fallacies and biases that may be present. [ELA.E3.C.9.1.C](#)