

Words extracted directly from the standard and/or associated with the instruction of the content within the standard.

READINESS STANDARDS - English III

(1) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings

Nuance

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed

Specialized dictionary

(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

Human condition

(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

(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

Literary technique, Literary element, Plot

(B) analyze the internal and external development of characters through a range of literary devices

Internal development, External development

(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:

(A) analyze how style, tone, and diction of a text advance the author's purpose and perspective or stance

Style, Tone, Diction, Perspective, Stance

(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

Viewpoint, Main idea, Opinion

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

Subtle, Conclusion, Organizational pattern, Organizational structure

READINESS STANDARDS - English III

(13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(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

Draft, Rhetorical device

(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

Revise, Style, Subtle, Rhetorical purpose, Tropes, Schemes

(D) edit drafts for grammar, mechanics, and spelling

Edit, Draft, Grammar, Mechanics

(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

(A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; (vi) information on multiple relevant perspectives and a consideration of validity, reliability, and relevance of primary and secondary sources

Expository essay, Analytical essay

(C) write an interpretation of an expository or a literary text that (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; (v) anticipates and responds to readers' questions or contradictory information

Interpretation

(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

(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

Thesis, Position, Evidence

READINESS STANDARDS - English III

(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

(C) an organizing structure appropriate to the purpose, audience, and context

Structure, Audience

(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used

Validity, Reliability, Primary source, Secondary source

(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)

Rhetorical device

(17) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when [speaking and] writing. Students will continue to apply earlier standards with greater complexity. Students are expected to

(B) use a variety of correctly structured sentences (compound, complex, compound-complex)

Simple sentence, Compound sentence, Complex sentence, Compound-complex

(18) **[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(A) correctly and consistently use conventions of capitalization

Capitalization

(19) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

(A) spell correctly, including using various resources to determine and check correct spellings

Resource

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to

(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding

Inference, Textual evidence, Prediction, Draw conclusions, Inductive, Deductive

SUPPORTING STANDARDS - English III

(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

Technical, Academic, Affix, Base word, Prefix, Root, Suffix

(C) infer word meaning through the identification and analysis of analogies and other word relationships

Analogy

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words

Cognate, Origin

SUPPORTING STANDARDS - English III

(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

(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films

Mythical, Traditional literature, Classical literature, Text structure

(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting

Primary source, Historical setting, Cultural setting

(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 the text to support their understanding. Students are expected to

(A) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye) and other conventions in American poetry

Metrics, Rhyme schemes, End scheme, Internal scheme, Slant scheme, Eye scheme, Convention

(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

(A) analyze the themes and characteristics in different periods of modern American drama

Theme

(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

(C) analyze the impact of narration when the narrator's point of view shifts from one character to another

Narration, Point of view

(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

(A) 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

Rhetorical technique, Literary essay

(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

(A) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

Classical allusion, Mythical allusion, Biblical allusion

(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 are expected to

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts

Social view, Cultural view, Traditional text

SUPPORTING STANDARDS - English III

(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 are expected to

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| (D) evaluate changes in formality and tone across various media for different audiences and purposes | Formality, Tone, Audience, Purpose |
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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

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| (A) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance | Style, Tone, Diction, Perspective, Stance |
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(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

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| (B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported | Inductive reasoning, Deductive reasoning |
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| (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 | Technical source, Genre, Synthesize, Thematic |
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(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

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| (A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts | Purpose, Perceive, Audience, Tone |
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(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

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| (A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts) | Evaluate, Logic, Sequence |
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| (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 | Translate, Factual, Quantitative, Technical |
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SUPPORTING STANDARDS - English III

(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

(A) write an [analytical] essay of sufficient length that includes
 (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) a clear organizational schema for conveying ideas (v) relevant and substantial evidence and well-chosen details; (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources

Expository essay, Analytical essay, Rhetorical device, Thesis, Relevant, Valid, Inference, Purpose, Audience, Context, Sentence structure, Introductory, Concluding, Transition, Primary source, Secondary source

(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 to the appropriate audience that includes

(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

Thesis, Position, Precise, Relevant

(C) an organizing structure appropriate to the purpose, audience, and context

Structure, Audience

(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used

Validity, Reliability, Primary source, Secondary source

(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeal to logic, emotions, ethical beliefs)

Rhetorical device

(17) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when [speaking and] writing. Students will continue to apply earlier standards with greater complexity. Students are expected to

(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases)

Clause, Phrase, Noun, Adjectival, Adverbial