





































## English III Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(17) Oral and Written Conventions/Conventions.</b> 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><b>(A)</b> use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</p>	
<p><b>(17) Oral and Written Conventions/Conventions.</b> 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><b>(B)</b> use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</p>	
<p><b>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> 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><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</p>	
<p><b>(19) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</p>	2017 SE 9.D.vi requires students to apply their knowledge of spelling by writing and editing drafts.
<p><b>(20) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(A)</b> brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(A)</b> develop questions for formal and informal inquiry;</p>	
<p><b>(20) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(B)</b> formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(C)</b> develop and revise a plan;</p>	

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<p><b>(21) Research/Gathering Sources.</b> 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><b>(A)</b> 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>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(E)</b> locate relevant sources;</p> <p><b>(G)</b> examine sources for:</p> <p><b>(i)</b> credibility, bias, and accuracy; and</p> <p><b>(ii)</b> faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;</p>	<p>2017 SE 11.G.i has been expanded to include credibility and bias.</p>
<p><b>(21) Research/Gathering Sources.</b> 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><b>(B)</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><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(F)</b> synthesize information from a variety of sources;</p>	<p>The cognitive complexity of 2017 SE 11.F requires the student to synthesize.</p>
<p><b>(21) Research/Gathering Sources.</b> 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><b>(C)</b> 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><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(H)</b> display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and</p>	<p>2017 SE 11.H has been expanded to include the ethical use of source material.</p>
<p><b>(22) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(A)</b> modify the major research question as necessary to refocus the research plan;</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(D)</b> modify the major research question as necessary to refocus the research plan;</p>	

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<p><b>(22) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(B)</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><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(F)</b> synthesize information from a variety of sources;</p> <p><b>(G)</b> examine sources for:</p> <p><b>(i)</b> credibility, bias, and accuracy; and</p> <p><b>(ii)</b> faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;</p>	
<p><b>(22) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(C)</b> critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(B)</b> critique the research process at each step to implement changes as needs occur and are identified;</p>	
<p><b>(23) Research/Organizing and Presenting Ideas.</b> 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><b>(A)</b> provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(F)</b> synthesize information from a variety of sources;</p>	
<p><b>(23) Research/Organizing and Presenting Ideas.</b> 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><b>(B)</b> uses a variety of formats and rhetorical strategies to argue for the thesis;</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(I)</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	Multimodal presentations include more than one mode of delivery.
<p><b>(23) Research/Organizing and Presenting Ideas.</b> 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><b>(C)</b> 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><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(F)</b> synthesize information from a variety of sources;</p>	

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<p><b>(23) Research/Organizing and Presenting Ideas.</b> 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><b>(D)</b> uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(H)</b> display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and</p>	
<p><b>(23) Research/Organizing and Presenting Ideas.</b> 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><b>(E)</b> is of sufficient length and complexity to address the topic.</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(I)</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	
<p><b>(24) Listening and Speaking/Listening.</b> 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><b>(A)</b> 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>(24) Listening and Speaking/Listening.</b> 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><b>(B)</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><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(A)</b> 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;</p>	

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<p><b>(25) Listening and Speaking/Speaking.</b> 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 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><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(C)</b> 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</p>	
<p><b>(26) Listening and Speaking/Teamwork.</b> 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><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(D)</b> 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.</p>	
<p><b>Figure 19: Reading/Comprehension Skills</b></p>		
<p><b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message.</p> <p>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><b>(A)</b> reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p>	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(B)</b> generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p><b>(D)</b> create mental images to deepen understanding;</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society;</p> <p><b>(I)</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.</p> <p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(A)</b> describe personal connections to a variety of sources, including self-selected texts;</p>	<p>Specificity has been added to SE 5.A to include student-selected text.</p>

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<p><b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message.</p> <p>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><b>(B)</b> make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student develops oral language through listening, speaking, and discussion. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding;</p> <p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence and original commentary to support an interpretive response;</p>	
<b>2009 standards with no identified 2017 alignment</b>		
	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(B)</b> follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;</p>	
	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. the student is expected to:</p> <p><b>(C)</b> determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.</p>	
	<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	

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	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student develops oral language through listening, speaking, and discussion. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(A)</b> establish purpose for reading assigned and self-selected texts;</p>	
	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(C)</b> make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	
	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(G)</b> evaluate details read to understand key ideas;</p>	
	<p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(E)</b> interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	
	<p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(F)</b> respond using acquired content and academic vocabulary as appropriate;</p>	
	<p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(G)</b> discuss and write about the explicit and implicit meanings of text;</p>	

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	<p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(H)</b> respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;</p>	
	<p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(I)</b> reflect on and adjust responses when valid evidence warrants; and</p>	
	<p><b>(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(J)</b> defend or challenge the authors' claims using relevant text evidence.</p>	
	<p><b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(B)</b> analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</p>	
	<p><b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(D)</b> analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</p>	
	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(C)</b> analyze how the relationships among dramatic elements advance the plot;</p>	

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	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(E)</b> analyze characteristics and structural elements of argumentative texts such as:</p> <p><b>(i)</b> clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;</p> <p><b>(ii)</b> various types of evidence and treatment of counterarguments, including concessions and rebuttals; and</p> <p><b>(iii)</b> identifiable audience or reader; and</p>	
	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes 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>(F)</b> analyze the effectiveness of characteristics of multimodal and digital texts.</p>	Multimodal texts incorporate more than one mode within a single text.
	<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(B)</b> evaluate use of text structure to achieve the author's purpose;</p>	Note that this SE requires a connection between text structure and the author's purpose for using it.
	<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(C)</b> evaluate the author's use of print and graphic features to achieve specific purposes;</p>	Note that this SE requires a connection between the use of print or graphic features and their intended purpose.

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	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(D)</b> compose correspondence in a professional or friendly structure;</p>	
	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(F)</b> compose rhetorical analysis using genre characteristics and craft.</p>	