

**Literature and Thought
English III TEKS Correlation**

	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§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;	SB: footnote on 105			SB: See footnotes on pages 64; 69; 72, 73; 64; 69; 97;		SB: footnotes on pages 51; 102	
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	TG: 53						
(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and			SB: Footnotes pp. 30; 45; 56; 65; 68; 76; 95; 97;105; 109; 112; 136	SB: See footnotes on pages 10; 21; 130;		SB: footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 18 TG: 17, 27; 40; 52	SB: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	17; 29; 43; 54	SB: 14 TG: 17; 28; 41; 56	SB: 14 TG: 14; 37; 47; 57	SB: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57
(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: 22; 23; 31; 33; 35; 43; 45; 46; 53; 56	TG: 25; 38; 52	TG: 24; 43; 44; 56; 73	TG: 30; 31; 32; 33; 34; 44;	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	TG: 223; 35; 46	TG: 25; 38; 52	TG: 19; 20; 23, 31, 32, 33;50; 52; 65; 68	TG: 24; 38; 48	TG: 23; 36; 50	TG: 21; 31; 39; 48; 50; 59; 60; 61	TG: 19; 33; 43
(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: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	17; 29; 43; 54	TG: 23; 36; 50	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 19; 22; 29; 54; 56

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(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.							
(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 two 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: 18; 19; 20; 31; 53; 54 ; 55	TG: 24; 48		TG: 20; 36; 45	TG: 22; 30; 61	TG: 17; 29; 52; 58; 61; 63	TG: 43 ;45; 53; 55; 113
(B) analyze the internal and external development of characters through a range of literary devices;	TG: 20; 31; 42; 55	TG: 24; 48		TG: 20; 36; 45	TG: 22; 31; 61	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43; 55
(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and				TG; 30; 31			
(D) demonstrate familiarity with works by authors in American fiction from each major literary period.	The selections reflect the era of the Great Depression.						
(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: 18; 19; 21; 22; 29; 30; 32; 33; 34; 41; 43; 45; 65	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60; 61	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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: 18; 19; 20; 31; 53; 54 ; 55	TG: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42;46;49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 55

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(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: 23; 30; 33; 43; 45	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 17; 19; 20; 26; 29; 36; 39; 46; 49; 58; 62; 64; 68; 69			TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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; 26- 27; 29; 35-36; 41; 45; 46; 50-51; 54; 58	TG: 25-25; 38-39; 52-53	TG: 19; 24; 30; 44	TG: 18		TG: 33; 40; 43-44;	
(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;							
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		TG: 25-25; 38-39; 52-53					
(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; 35; 46	TG: 25-25; 38-39; 52-53	TG: 24; 43; 44; 56; 73	TG: 24; 38; 48	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43
(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: 18; 22; 29; 33; 34	TG: 44; 45, 46, 47; 50; 63	TG: 19; 20; 32; 66	TG: 31; 34; 56	TG: 20; 32	TG: 61	
(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.		TG: 67	SB: 10-11 TG: 14		SB: 11-13		

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(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:							
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;		TG: 45; 46; 63; 65			TG: 19; 21; 29		
(C) evaluate the objectivity of coverage of the same event in various types of media; and				TG: 47		TG: 31; 62	
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:							
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 77	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 77		TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 77	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 69	TG: 63
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 65	TG: 72	TG: 77	TG: 66	TG: 69	TG: 69	TG: 63
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 65	TG: 72	TG: 77	TG: 66	TG: 69	TG: 69	TG: 63
(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:							

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(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;	TG: 43	TG: 34	TG: 21; 23; 30; 34-35; 42; 44-45; 71-72	TG: 16; 18; 30; 61		TG: 30; 48	
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and			TG: 22; 67	48-49	23-24	TG: 51	
(C) write a script with an explicit or implicit theme, using a variety of literary techniques.		TG: 23					
(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: 22-23; 28; 34-35; 45-46; 59 60
(A) write an analytical essay of sufficient length that includes:	TG: 23-24; 35-36; 46-47; 58, 59 60	TG: 25-25; 38-39; 52-53	SB: 32 TG:15-16; 24-24; 59-61; 70; 71-72	TG: 38-39		TG: 22-23; 32-33; 42-43; 53-54; 67-68	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 23-24; 35-36; 46-47; 58, 59 60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 23-24; 35-36; 46-47; 58, 59 60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iii) a clear thesis statement or controlling idea;	TG: 23-24; 35-36; 46-47; 58, 59 60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iv) a clear organizational schema for conveying ideas;	TG: 23-24; 35-36; 46-47; 58, 59 60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(v) relevant and substantial evidence and well-chosen details; and	TG: 23-24; 35-36; 46-47; 58, 59 60			TG: 38-39	TG: 23-24; 37-38; 50-51		
(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;					TG: 23-24; 37-38; 50-51		
(C) write an interpretation of an expository or a literary text that:			TG: 42; 52; 66				

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(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: 60	TG: 67	p. 72	TG: 61	TG: 66		TG: 58
(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: 43	TG: 38; 68; 69	TG: 51; 70; 73-74; 75	TG: 60-61			
(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: 23-24; 37-38; 50-51	TG: 20; 53-54	
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);					TG: 23-24; 37-38; 50-51	TG: 53-54	
(C) an organizing structure appropriate to the purpose, audience, and context;					TG: 23-24; 37-38; 50-51	TG: 53-54	
(D) information on the complete range of relevant perspectives;					TG: 23-24; 37-38; 50-51	TG: 53-54	
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and					TG: 23-24; 37-38; 50-51	TG: 53-54	
(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).					TG: 23-24; 37-38; 50-51		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58

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(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; 22; 40; 65; 68; 70; 71-72				
(A) 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	TG: 19; 22; 40; 65; 68; 70; 71-72					TG: 16; 20; 31; 38; 58; 60; 62; 65	
(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: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 43; 45; 46; 47; 64; 65-66; 67		
(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: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42