

English 3

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
O	Oral Expression and Listening		
O.1	Verbal and nonverbal cues impact the intent of communication		
O.1.a	Give informal talks using an appropriate level of formality of verbal language and nonverbal interaction with audience	Music from the Ashes	Section D - Sound Off
O.1.b	Deliver formal oral presentations for intended purpose and audience, using effective verbal and nonverbal communication	Novel Ideas	Section D – Shine It Up
O.1.c	Deliver oral talks with clear enunciation, vocabulary, and appropriate organization; nonverbal gestures; and tone	Music from the Ashes	Section D - Sound Off
O.1.d	Analyze audience responses to evaluate how effectively the talk or presentation met the purpose	Music from the Ashes	Section D - Sound Off
O.1.e	Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives, or contexts (such as social, professional, political, cultural, historical or geographical)	In the Beginning	Section B – Making History (Identify, Explain)
O.2	Validity of a message is determined by its accuracy and relevance		
O.2.a	Critique the accuracy, relevance, and organization of evidence of a presentation	Contemplation and Argumentation	Section B – The Best Defense Section D – Law and Disorder
O.2.b	Critique the clarity and effectiveness of delivery	Music from the Ashes	Section D - Sound Off

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O.2.c	Evaluate effectiveness of oral delivery techniques	Music from the Ashes	Section D - Sound Off
O.2.d	Listen critically to evaluate the overall effectiveness of the presentation	Music from the Ashes	Section D - Sound Off
O.2.e	Analyze the resources cited for validity	Discovery and Attribution	Section B – From the Horse’s Mouth
R	Reading for All Purposes		
R.1	Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning		
R.1.a	Analyze literary components (e.g., tone, symbolism, irony, extended metaphor, satire, hyperbole) to interpret theme	<p>In the Beginning</p> <p>In the Beginning</p> <p>Contemplation and Argumentation</p> <p>The Universal Flow of Ideas</p>	<p>Section A - Sinners and Saints (tone, theme)</p> <p>Section D – Fall From Grace (satire)</p> <p>Section A – Power of the Pen (Irony, metaphor, hyperbole)</p> <p>Section A - More Than Mere Mortals (symbol)</p>

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R.1.b	Explain the influence of historical context on the form, style, and point of view of a written work	In the Beginning	Section B – Making History
R.1.c	Interpret and synthesize themes across multiple literary texts, providing support for interpretations	Story, Identity, Unity	Section A – Something for Everyone
R.1.d	Demonstrate knowledge of classical foundational works of American literature	Story, Identity, Unity	Section A – Something for Everyone
R.2	Ideas synthesized from informational texts serve a specific purpose		
R.2.a	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity)	In the Beginning	Section A - Sinners and Saints
R.2.b	Make generalizations and draw conclusions from persuasive texts, citing text-based evidence as support	Contemplation and Argumentation	Section B – The Best Defense
R.2.c	Predict the impact an informational text will have on an audience and justify the prediction	Novel Ideas	What's Really Real (prediction was not done on an informational text, but a novel)

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R.2.d	Use text features and graphical representations to complement comprehension and enhance critical analysis of a text	Covered throughout Discovery and Attribution	Covered throughout Section D – Share It
R.2.e	Explain nuances and connotations of particular words and sentences, and draw conclusions about author's intent as well as potential impact on an audience	Cultural Evolution and Literature	Section A – A Different Drum
W	Writing and Composition		
W.1	Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience	Covered throughout Story, Identity, Unity	Covered throughout Section D – A Likely Story
W.1.a	Organize events, details, ideas and reflections or observations strategically to influence the audience's emotions and understanding of the implicit or explicit theme	Contemplation and Argumentation	Sections D – Law and Disorder
W.1.b	Write literary and narrative texts using a range of stylistic devices (poetic techniques, figurative language, symbolism, graphic or visual components) to support the presentation of implicit or explicit theme	Story, Identity, Unity Discovery and Attribution Music from the Ashes	Section D – A Likely Story Section D – Share It (figurative language) Make It Sing (Poetic techniques, figurative language)
W.1.c	Enhance the expression of voice, tone, and point of view in a text by strategically using precise diction (considering denotation, connotation, and audience associations); diverse syntax; varied sentence patterns; and punctuation for stylistic effect	Contemplation and Argumentation Story, Identity, Unity Cultural Evolution and Literature	Sections D – Law and Disorder Section D – A Likely Story Section A – A Different Drum

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W.1.d	Use a range of strategies to evaluate whether the writing is presented in a clear and engaging manner (such as reading the text from the perspective of the intended audience, seeking feedback from a reviewer)	Story, Identity, Unity	Section D – A Likely Story
W.1.e	Evaluate and revise text to eliminate unnecessary details, ineffective stylistic devices, and vague or confusing language	Story, Identity, Unity	Section D – A Likely Story
W.2	Elements of informational and persuasive texts can be refined to inform or influence an audience		
W.2.a	Articulate a position through a concise and focused claim or thesis statement, and advance it using evidence, examples, and counterarguments	In the Beginning Contemplation and Argumentation	Section D – Fall From Grace Section B – The Best Defense
W.2.b	Locate and select appropriate information that clearly supports a definite purpose, topic, or position	In the Beginning	Section A - Sinners and Saints
W.2.c	Choose, develop, and refine appeals for desired effect on audience	Contemplation and Argumentation	Section B – The Best Defense
W.2.d	Evaluate and revise own text as needed to eliminate logical fallacies and to enhance credibility of ideas and information	Contemplation and Argumentation	Sections D – Law and Disorder
W.2.e	Use vocabulary for intentional development of voice and tone for a specific audience, purpose, or situation	Story, Identity, Unity	Section D – A Likely Story

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W.2.f	Clarify and order ideas for best possible effect	Real Survival Skills	Section A - Write On!
W.3	Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity		
W.3.a	Apply punctuation correctly and articulate stylistic choices	Real Survival Skills	Section A - Write On!
W.3.b	Use a variety of phrases (absolute, appositive) accurately and purposefully to improve writing	Real Survival Skills	Section A - Write On!
W.3.c	Use idioms correctly, particularly prepositions that follow verbs	In the Beginning	Section B – Making History (identifies idioms, but doesn't address using them)
W.3.d	Ensure that a verb agrees with its subject in complex constructions (such as inverted subject/verb order, indefinite pronoun as subject, intervening phrases or clauses)	Real Survival Skills	Section A - Write On!
W.3.e	Use a style guide to follow the conventions of Modern Language Association (MLA) or American Psychological Association (APA) format	Discovery and Attribution	Section A - The Hunt Is On
W.3.f	Use resources (print and electronic) and feedback to edit and enhance writing for purpose and audience	Real Survival Skills	Section A - Write On!

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RR	Research and Reasoning		
RR.1	Self-designed research provides insightful information, conclusions, and possible solutions		
RR.1.a	Define and narrow a topic for research (thesis statement, hypothesis, research question) to address a specific purpose and audience	Discovery and Attribution	Section A - The Hunt Is On
RR.1.b	Evaluate and revise research questions for precision and clarity	Discovery and Attribution	Section A - The Hunt Is On
RR.1.c	Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources	Discovery and Attribution	Section A - The Hunt Is On
RR.1.d	Use a variety of strategies (e.g. technical reading, direct observation, survey development) to collect relevant information to support the thesis/research question and explain why specific strategies were used instead of others	Discovery and Attribution	Section A - The Hunt Is On
RR.1.e	Evaluate and select appropriate types of evidence to support a particular research purpose	Contemplation and Argumentation Discovery and Attribution	Section B – The Best Defense Section A - The Hunt Is On

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RR.1.f	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)	Discovery and Attribution	Section A - The Hunt Is On
RR.2	Complex situations require critical thinking across multiple disciplines		
RR.2.a	Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts	In the Beginning Contemplation and Argumentation	Section B – Making History Section B – The Best Defense
RR.2.b	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision	Contemplation and Argumentation	Section B – The Best Defense
RR.2.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open-mindedness)	Discovery and Attribution Discovery and Attribution	Section A - The Hunt Is On Section B – From the Horses Mouth
RR.2.d	Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations	Discovery and Attribution	Section B – From the Horses Mouth

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RR.2.e	Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others	Discovery and Attribution	Section B – From the Horses Mouth
RR.3	Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence		
RR.3.a	Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking	In the Beginning	Section A - Sinners and Saints
RR.3.b	Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision	Discovery and Attribution Contemplation and Argumentation	Section A - The Hunt Is On Section B – The Best Defense
RR.3.c	Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), were open to constructive critique (intellectual open-mindedness)	Discovery and Attribution	Section B – From the Horses Mouth
RR.3.d	Evaluate the reasoning of self and others for quality, strong-sense thinking	Discovery and Attribution	Section B – From the Horses Mouth