

PHASE I: Critical English III TEKS, CCRS, and National Standards

| Texas Essential Knowledge and Skills (TEKS) for English III | College and Career Readiness Standards | National College and Career Readiness Standards |
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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>(1B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.</p> | <p>II B.1. Identify new words and concepts acquired through study of their relationships to other words and concepts. CDS II A.2. Use a variety of strategies to understand the meanings of new words.</p> | <p>CB R 1.1. Student comprehends the meaning of words and sentences.; CB R 4.2. Student uses strategies to interpret the meaning of words, sentences, and ideas in text.; ACT Meanings of Words 24-27 Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages; ACT Meanings of Words 28-32 Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat more technical contexts; ACT Meanings of Words 33-36 Determine, even when the language is richly and the vocabulary id difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage; ADP A4 Use context to determine the meaning of unfamiliar words.; ADP A6 Recognize nuances in the meanings of words; choose words precisely to enhance communication; S4S I.A.6. exercise a variety of strategies to understand the origins and meanings of words, including analysis of word roots and the determination of word deviations;</p> <p>S4S I.B.3. understand vocabulary and content, including subject-area terminology; connotative and denotative meanings; and idiomatic meanings; S4S I.B.4. exercise a variety of strategies to understand the origins and meanings of new words, including recognition of cognates and contextual clues.</p> |
| <p>(1E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p> | <p>II B.3. Use reference guides to confirm the meanings of new words or concepts.</p> | <p>CB R 4.3. Student uses strategies to organize, restructure, and synthesize text content; ADP A2 Use general and specialized dictionaries, thesauruses.</p> |

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| <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>(2A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition.</p> | <p>II C.2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.</p> <p>II D.1. Describe insights gained about oneself, others, or the world from reading specific texts.</p> | <p>CB R 1.2 Student comprehends elements of literary texts; CB R 2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts; CB R 4.3 Student uses strategies to go beyond the text; ADP H4 Analyze the setting, plot, theme, characterization and narration of classic and contemporary short stories and novels; ADP H9 Identify and explain the themes in a single literary work; analyze the ways in which similar themes and ideas are developed in more than one literary work; S4S I.C.4 students are able to identify archetypes, such as universal destruction, journeys and tests and banishment, which appear across a variety of types of literature, including American literature, world literature, myths, propaganda and religious texts; S4S I.C.5 students are able to discuss with understanding themes such as initiation, love and duty; heroism and death and rebirth that appear across a variety of literary works and genres.</p> |

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| <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:</p> | | |
| <p>(6A) 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>II A.7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.</p> <p>II A.10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.</p> | <p>CB R 3.2 Student interprets, analyzes, and critiques author's use of literary and rhetorical devices, language and style; S4S I.C.3 are able to discuss with understanding the effects of an author's style and use of literary devices to influence the reader and evoke emotions. This includes devices such as imagery, characterization, choice of narrator, use of sound, formal and informal language, allusions, symbols, irony, voice, flashbacks, foreshadowing, time and sequence and mood.</p> |

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| <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>(9A) 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>II A.3. Identify explicit and implicit textual information including main ideas and author's purpose. II A.9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.</p> | <p>CB R 1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts; CB R 3.1 Student rhetorically analyzes author's purpose, intended audience, and goals; CB R 4.4 Student uses strategies to go beyond the text; ACT Main Ideas and Author's Approach 28-32 Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events or ideas in virtually any passage; ADP F2 Identify the main ideas of informational text and determine the essential elements that elaborate them; ADP F3 Summarize informational and technical text and explain the visual components that support them; ADP F4 Distinguish between a summary and a critique.</p> |
| <p>(9B) 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>II A.5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.</p> | <p>CB R 3.1 Student rhetorically analyzes author's purpose, intended audience, and goals; ACT Main Ideas and Author's Approach 28-32 Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage; ADP E3 Describe the structure of a given argument; identify its claims and evidence; and evaluate connections among evidence, inferences and claims; ADP E4 Evaluate the range and quality of evidence used to support or oppose and argument; ADP E7 Understand the distinction between a deductive argument (where, if the premises are all true and the argument's form is valid, the conclusion is inescapably true) and inductive argument (in which the conclusion provides the best or most probable explanation of the truth of the premises, but is not necessarily true);</p> |

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| | | S4S III.B.7 evaluate sources critically, discerning the quality of the materials and qualifying the strength of the evidence and arguments, as well as determining credibility, identifying bias and perspective of the author and using prior knowledge of the source; S4S IV.A.2 demonstrate an ability to make connections between the component parts of a text and the larger theoretical structures, including presupposition, audience, purpose, writer's credibility or ethos, types of evidence or material being used and style. |
| (9C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and | II A.4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. | CB R 1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts; ACT Generalizations and Conclusions 28-32 Use information from one of more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on; ACT Generalizations and Conclusions 33-36 (a) Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage; ADP E1 Distinguish among facts and opinions, evidence and inferences; ADP F8 Draw conclusions based on evidence from informational and technical texts. |
| (9D) 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. | II A.8. Compare and analyze how generic features are used across texts. II A.11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme. | CB R 1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts; ADP E8 Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions; ADP F7 Synthesize information from multiple informational and technical sources. |

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| <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>(12A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.</p> | <p>II A.11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p> | <p>CB M 1.1 Student understands the nature of media communication; ADP G2 Examine the intersections and conflicts between the visual (such as media images, painting, film and graphic arts) and the verbal.</p> |

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| <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>(13A) 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>I A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience. 1A.3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> | <p>CB W 1.1 Student analyzes components of purpose, goals, audience, and genre; CB W 2.1 Student takes inventory of what he or she knows and needs to know; ADP C1 Plan writing by taking notes, writing informal outlines and researching; ADP C3 Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs to a coherent whole; S4S II.D.1 know and use several pre-writing strategies, including developing a focus; determining the purpose; planning a sequence of ideas; using structured overviews; and creating outlines; S4S II.E.1. know the difference between a topic and a thesis.</p> |

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| <p>(13B) 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>I A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. 1A.3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> | <p>CB W 3.1 Student generates text to develop points within the preliminary organizational structure; CB W 3.2 Student makes stylistic choices with language to achieve intended effects; ADP C2 Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication; ADP C3 Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs to the whole; S4S II.D.2. use paragraph structure in writing as manifested by the ability to construct coherent paragraphs and arrange paragraphs in logical order; S4S II.D.3. use a variety of sentence structures appropriately in writing, including compound, complex, compound-complex, parallel, repetitive and analogous sentence structures; S4S II.D.4. present ideas to achieve overall coherence and logical flow in writing and use appropriate techniques such as transitions and repetition to maximize cohesion; S4S II.D.5. use words correctly; use words that mean what the writer intends to say; and use a varied vocabulary;</p> <p>S4S II.D.6. demonstrate development of a controlled yet unique writing style and voice in writing where appropriate; S4S II.E.2. articulate a position through a thesis statement and advance it using evidence, examples and counterarguments that are relevant to the audience or issue at hand; S4S II.E.3. use a variety of methods to develop arguments, including compare-contrast reasoning; logical arguments (inductive-deductive); and alternation between general and specific (e.g., connections between public knowledge and personal observation and experience); S4S II.E.4. write to persuade the reader by anticipating and addressing counterarguments, by using rhetorical devices and by developing an accurate and expressive style of communication that moves beyond mechanics to add flair and elegance to writing; S4S II.E.5. use a variety of strategies to adapt writing for different audiences and purposes, such as including appropriate content and using appropriate language, style, tone and structure; S4S II.E.6. distinguish between formal and informal styles, for example, between academic essays and personal memos;</p> <p>S4S II.E.8. use appropriate strategies to write expository essays that employ supporting evidence; use information from primary and secondary sources; incorporate charts, graphs, tables and illustrations where appropriate; anticipate and address readers' biases and expectations; and explain technical terms and notations.</p> |

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| <p>(13C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, 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>I A.4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.</p> | <p>CB W 4.1 Student evaluates drafted text for development, organization, and focus; CB W 4.2 Student evaluates drafted text to determine the effectiveness of stylistic choices; ADP C4 Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs and correct errors in logic; ADP C5 Edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context; S4S II.F.1. employ basic editing skills proficiently to identify obvious mechanical errors, clarify and improve the structure of the piece and sharpen language and meaning; S4S II.F.2. review ideas and structure in substantive ways to improve depth of information and logic or organization; S4S II.F.3. reassess appropriateness of writing in light of genre, purpose and audience.</p> |

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| <p>(13D) edit drafts for grammar, mechanics, and spelling; and</p> | <p>I A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p> | <p>CB W 5.1 Student edits for conventions of standard written English and usage; CB W 5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation; ADP C5 Edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context; S4S II.F.1. employ basic editing skills proficiently to identify obvious mechanical errors, clarify and improve the structure of the piece and sharpen language and meaning.</p> |

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| <p>(13E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> | <p>I A.4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.</p> | <p>CB W 5.4 Student prepares text for presentation/publication; ADP C4 Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs and correct errors in logic; ADP C5 Edit one's own and others' work for grammar, style and tone appropriate to audience, purpose and context; S4S II.F.2 review ideas and structure in substantive ways to improve depth of information and logic of organization; S4S II.F.3 reassess appropriateness of writing in light of genre, purpose and audience; S4S II.F.4 use feedback from others to revise written work.</p> |

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| <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>(15A) write an analytical essay of sufficient length that includes: (15A.i) effective introductory and concluding paragraphs and a variety of sentence structures; (15A.ii) rhetorical devices, and transitions between paragraphs; (15A.iii) a clear thesis statement or controlling idea; (15A.iv) a clear organizational schema for conveying ideas; (15A.v) relevant and substantial evidence and well-chosen details; and (15A.vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources.</p> | <p>I A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</p> | <p>CB W 1.1 Student analyzes components of purpose, goals, audience, and genre; CB W 2.1 Student takes inventory of what he or she knows and needs to know; CB W 2.2 Student generates, selects, connects, and organizes information and ideas; CB W 3.1 Student generates text to develop points within the preliminary organizational structure; CB W 3.2 Student makes stylistic choices with language to achieve intended effects; CB W 4.1 Student evaluates drafted text for development, organization and focus; CB W4.2 Student evaluates text to determine the effectiveness of stylistic choices; ADP C9 Write an academic essay (for example, a summary, an explanation, a description, a literary analysis essay) that: develops a thesis; creates an organizing structure appropriate to audience and context; includes relevant information and excludes extraneous information; makes valid inferences; supports judgments with relevant substantial evidence and well-chosen details; and provides a coherent conclusion;</p> |

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| | | <p>S4S II.D.1 know and use several prewriting strategies, including developing focus; determining the purpose; planning a sequence of ideas; using structured overviews; and creating outlines; S4S II.D.2 use paragraph structure in writing as manifested by the ability to construct coherent paragraphs and arrange paragraphs in logical order; a variety of sentence structures appropriately in writing, including compound, complex, compound-complex, parallel, repetitive and analogous sentence structures; S4S II.D.4 present ideas to achieve overall coherence and logical flow in writing and use appropriate techniques such as transitions and repetition to maximize cohesion; S4S II.D.5 use words correctly; use words that mean what the writer intends to say; and use a varied vocabulary; S4S II.D.6 demonstrate development of a controlled yet unique style and voice in writing where appropriate; S4S II.E.1 know the difference between a topic and a thesis; S4S II.E.2 articulate a position through a thesis statement and advance it using evidence, example and counterarguments that are relevant to the audience or issue at hand;</p> <p>S4S II.E.4 write to persuade the reader by anticipating and addressing counterarguments, by using rhetorical devices and by developing an accurate and expressive style of communication that moves beyond mechanics to add flair and elegance to writing;</p> <p>S4S II.E.5 use a variety of strategies to adapt writing for different audiences and purposes, such as including appropriate content and using appropriate language, style, tone, and structure;</p> <p>S4S II.E.6 distinguish between formal and informal styles, for example, between academic essays and personal memos; S4S II.E.7 use appropriate strategies and formats to write personal business correspondence, including appropriate organizational patterns, formal language and tone; S4S II.E.8 use appropriate strategies to write expository essays that employ supporting evidence; use information from primary and secondary sources; incorporate charts, graphs, tables and illustrations where appropriate; anticipate and address readers' biases and expectations; and explain technical terms and notations.</p> |

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| <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>(17A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p> | <p>I A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. CDS II B.1. Write clearly and coherently using standard writing conventions.</p> | <p>CB W 5.1 Student edits for conventions of standard written English and usage; ACT Sentence Structure and Formation 13-36 ; ACT Conventions of Usage 13-36; ADP A1 Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling; ADP C5 Edit both one's own and other's work for grammar, style and tone appropriate to audience, purpose and context; S4S II.A.1 identify and use correctly and consistently parts of speech, including nouns, pronouns, verbs, adverbs, conjunctions, prepositions, adjectives and interjections; S4S II.A.2 use subject-verb agreement and verb tense consistently and correctly; S4S II.A.3 demonstrate consistent, correct and appropriate pronoun agreement and the use of different types of clauses and phrases, including adverb clauses, adjective clauses and adverb phrases.</p> |

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| <p>(17B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> | <p>I A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. CDS II B.1. Write clearly and coherently using standard writing conventions.</p> | <p>CB W 5.1 Student edits for conventions of standard written English and usage;ACT Sentence Structure and Formation; ADP A1 Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling; ADP C5 Edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context; S4S II.B.1 use commas with nonrestrictive clauses and contrasting expressions; S4S II.B.2 use ellipses, colons, hyphens, semi-colons, apostrophes and quotation marks correctly; S4S II.B.3 capitalize sentences and proper nouns correctly.</p> |

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| <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:</p> | | |
| <p>(18A) correctly and consistently use conventions of punctuation and capitalization.</p> | <p>I A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. CDS II B.1. Write clearly and coherently using standard writing conventions.</p> | <p>CB W 5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation; ACT Conventions of Punctuation; ADP A1 Demonstrate control of standard written English through the use of grammar, punctuation, capitalization and spelling; ADP C5 Edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context; S4S II B.1 use commas with nonrestrictive clauses and contrasting expressions; S4S II.B.2 use ellipses, colons, hyphens, semi-colons, apostrophes and quotation marks correctly; S4S II.B.3 capitalize sentences and proper nouns correctly.</p> |

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| <p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> | | |
| <p>(19A) spell correctly, including using various resources to determine and check correct spellings.</p> | <p>I A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. CDS II B.1. Write clearly and coherently using standard writing conventions.</p> | <p>CB W 5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation; ADP A1 demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling; ADP C5 Edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context; S4S II.C.1 use a dictionary and other resources to spell new, unfamiliar or difficult words; S4S II.C.2 differentiate between commonly confused terms, such as "its" and "it's" or "affect" and "effect"; S4S II.C.3 know how to use the spell-checker and grammar check function in word processing software while understanding the limitations of relying upon these tools.</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>(20B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p> | <p>V A.1. Formulate research questions. V A.2. Explore a research topic.</p> | <p>CB W 2.1 Student takes inventory of what he or she knows and needs to know; CB W 2.2 Student generates, selects, connects, and organizes information and ideas; ADP D1 Define and narrow a problem or research project; S4S III.A.1 formulate research questions, refine topics, develop a plan for research and organize that is known about the topic; S4S III.A.3 identify claims in their writing that require outside support or verification.</p> |

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| <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>(21A) 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>V B.1. Gather relevant sources. V B.2. Evaluate the validity and reliability of sources.</p> | <p>CB W 2.1 Student takes inventory of what he or she knows and needs to know; CB W 2.2 Student generates, selects, connects, and organizes information and ideas; ADP D2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews and surveys; ADP D3 Make distinctions about the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites; S4S III.B.1 collect information to develop a topic and support a thesis; S4S III.B.3 use a variety of print or electronic primary and secondary sources including books, magazines, newspapers, journals, periodicals and the Internet; S4S III.B.5 evaluate sources of information located on the Internet in particular to ascertain their credibility, origin, potential bias, and overall quality; S4S III.B.7 evaluate sources critically, discerning the quality of the materials and qualifying the strength of the evidence and arguments, as well as determining credibility, identifying bias and perspective of the author and using prior knowledge of the source.</p> |
| <p>(21C) 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>V B.3. Synthesize and organize information effectively. V B.4. Use source material ethically.</p> | <p>CB W 2.2 Student generates, selects, connects, and organizes information and ideas; ADP C6 Cite print or electronic sources properly when paraphrasing or summarizing information, quoting, or using graphics; S4S III.B.2 understand the difference between primary and secondary sources; S4S III.B.4 understand the concept of plagiarism and how (or why) to avoid it and understand rules for paraphrasing, summarizing and quoting, as well as conventions for incorporating information from Internet-based sources in particular.</p> |

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| Texas Essential Knowledge and Skills (TEKS) for English III | College and Career Readiness Standards | National College and Career Readiness Standards |
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| <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>(23A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p> | <p>CDS I B.2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions. CDS I B.3. Gather evidence to support arguments, findings, or lines of reasoning.</p> | <p>CB W 3.1 Student generates text to develop points within the preliminary organizational structure; ADP D5 Write an extended research essay (approximately six to 10 pages), building on primary and secondary sources, that: marshals evidence in support of a clear thesis statement and related claims; paraphrases and summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate; and cites sources correctly and documents quotations, paraphrases and other information using a standard format; S4S III.B.6 select relevant sources when writing research papers and appropriately include information from such sources; logically introduce and incorporate quotations; synthesize information in a logical sequence; identify different perspectives; identify complexities and discrepancies in information; and offer support for conclusions.</p> |

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| <p>(23C) 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>CDS I F.2. Evaluate sources for quality of content, validity, credibility, and relevance. CDS I F.3. Include the ideas of others and the complexities of the debate, issue, or problem.</p> | <p>CB W 3.1 Student generates text to develop points within the preliminary organizational structure; ADP D5 Write an extended research essay (approximately six to 10 pages), building on primary and secondary sources, that: marshals evidence in support of a clear thesis statement and related claims; paraphrases and summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate; and cites sources correctly and documents quotations, paraphrases and other information using a standard format; ADP E1 Distinguish among facts and opinions, evidence and inferences; ADP E4 Evaluate the range and quality of evidence used to support or oppose an argument; S4S III.B.6 select relevant sources when writing research papers and appropriately include information from such sources; logically introduce and incorporate quotations; synthesize information in a logical sequence; identify different perspectives; identify complexities and discrepancies in information; and offer support for conclusions;</p> <p>S4S III.B.7 evaluate sources critically, discerning the quality of the materials and qualifying the strength of the evidence and arguments, as well as determining credibility, identifying bias and perspective of the author and using prior knowledge of the source.</p> |

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| <p>Figure 19 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>Figure 19(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> | <p>II A.4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. CDS IIA.5. Analyze textual information critically.</p> | <p>CB R 2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts; CB R 2.2 Student uses context to comprehend and elaborate the meaning of texts; CB R 2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts; CB R 3.1 Student rhetorically analyzes author's purpose, intended audience and goals; CB R 3.2 Student interprets, analyzes, and critiques author's use of literary and rhetorical devices, language, and style; CB R 4.3 Student uses strategies to go beyond the text; ACT Sequential, Comparative, and Cause-Effect Relationships 33-36 Order sequences of events in complex passages; Understand the subtleties in relationships between people, ideas, and so on in virtually any passage; Understand implied, subtle, or complex cause-effect relationships in virtually any passage; ACT Generalizations and Conclusions 33-36 Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage;</p> |

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| | | <p>ADP F6 Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships; ADP F8 Draw conclusions based on evidence from informational and technical texts; S4S I.A.1 engage in an analytic process to enhance comprehension and create personal meaning when reading text. This includes the ability to annotate, question, agree or disagree, summarize, critique and formulate a personal response; S4S I.A.2 make supported inferences and draw conclusions based on textual features, seeking such evidence in text, format, language use, expository structures and arguments used; S4S I.A.5 identify basic beliefs, perspectives and philosophical assumptions underlying an author's work. This includes identifying points of view, attitudes and the values conveyed by specific use of language.</p> |