

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)		STAAR		
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)		STAAR			
Thinking	Content	Content	Common		
Write	Interpretation				
	Identify	Expository text			
		Literary text			
		Analyze	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)		STAAR	
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)		STAAR	
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)		STAAR	
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)		STAAR	
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)		STAAR	
Thinking	Content	Content	Common
Use	Resources		
Determine	Spelling		
Check			