Vocabu-Lit Correlation to English III
Texas Essential Knowledge and Skills

§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.	Vocabu-Lit Level K
(b) Knowledge and skills.	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(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;	13, 22, 48, 61, 74, 100, 126, 127, 135, 139, 152
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	2, 4, 6, 10, 14, 18, 28, 32, 36, 40, 44, 54, 58, 62, 66, 70, 80, 84, 88, 92, 96, 106, 110, 114, 118, 122, 132, 136, 140, 144, 148
(C) infer word meaning through the identification and analysis of analogies and other word relationships;	5, 9, 13, 17, 21, 31, 35, 39, 43, 47, 57, 61, 65, 69, 73, 83, 87, 91, 95, 99, 109, 113, 117, 125, 139, 143, 147, 151
(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	113
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	3, 7, 11, 15, 19, 29, 33, 37, 41, 45, 55, 59, 63, 67, 71, 81, 85, 89, 93, 97, 107, 111, 115, 119, 123, 133, 137, 141, 145, 149
(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:	
(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;	131
(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:	53
(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;	
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	
(C) an organizing structure appropriate to the purpose, audience, and context;	
(D) information on the complete range of relevant perspectives;	
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	
(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).	

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(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	27, 105, 157
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	
(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:	27, 105, 157
(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;	
(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	
(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.	
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	27, 105, 157
(A) modify the major research question as necessary to refocus the research plan;	
(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	
(C) critique the research process at each step to implement changes as the need occurs and is identified.	
(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:	27, 105, 157
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;	
(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	
(D) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials; and	
(E) is of sufficient length and complexity to address the topic.	