Texas English Language Arts and Reading

English III

Adopted 2017

The student develops oral language through listening, speaking, and discussion. 9-12.1	**A.** engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax; 9-12.1.A
	B. follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately; 9-12.1.B
	C. give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and 9-12.1.C
	D. participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. 9-12.1.D
The student uses newly acquired vocabulary expressively. 9-12.2	**A.** use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary; 9-12.2.A
	B. analyze context to draw conclusions about nuanced meanings such as in imagery; and 9-12.2.B
	C. determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi. 9-12.2.C
The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 9-12.3	**3.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 9-12.3
Th me bo	establish purpose for reading assigned and self-selected texts; 9-12.4.A

Skip to main content

deepen comprehension of increasingly complex texts. 9-12.4	**B.** generate questions about text before, during, and after reading to deepen understanding and gain information; 9-12.4.B
	C. make and correct or confirm predictions using text features, characteristics of genre, and structures; 9-12.4.C
	D. create mental images to deepen understanding; 9-12.4.D
	E. make connections to personal experiences, ideas in other texts, and society; 9-12.4.E
	F. make inferences and use evidence to support understanding; 9-12.4.F
	G. evaluate details read to understand key ideas; 9-12.4.G
	H. synthesize information from a variety of text types to create new understanding; and 9-12.4.H
	I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down. 9-12.4.I
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 9-12.5	**A.** describe personal connections to a variety of sources, including self-selected texts; 9-12.5.A
	B. write responses that demonstrate analysis of texts, including comparing texts within and across genres; 9-12.5.B
	C. use text evidence and original commentary to support an analytic response; 9-12.5.C
	D. paraphrase and summarize texts in ways that maintain meaning and logical order; 9-12.5.D
	E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 9-12.5.E
	F. respond using acquired content and academic vocabulary as appropriate; 9-12.5.F
	G. discuss and write about the explicit and implicit meanings of text; 9-12.5.G
	H. respond orally or in writing with appropriate register and effective vocabulary, tone, and voice; 9-12.5.H
	I. reflect on and adjust responses when valid evidence warrants; and 9-12.5.I
	J. defend or challenge the authors' claims using relevant text evidence. 9-12.5.J

Skip to main content

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. 9-12.6	**A. analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;** 9-12.6.A **B. analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;** 9-12.6.B **C. evaluate how different literary elements shape the author's portrayal of the plot; and** 9-12.6.C **D. analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.** 9-12.6.D
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. 9-12.7	**A. read and analyze American literature across literary periods;** 9-12.7.A **B. analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;** 9-12.7.B **C. analyze how the relationships among dramatic elements advance the plot;** 9-12.7.C **D. analyze characteristics and structural elements of informational texts such as:** 9-12.7.D i. clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and 9-12.7.D.I ii. the relationship between organizational design and author's purpose; 9-12.7.D.II **E. analyze characteristics and structural elements of argumentative texts such as:** 9-12.7.E i. clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; 9-12.7.E.I ii. various types of evidence and treatment of counterarguments, including concessions and rebuttals; and 9-12.7.E.II iii. identifiable audience or reader; and 9-12.7.E.III **F. analyze the effectiveness of characteristics of multimodal and digital texts.** 9-12.7.F
The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning wi[illegible]	**A. analyze the author's purpose, audience, and message within a text;** 9-12.8.A **B. evaluate use of text structure to achieve the author's purpose;** 9-12.8.B **C. evaluate the author's use of print and graphic features to achieve specific purposes;** 9-12.8.C

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craft purposefully in order to develop his or her own products and performances. 9-12.8	**D.** **evaluate how the author's use of language informs and shapes the perception of readers;** 9-12.8.D
	E. **evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;** 9-12.8.E
	F. **evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and** 9-12.8.F
	G. **analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.** 9-12.8.G
The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. 9-12.9	**A.** **plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;** 9-12.9.A
	B. **develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:** 9-12.9.B i. using strategic organizational structures appropriate to purpose, audience, topic, and context; and 9-12.9.B.I ii. developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary; 9-12.9.B.II
	C. **revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;** 9-12.9.C
	D. **edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and** 9-12.9.D
	E. **publish written work for appropriate audiences.** 9-12.9.E
The student uses genre characteristics and craft to compose multiple texts that are meaningful. 9-12.10	**A.** **compose literary texts such as fiction and poetry using genre characteristics and craft;** 9-12.10.A
	B. **compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;** 9-12.10.B
	C. **compose argumentative texts using genre characteristics and craft;** 9-12.10.C
	D. **compose correspondence in a professional or friendly structure;** 9-12.10.D
	E. **compose literary analysis using genre characteristics and craft; and** 9-12.10.E
	F. **compose rhetorical analysis using genre characteristics and craft.** 9-12.10.F
Th bo sustained recursive	**develop questions for formal and informal inquiry;** 9-12.11.A

Skip to main content

inquiry processes for a variety of purposes. 9-12.11

B. critique the research process at each step to implement changes as needs occur and are identified; 9-12.11.B

C. develop and revise a plan; 9-12.11.C

D. modify the major research question as necessary to refocus the research plan; 9-12.11.D

E. locate relevant sources; 9-12.11.E

F. synthesize information from a variety of sources; 9-12.11.F

G. examine sources for: 9-12.11.G

i. credibility, bias, and accuracy; and 9-12.11.G.I

ii. faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions; 9-12.11.G.II

H. display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and 9-12.11.H

I. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. 9-12.11.I