Academic Vocabulary

CONTENT BUILDER FOR THE PLC

WRITING
ENGLISH III

Academic Vocabulary Analysis   English III Writing

STANDARDS (TEKS): academic vocabulary directly taken from the standard

STAAR: academic vocabulary used on the assessment (source released tests)

STANDARD E3.15(A) write an analytical essay of sufficient length that includes: effective introductory and concluding paragraphs and a variety of sentence structures; rhetorical devices, and transitions between paragraphs; a clear thesis statement or controlling idea; a clear organizational schema for conveying ideas; information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources

STANDARDS (TEKS)		LOCAL ASSESSMENTS	
Thinking	Content	Content	Common
Write	Analytical essay		
	Effective introductions		
	Effective conclusions		
	Sentence structures		
	Rhetorical devices		
	Transitions		
	Thesis statement		
	Organizational schema		
	Multiple relevant perspectives		
	Validity		
	Reliability		
	Primary sources		
	Secondary sources		

STANDARD E3.15(C) write an interpretation of an expository or a literary text that: advances a clear thesis statement; addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text, analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; identifies and analyzes the ambiguities, nuances, and complexities within the text; anticipates and responds to readers' questions or contradictory information

STANDARDS (TEKS)		LOCAL ASSESSMENTS	
Thinking	Content	Content	Common
Write	Interpretation		
Identify	Expository text		
Analyze	Literary text		
Respond	Analytical essay		
	Commentary		
	Quotations		
	Aesthetics effects		
	Use of stylistic		
	Rhetorical devices		
	Ambiguities		
	Nuances		
	Complexities within text		
	Reader's questions		
	Contradictory information		

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STANDARD E3.13(C) revise drafts to clarify meaning and achieve specific rhetorical purpose, 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

STANDARDS (TEKS)		LOCAL ASSESSMENTS	
Thinking	Content	Content	Common
Revise	Drafts		
Clarify	Rhetorical purpose		
	Consistency of tone		
	Logical organization		
	Tropes		
	Metaphors		
	Similes		
	Analogies		
	Hyperbole		
	Understatement		
	Rhetorical questions		
	Irony		
	Schemes		
	Parallelism		
	Antithesis		
	Inverted word order		
	Repetition		
	Reversed structures		
	Transitional words		

STANDARD E3.13(D) edit drafts for grammar, mechanics, and spelling

STANDARDS (TEKS)		LOCAL ASSESSMENTS	
Thinking	Content	Content	Common
Edit	Drafts		
	Grammar		
	Mechanics		
	Spelling		

STANDARD E3.17(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)

STANDARDS (TEKS)		LOCAL ASSESSMENTS	
Thinking	Content	Content	Common
Use	Parts of speech functions		

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STANDARD E3.18(A) correctly and consistently use conventions of punctuation and capitalization

STANDARDS (TEKS)		LOCAL ASSESSMENTS	
Thinking	Content	Content	Common
Use	Conventions of capitalization		
	Conventions of punctuation		

STANDARD E3.19(A) spell correctly, including using various resources to determine and check correct spellings

STANDARDS (TEKS)		LOCAL ASSESSMENTS	
Thinking	Content	Content	Common
Use	Resources		
Determine	Spelling		
Check			