

Draft Recommendations Side by Side—English Language Arts and Reading, English III

| Current English Language Arts and Reading TEKS | TEKS Review Committee Draft Recommendations |
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| <p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;</p> <p>(C) infer word meaning through the identification and analysis of analogies and other word relationships;</p> <p>(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and</p> <p>(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p> | <p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select texts and read independently for a sustained period of time.</p> <p>(B) develop vocabulary to:</p> <p>(i) use a variety of resources print, digital, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;</p> <p>(ii) use context and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and</p> <p>(iii) apply word study to increase vocabulary and learn new words and concepts, including academic and other content vocabulary;)</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 the way in which the theme or meaning of a selection represents a view or comment on the human condition;</p> <p>(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and</p> <p>(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.</p> | <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) defend challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;</p> <p>(C) reflect on and write about the subtleties and nuances that affect meanings of text</p> <p>(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting, or illustrating</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order; and</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 metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.</p> | <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> |

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| | <p>(B) defend challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;</p> <p>(C) reflect on and write about the subtleties and nuances that affect meanings of text</p> <p>(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting, or illustrating</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order; and</p> |
| <p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.</p> | <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) defend challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;</p> <p>(C) reflect on and write about the subtleties and nuances that affect meanings of text</p> <p>(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting, or illustrating</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order; and</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) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;</p> <p>(B) analyze the internal and external development of characters through a range of literary devices;</p> <p>(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and</p> <p>(D) demonstrate familiarity with works by authors in American fiction from each major literary period.</p> | <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) defend challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;</p> <p>(C) reflect on and write about the subtleties and nuances that affect meanings of text</p> <p>(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting, or illustrating</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order; and</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and</p> |

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| | <p>diverse texts. The student is expected to:</p> <p>(A) analyze the characteristics and structural elements of literary texts such as character, plot, and universal theme from different time periods;</p> <p>(D) evaluate and critique the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</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 support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.</p> | <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) analyze the characteristics and structural elements of literary texts such as character, plot, and universal theme from different time periods;</p> <p>(D) evaluate and critique the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</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 analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.</p> | <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) analyze the characteristics and structural elements of literary texts such as character, plot, and universal theme from different time periods;</p> <p>(D) evaluate and critique the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(G) identify and analyze use of rhetorical devices including antithesis, analogy, shift, and logical fallacies;</p> |
| <p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.</p> | <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) evaluate and critique the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> <p>(E) analyze how the historical period and cultural contexts influence texts;</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using</p> |

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| | <p>Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) identify and analyze the audience, purpose, and message within texts;</p> |
| <p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;</p> <p>(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p> | <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) defend challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;</p> <p>(C) reflect on and write about the subtleties and nuances that affect meanings of text</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order; and</p> <p>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence and commentary;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and insightful commentary;</p> <p>(D) evaluate and critique the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> |
| <p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and</p> <p>(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.</p> | <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and insightful commentary;</p> <p>(C) analyze characteristics and structural elements of argumentative texts such as clear arguable thesis, reasoning, appeals, and opposing viewpoints;</p> <p>(D) evaluate and critique the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> |
| <p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> | <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and</p> |

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| <p>(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and</p> <p>(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> | <p>diverse texts. The student is expected to:</p> <p>(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and insightful commentary;</p> <p>(D) evaluate and critique the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(C) critique author's use of print and graphic features to achieve an intended purpose; and</p> |
| <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p> <p>(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;</p> <p>(C) evaluate the objectivity of coverage of the same event in various types of media; and</p> <p>(D) evaluate changes in formality and tone across various media for different audiences and purposes.</p> | <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) evaluate and critique the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> |
| <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;</p> <p>(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences,</p> | <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(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;</p> <p>(B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;</p> <p>(C) revise drafts independently and collaboratively to ensure clarity, development,</p> |

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| <p>and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> | <p>organization, style, word choice, and sentence fluency;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including;</p> <p>(E) publish written work for appropriate audiences;</p> <p>(F) use the elements of craft to advance the writer’s purpose when composing by</p> <p>(i) developing an engaging idea reflecting depth of thought with specific details and relevance;</p> <p>(ii) organizing with sound and purposeful structure including an effective lead, sentence-to-sentence connections, and closing;</p> <p>(iii) using intentional word choice, precise nouns, and strong actions verbs;</p> <p>(iv) constructing a variety of sentence structure and length;</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to</p> <p>(H) respond to ideas and feedback about personal and academic writing; and</p> |
| <p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p> <p>(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p> <p>(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</p> <p>(C) write a script with an explicit or implicit theme, using a variety of literary techniques.</p> | <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(G) compose literary texts using genre characteristics and author’s craft such as personal narratives, fiction, and poetry</p> |
| <p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <p>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p>(ii) rhetorical devices, and transitions between paragraphs;</p> <p>(iii) a clear thesis statement or controlling idea;</p> | <p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(C) develop oral language through listening and speaking by:</p> <p>(i) giving an organized presentation with a specific point of view</p> |

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| <p>(iv) a clear organizational schema for conveying ideas;</p> <p>(v) relevant and substantial evidence and well-chosen details; and</p> <p>(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;</p> <p>(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <p>(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;</p> <p>(ii) appropriate formatting structures (e.g., headings, graphics, white space);</p> <p>(iii) relevant questions that engage readers and consider their needs;</p> <p>(iv) accurate technical information in accessible language; and</p> <p>(v) appropriate organizational structures supported by facts and details (documented if appropriate);</p> <p>(C) write an interpretation of an expository or a literary text that:</p> <p>(i) advances a clear thesis statement;</p> <p>(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;</p> <p>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;</p> <p>(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and</p> <p>(v) anticipates and responds to readers' questions or contradictory information; and</p> <p>(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.</p> | <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(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;</p> <p>(B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;</p> <p>(H) compose informational texts using genre characteristics and author's craft such as resumes and essays, including personal and informative;</p> <p>(J) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure</p> <p>(K) compose analytical texts using genre characteristics and author's craft such as literary and rhetorical essays</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(F) incorporate digital technology, when appropriate</p> |
| <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;</p> <p>(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);</p> | <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(E) reflect on and adjust responses when valid evidence warrants</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(A) plan a piece of writing appropriate for various purposes and audiences by</p> |

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| <p>(C) an organizing structure appropriate to the purpose, audience, and context;</p> <p>(D) information on the complete range of relevant perspectives;</p> <p>(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and</p> <p>(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).</p> | <p>generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p> <p>(B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;</p> <p>(I) compose argumentative texts using genre characteristics and author's craft;</p> |
| <p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p> <p>(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> | <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(K) use intentional word choice, precise nouns, and strong actions verbs;</p> <p>(L) create sentence fluency including a variety of sentence structure and length;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including:</p> <p>(i) sentence-combining techniques, effectively avoiding problematic splices, and sentence fragments;</p> <p>(vi) consistent and logical use of verb tense;</p> <p>(vii) appropriate use of active and passive voice;</p> <p>(viii) subject-verb agreement;</p> <p>(ix) pronoun-agreement;</p> <p>(xi) accurate usage of homonyms;</p> |
| <p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.</p> | <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including:</p> <p>(ii) commas to set off absolute, gerund, infinitive, and participle phrases;</p> <p>(iii) semi-colons to indicate a relationship between closely related independent clauses;</p> <p>(iv) parallel structure;</p> <p>(v) dashes, colons, parentheses, brackets, and ellipsis;</p> |

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| | <p>(x) apostrophes to show possession;</p> <p>(xii) capitalization; and</p> <p>(xiii) capitalization and punctuation of titles.</p> |
| <p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p> | |
| <p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p>(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p> | <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) formulate student-selected questions for formal and informal inquiry;</p> <p>(B) create and implement a plan;</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 gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;</p> <p>(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.</p> | <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) formulate student-selected questions for formal and informal inquiry;</p> <p>(C) locate relevant sources and synthesize information;</p> <p>(D) critically evaluate primary and secondary sources;</p> <p>(E) demonstrate understanding selecting appropriate mode of delivery:</p> <p>(i) incorporate source materials to advance thesis;</p> <p>(ii) document academic citations;</p> <p>(iii) use source materials ethically; and</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order; and</p> |
| <p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and 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) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and</p> | <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) locate relevant sources and synthesize information;</p> |

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| <p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p> | |
| <p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p> <p>(B) uses a variety of formats and rhetorical strategies to argue for the thesis;</p> <p>(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;</p> <p>(D) uses a style manual (e.g., <i>Modern Language Association</i>, <i>Chicago Manual of Style</i>) to document sources and format written materials; and</p> <p>(E) is of sufficient length and complexity to address the topic.</p> | <p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(C) develop oral language through listening and speaking by:</p> <p>(i) giving an organized presentation with a specific point</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence and commentary;</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) locate relevant sources and synthesize information;</p> <p>(D) critically evaluate primary and secondary sources;</p> <p>(E) demonstrate understanding selecting a strategic mode of delivery:</p> <p>(i) incorporate source materials to advance thesis;</p> <p>(ii) document academic citations;</p> <p>(iii) use source materials ethically;</p> |
| <p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and</p> <p>(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.</p> | <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;</p> |
| <p>(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 a formal presentation that exhibits</p> | |

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| <p>a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> | |
| <p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards 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.</p> | <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(B) analyze a problem to develop a plan that sets ground rules for decision making and participate productively with others toward common goals;</p> <p>(C) contribute relevant information and provide and receive constructive feedback by posing and answering questions and conveying viewpoints; and</p> |
| <p>Figure 19</p> | |
| <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p> | <p>(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend texts with increasing depth and complexity. The student is expected to:</p> <p>(A) make and confirm predictions using text features, elements, and structure;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) create mental images to deepen understanding;</p> <p>(D) make connections to personal experiences, ideas in other texts, and to the larger community to activate prior knowledge;</p> <p>(E) make inferences and use evidence to support understanding;</p> <p>(F) prioritize information read to determine what is most important;</p> <p>(G) synthesize information create a new understanding;</p> <p>(H) establish purpose for reading assigned and self-selected text</p> <p>(I) monitor comprehension and make connections and adjustments when understanding breaks down.</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order; and</p> |
| | <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The</p> |

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| | <p>student is expected to:</p> <p>(I) respond to various audiences with appropriate register, vocabulary, and voice.</p> |
| | <p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(D) analyze and evaluate collaborative interactions.</p> |
| | <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(F) recognize how forms and structures are the same and different within and across genres</p> |
| | <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(E) analyze and interpret how an author's diction and syntax contributes to the mood, style, voice, and tone of a text;</p> <p>(D) evaluate the use of both literal and figurative language to inform and shape the perception of readers;</p> <p>(F) identify and analyze the use of literary devices including paradox, satire, antithesis, and allegory to achieve specific purposes;</p> <p>(B) value the use of a specific text structure to achieve author's purpose;</p> |