

English 3

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	The student will develop and apply expansive knowledge of words and word meanings to communicate.	Vocabulary development is part of every unit	Vocabulary development is part of every unit
1.a	The student will analyze the effect of the relationships between and/or among words to infer the author's purpose.	Unit 1 - The American Dream Unit 3 – Poetry in America	All sections Section B
1.b	The student will examine the author's (or authors') use (or uses) of figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts to analyze its effect on theme.	Unit 2 – Reflections in American Literature	Sections B, C, D
1.c	The student will analyze author's (or authors') use (or uses) of word choice and diction in multiple texts as stylistic devices and/or the author's (or authors') use (or uses) of formal and informal language in multiple texts to determine author's purpose (or authors' purposes).	Unit 1 - The American Dream Throughout the units	Section D Throughout the units
1.d	The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/ or affects the purpose of the text.		
2	The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	Throughout the units	Throughout the units
2.a	The student will recognize text structures (e.g., episodic and generalization/principle) and analyze their effect on theme, author's purpose, etc.	Throughout the units	Throughout the units
2.b	The student will interpret textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose.	Throughout the units	Throughout the units

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2.c	The student will analyze or evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication.	Throughout the units	Throughout the units
2.d	The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to recognize patterns and connections.	Throughout the units	Throughout the units
2.d.1	Literary Text and Literary Non-fiction		
2.d.1.1	Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, synecdoche, figurative language, stylistic devices, cosmic irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)	Throughout the units	Throughout the units
2.d.1.2	Poetry (e.g., structure, language, theme, setting, persona, conflict, cosmic irony, symbolism, allusion, synecdoche, figurative language, stylistic devices, imagery, language/word choice, etc.)	Unit 3 – Poetry in America	All sections
2.d.1.3	Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, synecdoche, figurative language, stylistic devices, cosmic irony, language/word choice, foreshadowing, etc.)	Unit 4 – Drama and the American Dream	All sections
2.d.2	Informational Texts		

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2.d.2.1	Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)	Throughout the units	Throughout the units
2.e	The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written.	Throughout the units	Throughout the units
2.f	The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media.		
2.g	The student will apply understanding of text and electronic text features to assess the validity and to determine the appropriateness of sources (e.g., MAGNOLIA).	Unit 7 – Media and Its Impact on History	All sections
3	The student will produce, analyze, or evaluate effective communication.	Unit 8 – Contemporary Issues in American Communication	All sections
3.a	The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).	Unit 10 – Independent Project	All sections
3.a.1	Planning		
3.a.1.1	Determine audience	Unit 4 – Drama and the American Dream	Section B

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3.a.1.2	Determine purpose	Throughout the units	Throughout the units
3.a.1.3	Generate ideas	Throughout the units	Throughout the units
3.a.1.4	Address prompt/topic	Throughout the units	Throughout the units
3.a.1.5	Organize ideas	Unit 5 – My Country, Myself	Section A
3.a.1.6	Compose a clearly stated thesis	Unit 5 – My Country, Myself	Section A
3.a.2	Drafting		
3.a.2.1	Formulate introduction, body, and conclusion	Throughout units	Throughout units
3.a.2.2	Create paragraphs	Throughout the units	Throughout the units

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3.a.2.3	Use various sentence structures	Unit 1 – The American Dream	Section D
3.a.2.4	Use paraphrasing for reports and documented papers		
3.a.3	Revising		
3.a.3.1	Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]	Throughout units	Throughout units
3.a.3.2	Add and delete information and details (for audience, for purpose, for unity)	Throughout the units	Throughout the units
3.a.3.3	Use precise language (e.g., appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)	Throughout the units	Throughout the units
3.a.3.4	Use available resources (reference materials, technology, etc.)	Unit 7 – Media and Its Impact on History Throughout the units	All sections Throughout the units
3.a.4	Editing		

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3.a.4.1	Proofread to correct errors	Unit 5 – My Country, Myself Throughout the units	Section C Throughout the units
3.a.4.2	Apply tools to judge quality (e.g., rubric, checklist, feedback, etc.)	Throughout the units	Throughout the units
3.a.5	Publishing		
3.a.5.1	Proofread final document	Unit 4 – Drama and the American Dream	Section D
3.a.5.2	Prepare final document (e.g., PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)	Unit 3 – Poetry in America Unit 4 – Drama and the American Dream Unit 10 – Independent Project	Section D Section D Section D
3.b	The student will produce a personal composition in the narrative mode.	Throughout the units	Throughout the units
3.c	The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.	Throughout the units	Throughout the units

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3.d	The student will compose formal persuasive texts, providing evidence as support.	Unit 6 – The Art of Persuasion	Section D
3.e	The student will compose documented texts (e.g., MLA, APA).	Unit 6 – The Art of Persuasion	Section C
3.f	The student will compose functional documents (e.g., college applications, resumes, PowerPoint presentations).	Unit 9 – Communication in the Workplace	Sections B, C, D
3.g	The student will compose personal statements.	Unit 9 – Communication in the Workplace	Sections B, C, D
4	The student will use Standard English grammar, mechanics, and sentence structure to communicate.	Throughout the units	Throughout the units
4.a	The student will analyze text(s) to evaluate the appropriate use of advanced grammar techniques in composing or editing.	Unit 3 – Poetry in America Unit 2 – Reflections in American Literature	Section B Section A
4.a.1	Verb tenses [including purpose] (e.g., present, past, and future progressive; indicative, imperative, and subjunctive mood)		
4.a.2	Pronouns (e.g., agreement, case, and reference)	Unit 3 – Poetry in America	Section B

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4.a.3	Subject-verb agreement (in sentences containing adjective clauses separated by intervening words from the word(s) they modify; [One of our state's most influential politicians, who typically wins his district's elections easily, trails in the most recent public opinion polls.] [e.g., One of our state's many influential politicians who typically win their districts' elections currently serves as the chairperson of the Intelligence Committee.]		
4.b	The student will analyze text(s) to evaluate the appropriate use of advanced mechanics in composing or editing.	Throughout the units	Throughout the units
4.b.1	Colons to separate sentences when the second sentence explains the first sentence		
4.b.2	Parentheses vs. Dashes		
4.c	The student will analyze advanced sentence structure in multiple texts in composing or editing to achieve a purpose.	Unit 3 – Poetry in America	Sections A, B, C