

Literature and Thought
English III TEKS Correlation

	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§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:			SE: 12 TE: 17,18,19,23, 26,29,32,33,34, 37, 40,41,42,44,47, 51, 53,55,59	SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(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: footnotes on 86; 93; 108; 121						
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	SB: p. 12 TG: 25, 35, 40, 45, 49, 53, 54			SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57		SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 12 TG: 17, 28; 38; 49	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:			SE: 50 TE: 15-16, 18,19, 20, 22,23,24-25, 27-28,30,31,32, 34,38-39,41,52, 53,54,58,63	SE: 110 TE: 18,28,36-37, 39,42,45-46, 49-50, 52,54,56,58,60	TE: 30, 31, 35-36, 46-47, 53	SE: 42, 116 TE: 22,24-25, 30, 32,35,42,46-47, 53, 56	SE: 46, 110 TE: 18, 21, 24-25, 27-28, 39-39, 41, 45-46, 49-50, 54

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(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	TG: 58	TG: 19; 22; 29; 54; 56					
(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	TG: 30; 39					TE: 33	TE: 49, 50
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	TG: 23; 35; 46						
(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: 31; 33; 40; 53	TG: 19; 22; 29; 54; 56		SE: 24, 55, 84, 102, 126 TE: 12, 18, 28, 40, 43, 54	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	SE: 33, 44, 54, 63, 134 TE: 12, 21, 30, 31, 33, 56	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53
(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.	TG: 18, 41					SE: 70-87 TE: 35, 46	
(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:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49-50, 52, 54, 55, 56, 58, 60		SE: 42, 88, 116 TE: 18, 20, 21, 22, 24-25, 27-28, 30, 32, 33, 34,36-37, 39-40,42,46-47, 53, 56,57,61	SE: 46, 74 TE: 18, 21, 22,23, 24-25, 27-28, 31, 33,34, 35-36, 38-39, 41,43, 44,53, 54

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(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: 29; 30; 40; 53	TG: 21; 30; 32; 40; 41; 52; 54; 55	SE: 50, 112 TE: 15-16, 19, 22, 24-25, 27-28, 31, 34, 42, 45-46, 52, 55, 57, 58			TE: 44, 57	
(B) analyze the internal and external development of characters through a range of literary devices;			TE: 15-16, 20, 22, 23, 27-28, 43			TE: 44, 57	TE: 18, 27-28, 38-39, 52, 56
(D) demonstrate familiarity with works by authors in American fiction from each major literary period.							TE: 49, 50
(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: 19; 20; 22; 26-27; 29; 36-37	15-16, 26-27, 31, 36-37, 49, 50, 58, 60	SE: 50 TE: 24-25, 60, 63	TE: 14-15, 36-37, 49-50, 58, 60		SE: 54 TE: 31, 39-40, 46-47, 61	TE: 24, 48, 55, 134
(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: 19; 20; 22; 26-27; 29; 36-37	TG: 15-16; 17; 20; 21; 22; 23-24; 25; 28; 30; 32; 35; 38; 38; 42; 47; 51; 52; 56; 57					TE: 34, 53, 54

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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: 18; 19; 20; 21; 22; 29; 50	15-16, 26-27, 31, 36-37, 49-50, 58, 60	TE: 21	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	TE: 88, 116 TE: 36-37, 46-47, 55	TE: 24-25, 27-28, 30, 38-39, 42, 55
(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:			SE: 50 TE: 15-16, 21, 24-25, 27-28, 38-39, 43, 52, 63	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	SE: 116 TE: 23, 27-28, 31, 39-40, 46-47, 55, 61	SE: 46 TE: 24-25, 27-28, 30, 38-39, 42, 55
(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: 36-37; 49-50			TE: 21, 38, 49, 53		SE: 46 TE: 24-25, 27-28, 38-39
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and					TE: 21	TE: 19, 23, 43, 45	TE: 33
(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: 58	TG: 23; 33; 45	TE: 49-50			TE: 45, 59, 61	
(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:					TE: 39		SE: 86 TE: 42
(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and							SE: 86 TE: 42

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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:					TE: 39		
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(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: 24, 34; 44	TG: 24-25; 33-34; 45-46; 58; 59; 61; 62-64	TE: 61-62	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(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: 24, 34; 44	TG: 24-25; 33-34; 45-46; 60-61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(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: 61	TG: 24-25; 33-34; 45-46; 60-61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 61	TG: 64	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 61	TG: 64	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64

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(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:			SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(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: 51	TG: 20; 32; 40; 43; 44; 59	SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59		SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and		TG: 32		TE: 28, 32, 39, 41, 58, 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:			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(A) write an analytical essay of sufficient length that includes:		SB: 46; 81 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	TE: 63, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(i) effective introductory and concluding paragraphs and a variety of sentence structures;		SB: 46; 81; TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(ii) rhetorical devices, and transitions between paragraphs;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61

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(iii) a clear thesis statement or controlling idea;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(iv) a clear organizational schema for conveying ideas;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(v) relevant and substantial evidence and well-chosen details; and			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54		
(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:							
(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(ii) appropriate formatting structures (e.g., headings, graphics, white space);				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(iv) accurate technical information in accessible language; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			

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(v) appropriate organizational structures supported by facts and details (documented if appropriate);				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(C) write an interpretation of an expository or a literary text that:		TG: 52; 56	TE: 49-50, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(i) advances a clear thesis statement;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(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: 57	TG: 58; 59	TE: 61-62		TE: 51, 52	TE: 59, 60	TE: 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: 30; 58; 59	TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(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;	SE: 50 TG: 23-24			TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	SE: 50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36

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(C) an organizing structure appropriate to the purpose, audience, and context;	SE: 50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(D) information on the complete range of relevant perspectives;	SE: 50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(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).			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30; 58; 59	SE: 50,86 TE: 24-25, 35-36, 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(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: 30; 58; 59	TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 64
(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;			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59

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(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			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(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.				TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 30; 58; 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) modify the major research question as necessary to refocus the research plan;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(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			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(C) critique the research process at each step to implement changes as the need occurs and is identified.			TE: 61-62, 65-67	TE: 58, 59		TE: 50, 51, 59, 60, 63-65	TE: 64
(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: 30; 58; 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	TG: 23-24; 55-56		SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59		SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59

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(B) uses a variety of formats and rhetorical strategies to argue for the thesis;				TE: 58, 59			TE: 58, 59
(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;				TE: 58, 59			TE: 58, 59
(D) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; and			TE: 60, 61-62, 64	TE: 58, 59	TE: 51, 52		TE: 64
(E) is of sufficient length and complexity to address the topic.			TE: 61-62; 65-67	TE: 58, 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59, 64
(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:			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(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			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.			TE: 61-62	TE: 44, 55, 58, 59, 60	TE: 52, 53	TE: 44, 54, 60, 61	

**Literature and Thought
English III TEKS Correlation**

	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(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: 56		TE: 61-62, 63	TE: 58, 59, 60	TE: 30, 51, 52, 53	TE: 44, 54, 60, 61, 63-65	TE: 58, 59, 62
(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: 46	TG: 18; 22; 31	TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19, 22, 21, 22, 23, 32, 34, 35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62