

North Forest ISD

Texas Essential Knowledge and Skills (TEKS)  
English III

§110.44. English III (One Credit).

(a) Introduction.

(1) Students enrolled in English III continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English III, students practice all forms of writing. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resumé. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

(2) For students enrolled in English III whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3) The essential knowledge and skills as well as the student expectations for English III are described in subsection (b) of this section.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations in English III as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:

- (A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resumé;
- (B) write in a voice and style appropriate to audience and purpose; and
- (C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

- (A) use prewriting strategies to generate ideas, develop voice, and plan;
- (B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;
- (C) proofread writing for appropriateness of organization, content, style, and conventions;
- (D) frequently refine selected pieces to publish for general and specific audiences; and
- (E) use technology for aspects of creating, revising, editing, and publishing texts.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

- (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;
- (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;
- (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;
- (D) produce error-free writing in the final draft; and
- (E) use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).

(4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:

- (A) use writing to formulate questions, refine topics, and clarify ideas;
- (B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information;

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(G) analyze strategies that writers in different fields use to compose.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;

(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;

(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and

(G) read and understand analogies.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;

(B) draw upon his/her own background to provide connection to texts;

(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;

(F) produce summaries of texts by identifying main ideas and their supporting details;

(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;

(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and

(I) read silently with comprehension for a sustained period of time.

(8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to:

(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;

(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

(C) read American and other world literature, including classic and contemporary works; and

(D) interpret the possible influences of the historical context on literary works.

(9) Reading/culture. The student reads widely, including American literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:

(A) recognize distinctive and shared characteristics of cultures through reading; and

(B) compare text events with his/her own and other readers' experiences.

(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;

(B) use elements of text to defend, clarify, and negotiate responses and interpretations; and

(C) analyze written reviews of literature, film, and performance to compare with his/her own responses.

(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

(A) compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts;

(B) analyze relevance of setting and time frame to text's meaning;

(C) describe the development of plot and identify conflicts and how they are addressed and resolved;  
(D) analyze the melodies of literary language, including its use of evocative words and rhythms;  
(E) connect literature to historical contexts, current events, and his/her own experiences; and  
(F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:

- (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;
- (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and
- (C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:

- (A) generate relevant, interesting, and researchable questions;
- (B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;
- (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;
- (D) produce reports and research projects in varying forms for audiences; and
- (E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

- (A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;
- (B) use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies;
- (C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;
- (D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention; and
- (E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

(15) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The student is expected to:

- (A) use the conventions of oral language effectively;
- (B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;
- (C) communicate effectively in conversations and group discussions while problem solving, and planning;
- (D) use effective verbal and nonverbal strategies in presenting oral messages;
- (E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and
- (F) make relevant contributions in conversations and discussions.

(16) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The student is expected to:

- (A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;
- (B) apply valid criteria to analyze, evaluate, and critique literary performances;
- (C) use praise and suggestions of others to improve his/her own communication; and
- (D) identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language.

(17) Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages. The student is expected to:

- (A) present and advance a clear thesis and logical points, claims, or arguments to support messages;
- (B) choose valid proofs from reliable sources to support claims;
- (C) use appropriate appeals to support claims and arguments;
- (D) use language and rhetorical strategies skillfully in informative and persuasive messages;
- (E) make effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and
- (F) make informed, accurate, truthful, and ethical presentations.

(18) Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations. The student is expected to:

- (A) make valid interpretations of a variety of literary texts;
- (B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and
- (C) present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:

- (A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;
- (B) analyze relationships, ideas, and cultures as represented in various media; and
- (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:

- (A) investigate the source of a media presentation or production such as who made it and why it was made;
- (B) deconstruct media to get the main idea of the message's content;
- (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;
- (D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;
- (E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and
- (F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:

- (A) examine the effect of media on constructing his/her own perception of reality;
- (B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;
- (C) use a range of techniques to plan and create a media text and reflect critically on the work produced;
- (D) create media products to include a seven- to ten-minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences; and
- (E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.