

## PHASE II: Critical English III TEKS, CCRS, and Performance Expectations

Texas Essential Knowledge and Skills (TEKS) for English III	College and Career Readiness Standards	Performance Expectations
<p><b>(1) Reading/Vocabulary Development.</b> 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><b>As a consistent part of the reading process, the student uses a variety of strategies, including context, to interpret the meanings of unfamiliar words in texts of differing complexity levels. Words may be unfamiliar because they may have multiple meanings or be nuanced, nonliteral, or technical.</b></p>

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<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><b>As a consistent part of the reading process, the student uses a variety of printed and electronic resources to determine the meanings of unfamiliar words in texts of differing complexity levels. Words may be unfamiliar because they may have multiple meanings or be nuanced, nonliteral, or technical.</b></p>

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<p><b>(2) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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><b>As a consistent part of the reading process, the student goes beyond the literal meaning to analyze universal themes or meanings that comprise the human experience in texts of moderate complexity levels. The student gains insight by being able to connect these overarching themes or meanings to the individual human experience.</b></p>

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<p><b>(6) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> 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>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><b>When reading literary nonfiction texts of moderate complexity, the student goes beyond a literal understanding to analyze and evaluate how the author's use of language, common rhetorical techniques and literary devices, affects the reader's perceptions, evokes emotion, and shapes meaning.</b></p>

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<p><b>(9) Reading/Comprehension of Informational Text/Expository Text.</b>            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><b>When reading informational texts/expository texts of moderate complexity, the student understands the essential meaning of what is read. The student can infer the author's purpose and viewpoint; determine the explicit/implicit main ideas, argument, or message; and write a concise summary.</b></p>

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<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><b>When reading informational texts/expository texts of moderate complexity, the student critically examines the evidence the author uses to support the main ideas, argument, or message. The student is able to determine the quality and credibility of the evidence offered as well as the strength and validity of the overall argument or message.</b></p>

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<p>(9C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p>	<p>II A.4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.</p>	<p><b>When reading informational texts/expository texts of moderate complexity, the student goes beyond a literal interpretation of the text to make inferences about the meaning. The student is able to make inferences about various aspects of the text (e.g., ideas, assertions, organizational patterns) and is adept at formally or informally using evidence from the text that support these inferences.</b></p>

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<p>(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.</p>	<p>II A.8. Compare and analyze how generic features are used across 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><b>When reading a variety of informational texts and literary texts, the student demonstrates the ability to synthesize ideas by making logical connections and comparisons between or among two or more texts. The connections and comparisons may focus on textual features, author's purpose, organizational patterns, main idea(s), and/or argument or message. The student can support these connections and comparisons with valid textual evidence.</b></p>

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<p><b>(12) Reading/Media Literacy.</b> 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><b>As a consistent part of the reading process, the student reads multi-media messages critically to understand and interpret their meaning. The student understands the visual and auditory strategies employed, analyzes the interaction between the presentation and the message, evaluates the perspectives and ideas, and compares methods of presentation across multiple texts.</b></p>

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<p><b>(13) Writing/Writing Process.</b> 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><b>Recognizing the recursive nature of the writing process, the student uses a variety of invention strategies, such as brainstorming, background reading, and discussion, to plan a first draft that effectively addresses the writer's audience and purpose, identifies the appropriate genre to achieve that purpose, incorporates relevant ideas and information, and develops and sustains a controlling idea or thesis.</b></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><b>Recognizing the recursive nature of the writing process, the student uses a variety of organizational strategies, such as outlines, lists, and notes, to develop drafts that appropriately address audience and purpose, contain effective transitions, incorporate relevant ideas and information, and develop and sustain a controlling idea or thesis.</b></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><b>Recognizing the recursive nature of the writing process, the student revises drafts to improve words, sentences, paragraphs, or sections of the essay (e.g., word choice, transitions, style, tone, the quality and relevance of each idea) and the elements that involve the essay as a whole (e.g., purpose, structure, coherence, logic).</b></p>

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(13D) edit drafts for grammar, mechanics, and spelling; and	I A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	<b>As a consistent part of the writing process, the student edits drafts for clarity and correctness so that the conventions of standard English contribute to the rhetorical effectiveness of the piece.</b>

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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><b>As a consistent part of the writing process, the student shares drafts with peers and teachers to gather feedback that may be incorporated, as appropriate, during revision to produce a polished final draft.</b></p>

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<p><b>(15) Writing/Expository and Procedural Texts.</b> 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:</p> <p>(15A.i) effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p>(15A.ii) rhetorical devices, and transitions between paragraphs;</p> <p>(15A.iii) a clear thesis statement or controlling idea;</p> <p>(15A.iv) a clear organizational schema for conveying ideas;</p> <p>(15A.v) relevant and substantial evidence and well-chosen details; and</p> <p>(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><b>The student writes well-organized analytical essays by maintaining a clear purpose and focus, using language appropriately, providing substantial evidence and development, and incorporating valid and reliable information from a variety of sources.</b></p>

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<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>(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><b>On a consistent basis, the student correctly uses phrases and clauses to construct clear and effective sentences. The student's appropriate use of language contributes to the fluency, continuity, and coherence of the piece.</b></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><b>On a consistent basis, the student effectively uses a variety of correctly structured sentences. The student's appropriate use of sentences contributes to the fluency, continuity, and coherence of the piece.</b></p>

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<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>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><b>On a consistent basis, the student correctly applies the conventions of punctuation and capitalization. The student's correct use of punctuation and capitalization helps to clarify meaning, enhancing the reader's understanding of the piece.</b></p>

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<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>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><b>On a consistent basis, the student uses correct spelling and refers to various resources to check for correct spelling while editing. The student's correct use of spelling helps to clarify meaning, enhancing the reader's understanding of the piece.</b></p>

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(20) <b>Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		
(20B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	V A.1. Formulate research questions. V A.2. Explore a research topic.	<b>As a consistent part of the research process, the student develops a research-worthy question or topic and formulates a research plan (e.g. sources, methods, timeline).</b>

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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>(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><b>As a consistent part of the research process, the student evaluates the reliability of potential sources in order to gather credible and reliable information from a variety of sources.</b></p>

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<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><b>As a consistent part of the research process, the student effectively organizes and synthesizes gathered information and uses a standard format to accurately and responsibly cite the sources included in the research.</b></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>(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><b>As a consistent part of the research process, the student conducts a careful analysis of information gathered from credible and reliable sources. The student synthesizes this information to construct coherent, well-supported arguments that express informed opinions or insights.</b></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><b>As a consistent part of the research process, the student uses valid, credible, and relevant information to construct an argument that not only acknowledges multiple perspectives but also addresses counterarguments and the complexities of the issue.</b></p>

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<p><b>Figure 19 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. 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><b>As a consistent part of the reading process, the student uses a range of comprehension strategies to think critically about different genres of texts of moderate difficulty. The student analyzes, interprets, and evaluates a text by making connections between and among its parts, by generalizing beyond the text to one or more broad ideas or concepts, and by making and supporting inferences about the text.</b></p>