

Standards Table: English III English Language Arts

<b>SPIs</b>	
<b>Language</b>	<b>SPI 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.</b>
	<b>SPI 3003.1.2 From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.</b>
	<b>SPI 3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.</b>
	<b>SPI 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.</b>
	<b>SPI 3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/elude, elicit, illicit, discreet/discrete, censor/censure/sensor, conscience/conscious).</b>
	<b>SPI 3003.1.8 Choose correctly or incorrectly spelled words.</b>
	<b>SPI 3003.1.9 Proofread for errors in capitalization and punctuation.</b>
	<b>SPI 3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.</b>
	<b>SPI 3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.</b>
	<b>Writing and Research</b>
<b>SPI 3003.3.2 Choose the most effective order of sentences in a paragraph.</b>	
<b>SPI 3003.3.3 Select the most vivid and compelling word to strengthen a description.</b>	

Standards Table: English III English Language Arts

	<b>SPI 3003.3.4 Select the most precise word from a given list of synonyms.</b>
	<b>SPI 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.</b>
	<b>SPI 3003.3.6 Revise to correct a nonparallel construction.</b>
	<b>SPI 3003.3.7 Select the thesis statement in a writing sample or passage.</b>
	<b>SPI 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.</b>
	<b>SPI 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.</b>
	<b>SPI 3003.3.11 Determine the writer’s purpose in a writing sample.</b>
	<b>SPI 3003.3.12 Identify a statement that reveals the writer’s attitude.</b>
	<b>SPI 3003.3.14 Select the proper format to convey a set of work-related information.</b>
	<b>SPI 3003.4.1 Select the research topic with the highest degree of focus.</b>
	<b>SPI 3003.4.3 Evaluate the reliability and credibility of sources for use in research.</b>
	<b>SPI 3003.4.4 Evaluate the validity of Web pages as sources of information.</b>
	<b>SPI 3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.</b>
	<b>SPI 3003.4.6 Identify information that must be cited or attributed within a writing sample.</b>
<b>Communication and Media</b>	<b>SPI 3003.2.1 Identify the thesis and main points of a challenging speech.</b>
	<b>SPI 3003.2.2 Distinguish between a summary and a paraphrase.</b>
	<b>SPI 3003.2.3 Distinguish between a critique and a summary.</b>

Standards Table: English III English Language Arts

	<b>SPI 3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</b>
	<b>SPI 3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).</b>
	<b>SPI 3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team towards its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).</b>
	<b>SPI 3003.7.1 Draw an inference from a non-print medium.</b>
	<b>SPI 3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.</b>
	<b>SPI 3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).</b>
<b>Logic</b>	<b>SPI 3003.5.1 Make inferences and draw conclusions based on evidence in text.</b>
	<b>SPI 3003.5.2 Choose a logical word to complete an analogy.</b>
	<b>SPI 3003.5.4 Analyze cause-effect relationships in text.</b>
	<b>SPI 3003.5.7 Differentiate between the implied and stated evidence of a given argument.</b>
	<b>SPI 3003.5.9 Identify a statement that reveals the writer’s biases, stereotypes, assumptions, or values within a writing sample.</b>
	<b>SPI 3003.5.10 Identify a false premise in text.</b>
	<b>SPI 3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.</b>
	<b>SPI 3003.5.12 Select an additional sentence to add to an argument within a persuasive text.</b>
	<b>SPI 3003.5.13 Select a rebuttal statement that best refutes the writer’s viewpoint.</b>

Standards Table: English III English Language Arts

	<b>SPI 3003.5.14 Distinguish the strongest or weakest point of a given argument.</b>
<b>Informational Text</b>	<b>SPI 3003.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.</b>
	<b>SPI 3003.6.2 Analyze information presented graphically in a complex informational or technical passage.</b>
	<b>SPI 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.</b>
	<b>SPI 3003.6.4 Synthesize information across multiple complex informational or technical texts.</b>
<b>Literature</b>	<b>SPI 3003.8.3 Analyze the effect of literary point-of-view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.</b>
	<b>SPI 3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).</b>
	<b>SPI 3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.</b>
	<b>SPI 3003.8.6 Identify and Analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).</b>
	<b>SPI 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.</b>
	<b>SPI 3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.</b>
	<b>SPI 3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).</b>
	<b>SPI 3003.8.12 Locate words or phrases in a passage that provide historical or cultural cues.</b>
<b>SPI 3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).</b>	

Standards Table: English III English Language Arts

<b>Dropped SPIs: These SPIs will not appear on the 2013-14 TCAP End of Course Exams</b>	
<b>Language</b>	<b>SPI 3003.1.3 Identify the patterns of challenging complex sentences.</b>
	<b>SPI 3003.1.7 From a given list, choose the word that has entered the English language within the last fifteen years.</b>
	<b>SPI 3003.1.12 Identify the language of origin from which a set of words is borrowed.</b>
	<b>SPI 30023.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa).</b>
<b>Writing and Research</b>	<b>SPI 3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).</b>
	<b>SPI 3003.3.13 Identify the targeted audience for a selected passage.</b>
	<b>SPI 3003.4.2 Differentiate between primary and secondary sources.</b>
<b>Communication and Media</b>	<b>SPI 3003.7.2 Select the type of conflict represented in a non-print medium.</b>
	<b>SPI 3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.</b>
	<b>SPI 3003.7.4 Infer the mood represented in a non-print medium.</b>
<b>Logic</b>	<b>SPI 3003.5.3 Evaluate text for fact and opinion.</b>
	<b>SPI 3003.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer, card stacking).</b>

Standards Table: English III English Language Arts

	<b>SPI 3003.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {<i>ad hominem</i>}, false dilemma, false analogy, slippery slope, <i>non sequitur</i>, false authority, <i>post hoc</i>, straw man) within a given argument.</b>
	<b>SPI 3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.</b>
<b>Literature</b>	<b>SPI 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.</b>
	<b>SPI 3003.8.2 Differentiate among verbal, situational, and dramatic irony.</b>
	<b>SPI 3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).</b>
	<b>SPI 3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.</b>
	<b>SPI 3003.8.13 Analyze texts to identify the author’s life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.</b>
	<b>SPI 3003.8.14 Identify classical, historical, and literary allusions in context.</b>
	<b>SPI 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).</b>