

ENGLISH III

COLLEGE-READINESS

ASSESSED CURRICULUM

A TEKS-first framework for TSIA2, English I/II retesters, SAT, ACT, AP Language, AP Literature, and local assessment

Purpose

This document identifies high-leverage English III TEKS that most directly support TSIA2 ELAR, English I/II STAAR retesters, the digital SAT, ACT English/Reading/Writing, AP English, and locally developed assessments. It is not an official TEA assessed-curriculum document or a prediction of any test form.

Developed by Erika Prelow

Epiphany Education Consultancy

Draft Version 1.0 • July 2026

Assessed Curriculum at a Glance

The complete framework on one page. 7(A) determines what students encounter; the priority standards determine what students do with those texts. Sections 1–9 define, align, and operationalize each domain.

Reporting Domain	Priority TEKS	Emphasis
Information, Evidence, and Synthesis	2(B); 4(F–H); 5(B–D, J)	25%
Rhetoric, Craft, and Argument Analysis	7(D–E); 8(A–D, F–G)	30%
Revision, Editing, and Language	9(B–D)	25%
Composition and Research	10(C, F); 11(F–H)	20%
Course Content Anchor	7(A): American literature across literary periods	Embedded

1. Purpose, Scope, and Use

This framework translates the English III TEKS into a practical assessed curriculum for classrooms serving a mixed population: students completing grade-level work, students preparing for TSIA2/SAT/ACT/AP, and students who must retake English I or English II STAAR.

Important limitation

No official TEA assessed curriculum currently exists for English III or English IV. The priority labels and recommended percentages in this document are local planning decisions based on cross-assessment overlap; they are not state test specifications.

Design principles

- Teach grade-level TEKS first; use English I/II prerequisite standards as access points rather than replacing the upper-grade curriculum with remediation.
- Prioritize transferable literacy: evidence, inference, key ideas, rhetoric, argument, synthesis, revision, editing, and on-demand composition.
- Preserve the course identity: English III should serve as the principal bridge to rhetoric, argument, American literature across literary periods [E3.7(A)], source evaluation, and college-level writing.
- Use varied texts and tasks so students can transfer skills across literary, informational, argumentative, multimodal, and source-based contexts.
- Treat the suggested weighting as instructional emphasis, not a formula for calculating grades.

Priority key

Classification	Meaning
P1 — Universal Assessed Priority	Strong, recurring alignment across TSIA2, English I/II retest skills, SAT/ACT, and/or AP; should recur throughout the year.
P2 — Grade-Level / Advanced Priority	Essential to English III/IV course integrity and AP/college-level preparation; may be less directly measured on TSIA2 or admissions tests.
Supporting / Extension	Important for complete TEKS coverage, independent reading, speaking, research, publishing, and enrichment, but not the center of the assessed-curriculum framework.
Anchor — Course Content	Defines the literary content of the course (American literature in this course). Not ranked against test alignment; the priority standards are taught and assessed through these texts.

2. Assessment Ecosystem and Recommended Emphasis

Assessment	What It Measures	Role in Framework
TSIA2 ELAR	Reading of literary, informational, and argumentative texts; paired passages; revision/editing; 300–600 word on-demand essay scored for focus, organization, support, style, conventions, and critical thinking.	Core
English I/II STAAR Retest	Inference/evidence, key ideas, synthesis, genre analysis, author's purpose/craft, revising/editing, and text-based constructed response.	Embedded prerequisite overlay
Digital SAT Reading and Writing	Information and Ideas; Craft and Structure; Expression of Ideas; Standard English Conventions.	Core
ACT English / Reading / Optional Writing	Purpose, development, organization, language use, conventions, close reading, logical reasoning, integration of sources, and optional on-demand argument.	Core
AP English	AP Language: rhetorical situation, claims/evidence, reasoning/organization, style, synthesis, rhetorical analysis, argument. AP Literature: character, setting, structure, narration, figurative language, literary argument.	Grade-specific extension
Local Assessments	Common reading sets, revising/editing passages, short constructed responses, source-based tasks, and an on-demand essay.	District/campus evidence

Recommended yearlong instructional emphasis

Domain	Suggested Emphasis	Instructional Meaning
Information, Evidence, and Synthesis	25%	Comprehension, inference, central ideas, evidence, cross-text synthesis, data/graphics.
Rhetoric, Craft, and Argument Analysis	30%	Purpose, audience, structure, claims, evidence, counterarguments, diction, syntax, rhetorical choices.
Revision, Editing, and Language	25%	Organization, cohesion, development, sentence effectiveness, usage, grammar, punctuation.
Composition and Research	20%	TSIA2-style argument, rhetorical analysis, source synthesis, literary analysis, ethical source use.
Balance matters A literature-rich course can still prepare students for college-readiness assessments when reading instruction explicitly develops evidence, reasoning, rhetoric, vocabulary, revision, and writing transfer.		

3. High-Leverage Standards

The tables below identify the standards most suitable for recurring common assessment. Exact TEKS wording is retained or lightly condensed for readability.

Reading: Information, Evidence, Response, and Synthesis

TEKS	Assessed Emphasis	Priority
E3.2(B)	Analyze context to draw conclusions about nuanced meanings such as in imagery.	P1
E3.4(F)	Make inferences and use evidence to support understanding.	P1
E3.4(G)	Evaluate details read to understand key ideas.	P1
E3.4(H)	Synthesize information from a variety of text types to create new understanding.	P1
E3.5(B)	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.	P1
E3.5(C)	Use text evidence and original commentary to support an analytic response.	P1
E3.5(D)	Paraphrase and summarize texts in ways that maintain meaning and logical order.	P1
E3.5(J)	Defend or challenge the authors' claims using relevant text evidence.	P1

Reading: Genre, Argument, Purpose, and Craft

TEKS	Assessed Emphasis	Priority
E3.7(A)	Read and analyze American literature across literary periods — the content vehicle through which the transferable priority standards are taught and assessed.	Anchor
E3.6(A)	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot.	P2
E3.6(B)	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence plot and theme.	P2
E3.6(C)	Evaluate how different literary elements shape the author's portrayal of the plot.	P2
E3.6(D)	Analyze how historical, social, and economic context influences plot, characterization, and theme.	P2
E3.7(D)	Analyze informational text structures: thesis, strong evidence, examples, commentary, summary, conclusion, and organizational design.	P1
E3.7(E)	Analyze argumentative structures: arguable thesis, appeals, argument structure, conclusion/call to action, evidence, counterarguments, and audience.	P1
E3.8(A)	Analyze the author's purpose, audience, and message within a text.	P1
E3.8(B)	Evaluate use of text structure to achieve the author's purpose.	P1
E3.8(C)	Evaluate the author's use of print and graphic features to achieve specific purposes.	P1
E3.8(D)	Evaluate how the author's use of language informs and shapes readers' perceptions.	P1
E3.8(F)	Evaluate how diction and syntax contribute to mood, voice, and tone.	P1
E3.8(G)	Analyze the effects of rhetorical devices and logical fallacies on how a text is read and understood.	P1

Writing: Process, Composition, and Research

TEKS	Assessed Emphasis	Priority
E3.9(B)(i)	Use strategic organizational structures appropriate to purpose, audience, topic, and context.	P1
E3.9(B)(ii)	Develop an engaging idea with rhetorical devices, details, examples, and commentary.	P1
E3.9(C)	Revise for clarity, development, organization, style, diction, and sentence fluency.	P1
E3.9(D)	Edit to demonstrate command of Standard English conventions, using a style guide as appropriate.	P1
E3.10(B)	Compose informational texts, including explanatory essays, reports, resumes, and personal essays.	P2
E3.10(C)	Compose argumentative texts using genre characteristics and craft.	P1
E3.10(D)	Compose correspondence in a professional or friendly structure.	P2
E3.10(E)	Compose literary analysis using genre characteristics and craft.	P2
E3.10(F)	Compose rhetorical analysis using genre characteristics and craft.	P1
E3.11(F)	Synthesize information from a variety of sources.	P1
E3.11(G)	Examine sources for credibility, bias, and accuracy, and for faulty reasoning such as post hoc, circular reasoning, red herring, and unstated assumptions.	P1
E3.11(H)	Display academic citations and use source materials ethically to avoid plagiarism.	P2

The Composition Strand: Inherited Designations and Assessment Targets

TEKS	Genre / Task	Inherited EI/II Designation	Primary Assessment Target
E3.10(B)	Informational: explanatory essays, reports, resumes, and personal essays	Readiness (inherited)	STAAR retest ECR; local assessment
E3.10(C)	Argumentative	Readiness (inherited)	TSIA2 essay; STAAR retest ECR; AP Language argument; optional ACT Writing
E3.10(D)	Correspondence: professional or friendly structure	Supporting (inherited)	Local and career-readiness documents; correspondence appears in STAAR revising/editing genres
E3.10(E)	Literary analysis	— (no EI/II counterpart)	AP Literature
E3.10(F)	Rhetorical analysis	— (no EI/II counterpart)	AP Language

Readiness/Supporting designations are inherited from the TEA 2023 STAAR English I and English II assessed curricula, where 10(B) and 10(C) are Readiness Standards and 10(D) is a Supporting Standard. TEA designates no Readiness/Supporting standards for English III–IV. 10(E) and 10(F) have no English I/II counterpart and cannot inherit a designation; their composition target is Advanced Placement.

4. Cross-Assessment Alignment Matrix

Labels use a strict performance standard. DA — Directly Assessed: the assessment explicitly elicits the identified skill, even when the item format differs. ST — Strong Transfer: the standard strongly develops skills needed for performance, but the full TEKS demand (often written production) is not elicited. SP — Supporting: the standard provides helpful content, context, or reinforcement. NA — Not Assessed: no meaningful alignment. "STAAR Retest" refers to the prerequisite English I/II skill family as eligible on STAAR English I/II.

TEKS	Pri.	TSIA2	STAAR Retest	SAT	ACT	AP Lang	AP Lit
E3.2(B)	P1	DA	DA	DA	DA	ST	DA
E3.4(F)	P1	DA	DA	DA	DA	DA	DA
E3.4(G)	P1	DA	DA	DA	DA	DA	DA
E3.4(H)	P1	DA	DA	DA	DA	DA	SP
E3.5(B)	P1	ST	DA	ST	ST	DA	DA
E3.5(C)	P1	ST	DA	ST	ST	DA	DA
E3.5(D)	P1	DA	DA	DA	DA	ST	ST
E3.5(J)	P1	ST	ST	ST	ST	DA	ST
E3.6(A)	P2	SP	DA	ST	ST	SP	DA
E3.6(B)	P2	SP	DA	ST	ST	SP	DA
E3.6(C)	P2	SP	DA	ST	ST	SP	DA
E3.6(D)	P2	SP	DA	ST	ST	SP	DA
E3.7(D)	P1	DA	DA	DA	DA	DA	SP
E3.7(E)	P1	DA	DA	DA	DA	DA	SP
E3.8(A)	P1	DA	DA	DA	DA	DA	DA
E3.8(B)	P1	DA	DA	DA	DA	DA	DA
E3.8(C)	P1	DA	DA	DA	DA	DA	NA
E3.8(D)	P1	DA	DA	DA	DA	DA	DA
E3.8(F)	P1	DA	DA	DA	DA	DA	DA
E3.8(G)	P1	DA	DA	DA	DA	DA	ST
E3.9(B)(i)	P1	DA	DA	DA	DA	DA	DA
E3.9(B)(ii)	P1	DA	DA	ST	ST	DA	DA
E3.9(C)	P1	DA	DA	DA	DA	ST	SP
E3.9(D)	P1	DA	DA	DA	DA	ST	ST
E3.10(B)	P2	SP	DA	SP	SP	SP	SP
E3.10(C)	P1	DA	DA	ST	DA*	DA	ST

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E3.10(D)	P2	NA	DA	NA	NA	NA	NA
E3.10(E)	P2	NA	ST	NA	SP	SP	DA
E3.10(F)	P1	SP	ST	ST	SP	DA	SP
E3.11(F)	P1	SP	DA	DA	DA	DA	NA
E3.11(G)	P1	SP	DA	ST	ST	DA	NA
E3.11(H)	P2	NA	NA	NA	NA	DA	NA

** Directly assessed through the optional ACT Writing essay; the required ACT English test assesses the underlying skills through revision and editing items.*

5. English III.10(C): Direct Alignment to the TSIA2 Essay

E3.10(C)

Compose argumentative texts using genre characteristics and craft.

Why the alignment is direct

The TSIA2/WritePlacer task presents a short issue-based passage and asks the student to develop a point of view in a 300–600 word multiparagraph essay. Students support the position with reasoning and examples drawn from reading, studies, experience, or observation. That task is functionally an on-demand argumentative essay, making 10(C) the clearest grade-level composition standard for TSIA2 preparation.

Important distinction

TSIA2 does not require research citations, a provided evidence set, or a formal counterclaim. Teachers may add those features for STAAR source-based writing, AP synthesis, or local assessment, but they should not confuse them with the minimum demands of the TSIA2 essay.

TSIA2 Dimension	10(C) Demand	English III Supporting TEKS	Observable Evidence
Purpose and Focus	Establish and sustain a clear position on the issue.	10(C); 9(B)(i); 7(E)(i); 8(A)	Defensible thesis/position; consistent focus; clear response to the question.
Organization and Structure	Sequence reasons and examples into a coherent progression.	9(B)(i); 7(D/E); 9(C)	Functional introduction, purposeful body organization, transitions, conclusion.
Development and Support	Develop reasons with relevant examples and commentary.	9(B)(ii); 5(C/J); 7(E)(ii); 10(C)	Specific evidence from reading, studies, experience, or observation; explanation of how it supports the position.
Sentence Variety and Style	Use genre craft, vocabulary, voice, diction, and sentence control.	8(F); 9(B)(ii); 9(C); 10(C)	Varied sentence patterns, precise language, purposeful tone, fluent paragraphs.
Mechanical Conventions	Demonstrate command of Standard English.	9(D)	Grammar, usage, spelling, capitalization, punctuation, and sentence boundaries.
Critical Thinking	Show reasoned relationships among ideas and recognize complexity.	5(J); 7(E)(ii); 8(G); 10(C)	Logical reasoning, qualifications, implications, acknowledgement of complexity or competing ideas.

Recommended TSIA2-style writing routine

- Read the brief stimulus and isolate the issue—not the author's opinion alone.
- Write a one-sentence position that answers the question and allows for reasoning.
- Select two or three distinct reasons; attach a concrete example to each reason.
- Explain the relationship between each example and the position.
- Use purposeful transitions and sentence variety; revise for focus before editing conventions.
- Complete the task within a timed window and remain within the 300–600 word expectation during formal practice.

6. English I/II Retester Overlay

The most efficient model is not a separate remedial curriculum. Teachers should pair the grade-level standard with the vertically aligned English I/II prerequisite and adjust the text complexity, amount of evidence, and cognitive verb.

Grade-Level TEKS	Retester Prerequisite	Grade-Level Demand	Retester Access Point
E3.2(B)	E1.2(B) / E2.2(B)	Analyze nuanced meaning and imagery	Use context to distinguish denotation, connotation, and figurative meaning.
E3.4(F)	E1.4(F) / E2.4(F)	Make evidence-based inferences in complex texts	Make an inference and select evidence that supports it.
E3.4(G)	E1.4(G) / E2.4(G)	Evaluate details to analyze key ideas	Determine the key idea from relevant details.
E3.4(H)	E1.4(H) / E2.4(H)	Synthesize varied text types	Synthesize two or multiple texts to create new understanding.
E3.5(C)	E1.5(C) / E2.5(C)	Support analytic/evaluative responses	Use text evidence and original commentary.
E3.7(D/E)	E1.7(D/E) / E2.7(D/E)	Analyze/evaluate informational and argumentative structures	Identify thesis/claim, evidence, organization, appeals, and counterarguments.
E3.8(A/D/F/G)	E1.8 / E2.8 aligned SEs	Evaluate purpose, language, diction/syntax, rhetoric	Analyze how author choices shape purpose, tone, perception, and meaning.
E3.9(B–D)	E1.9(B–D) / E2.9(B–D)	Strategic drafting, revision, and editing	Organize, develop, revise, and edit STAAR-style passages and responses.
E3.10(C)	E1.10(C) / E2.10(C)	Compose a nuanced argument	Compose an argumentative response with a clear claim, organization, evidence, and commentary.
Planning rule One text, one essential question, one shared success criterion—then vary the depth. Retesters may identify/analyze while grade-level students evaluate, critique, synthesize, or defend.			

7. Suggested Local Assessment Evidence

Evidence Type	Suggested Volume	Primary TEKS	Assessment Connection
Reading set: informational/argumentative	8–10 selected-response or technology-enhanced items	4F/G/H; 5C/D/J; 7D/E; 8A/B/C/D/F/G	TSIA2, STAAR retest, SAT, ACT, AP Lang
Reading set: literary	5–7 items	4F/G; 5B/C; 6A–D; 8D/F	STAAR retest, ACT Reading, AP Lit extension
Revising/editing passage	6–8 items	9B/C/D	TSIA2, STAAR retest, SAT, ACT, AP Lang
On-demand argument	1 essay, 300–600 words	10C + 9B/C/D + 5J	TSIA2, ACT Writing, AP Lang argument
Rhetorical/source-based task	1 short or extended response	5C/J; 8A/D/F/G; 10F; 11F–H	AP Lang, SAT, local college-readiness

Sample yearlong cadence

Frequency	Evidence
Every unit	At least one common reading check and one revision/editing application.
Every 3–4 weeks	A short constructed response using evidence and commentary.
Each grading period	One timed TSIA2-style argumentative essay or equivalent on-demand composition.
Each semester	One source-based synthesis, rhetorical analysis, or literary argument task.
Before retest windows	Short prerequisite mini-lessons tied to current grade-level texts—not stand-alone packets.
Scoring recommendation Use separate analytic rows for claim/focus, organization, development/evidence/commentary, style/sentence control, and conventions. This allows one rubric to report both TSIA2 readiness and grade-level TEKS performance.	

8. Integrated Task Examples

Task	Description	Primary Alignment
Argument + TSIA2	After reading a brief issue-based stimulus, write a 300–600 word essay that argues a position using reasoned examples. Add a revision pass focused on organization, sentence fluency, and conventions.	E3.10(C), 7(E)(i–iii), 9(B–D), 5(J)
Rhetorical analysis + retester bridge	Evaluate how a writer's diction, syntax, evidence, and appeals shape the effectiveness of an argument. Retesters identify the author's purpose, tone, claim, and strongest supporting evidence.	E3.7(E), 8(A/D/F/G); E1/E2.7(E), 8(A/D/F)
Cross-text synthesis	Synthesize an article, speech, and data display to explain how different sources frame the same issue; then defend which source is most convincing.	E3.4(H), 5(C/J), 8(C), 11(F/G)
American literature + college readiness	Analyze how historical context and author choices shape a moral dilemma; support an analytic response with evidence and commentary.	E3.6(A–D), 5(C), 8(D/F)

Teacher planning questions

- Which grade-level TEKS is the intellectual center of the lesson?
- Which English I/II prerequisite will allow retesters to enter the same task?
- Which assessment demand is naturally reinforced—TSIA2, STAAR retest, SAT, ACT, AP, or local?
- What will students produce that demonstrates transfer rather than test-taking tricks?
- How will evidence, commentary, revision, and conventions be scored separately?

9. Source Notes

Primary sources

- [Texas Education Agency — 2023 STAAR English I Eligible TEKS / Assessed Curriculum](#)
- [Texas Education Agency — 2023 STAAR English II Eligible TEKS / Assessed Curriculum](#)
- [Texas Education Agency — 19 TAC Chapter 110, Subchapter C: English III and English IV TEKS](#)
- [Texas Higher Education Coordinating Board / College Board — TSIA2 Student Informational Brochure](#)
- [Texas Higher Education Coordinating Board / College Board — WritePlacer Guide with Sample Essays](#)
- [College Board — Digital SAT Reading and Writing Content Domains](#)
- [ACT — Description of the English Test](#)
- [College Board — AP English Language and Composition Course and Exam Description](#)
- [College Board — AP English Literature and Composition Course and Exam Description](#)

Secondary visual reference

- [lead4ward — High School ELAR TEKS Snapshot \(used as a visual/vertical reference: TEA/TAC remains the governing authority\)](#)

Revision note

Assessment programs change. Review current TEA, THECB, College Board, and ACT specifications before district adoption or annual republication.