

**Literature and Thought
English III TEKS Correlation**

	GOVERNMENT & CURRENT EVENTS		
	Individual Rights: The Blessings of Liberty	The Three Branches of Government	We the People: Foundations of American Government
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010			
(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;		TG: foonotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SB: 55; 19
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;		TG: 50	TG: 48
(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	SB: 23; 32; 60; 78; 91; 98; 104 TG: 46	TG: foonotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SB: 40; 44; 53; 54; 56-57; 61; 62; 65; 131;
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 14 TG: 17; 31; 44; 59	SB: 18 17; 30; 41; 57	SB: 34 TG: 17; 43; 445; 55
(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:			
(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	TG: 26; 39; 53; 66	TG: 25-26; 36-37; 50-52; 68	TG: 19; 29-30; 40-41; 51-52; 64-66
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	TG: 26; 39; 53; 66	TG: 25-26; 36-37; 50-52; 68	TG: 19; 29-30; 40-41; 51-52; 64-66
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	TG: 23; 37; 47	TG: 33; 59	
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.			

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(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		Note: there are three fiction selections in the text - two are poems.	There are no fiction selections in the text.
(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;		TG: 49	
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction, including primary documents. TG: 29-30; 40-41; 51-52; 64-66
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	TG: 23; 37; 47	TG: 24; 25-26; 31; 33;36-37; 41; 43; 49; 51; 59; 64	
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction, including primary documents. TG: 29-30; 40-41; 51-52; 64-66
(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:			
(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	TG: 23; 37; 47; 53-54	TG: 28; 32; 39-40; 43; 44; 47; 48; 49	TG: 19; 29-30; 40-41; 51-52; 64-66
(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;			TG: 19; 29-30; 40-41; 51-52; 64-66

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(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78;	TG: 26
(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	TG: 23; 37; 47; 53-54	TG: 25-26; 36-37; 50-52	TG: 19; 29-30; 40-41; 51-52; 64-66
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:			
(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	TG: 19; 22	TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78;	TG: 20; 35; 59; 62
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:			
(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	SB: 9-11; 12-13; 25; 66; 70; 76; 85;	SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	SB: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143
(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:			
(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;		SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	
(C) evaluate the objectivity of coverage of the same event in various types of media; and	SB: 9-11; 12-13; 25; 66; 70; 76; 85;		SB: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			

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(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	TG: 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(C) 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;	TG: 27; 40; 67	TG: 77	TG: 75
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 74	TG: 77	TG: 75
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 74	TG: 77	TG: 75
(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:			
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and		TG: 59	
(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:			TG: 48; 62; 63
(A) write an analytical essay of sufficient length that includes:	TG: 19; 34; 37; 47; 49; 52; 52; 60; 61; 62; 63; 64	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iii) a clear thesis statement or controlling idea;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iv) a clear organizational schema for conveying ideas;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(v) relevant and substantial evidence and well-chosen details; and	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	

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(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	TG: 19; 39-40; 47		
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	TG: 18; 20; 21; 32; 34; 36; 52; 54; 62	TG: 33; 61; 72	TG: 27; 28; 38; 50; 58; 63
(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:		TG: 19; 25-26; 49; 56; 61; 62; 70	TG: 23; 57; 58
(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;	TG: 27; 40; 67		
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	TG: 27; 40; 67		
(C) an organizing structure appropriate to the purpose, audience, and context;	TG: 27; 40; 67		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(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:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(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:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72		

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(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits 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.	TG: 21; 23; 32; 36; 46; 49; 52; 70	TG: 20; 22; 37; 43; 49; 70	TG: 39; 57; 58; 60
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	TG: 23; 24 ; 33; 51; 60; 62	TG: 19; 20; 22; 23; 24; 31; 32; 34; 35; 37 ;42; 43; 44; 45; 46; 47; 48; 49; 63; 64; 65, 70	TG: 47; 48; 49; 50; 56; 59; 61; 62