

English 3

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
R	Reading		
R.2	Acquisition of Vocabulary		
R.2.A	Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect.	Covered in earlier grades	
0	Contextual Understanding		
R.2.A.1	Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	Covered in earlier grades	
R.2.B	Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.	Covered in earlier grades	
0	Conceptual Understanding		
R.2.B.2	Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.	Webinar	Suggested webinar topic
R.2.C	Explain the influence of the English language on world literature, communications and popular culture.	Webinar This standard is typically covered in British Literature	Suggested webinar topic
0	Conceptual Understanding		

English 3

R.2.C.3	Examine and explain the influence of the English language on world literature, communications and popular culture.	General Expectation	General study expectation in all English courses
R.2.D	Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.	General Expectation	General study expectation in all English courses
0	Structural Understanding		
R.2.D.4	Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	General Expectation	General study expectation in all English courses
R.2.E	Use multiple resources to enhance comprehension of vocabulary.	General Expectation	General study expectation in all English courses
0	Tools and Resources		
R.2.E.5	Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	General Expectation	General study expectation in all English courses

English 3

R.3	Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies		
R.3.A	Apply reading comprehension strategies to understand grade-appropriate text.	Novel Ideas	Section A
0	Comprehension Strategies		
R.3.A.1	Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Novel Ideas	Section A
0	Independent Reading		
R.3.A.4	Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Novel Ideas	Section A
R.3.A.5	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Novel Ideas	Section A
R.3.B	Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Novel Ideas	Section D

English 3

0	Comprehension Strategies		
R.3.B.2	Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Novel Ideas	Section D
R.3.C	Use appropriate self-monitoring strategies for comprehension.	Novel Ideas	Section A-D
0	Self-Monitoring Strategies		
R.3.C.3	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	Novel Ideas	Section A-D
R.4	Reading Applications: Informational, Technical and Persuasive Text		
R.4.A	Analyze the features and structures of documents and critique them for their effectiveness.	The Universal FOI	Section B-D
R.4.A.7	Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.	Real Survival Skills	Section B-C

English 3

R.4.A.8	Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	Real Survival Skills	Section A-C
R.4.B	Identify and analyze examples of rhetorical devices and valid and invalid inferences.	Contemplation and Argumentation	Section C
R.4.B.1	Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.	Contemplation and Argumentation	Section C
R.4.B.4	Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	Contemplation and Argumentation	Section C
R.4.C	Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose.	Contemplation and Argumentation	Section A-C
R.4.C.2	Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	Contemplation and Argumentation	Section A-C
R.4.C.6	Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	Contemplation and Argumentation	Section A-C
R.4.D	Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.	Discovery and Attribution	Section A-D

English 3

R.4.D.3	Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.	Discovery and Attribution	Section A-D
R.4.E	Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Contemplation and Argumentation	Section A-C
R.4.E.5	Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Contemplation and Argumentation	Section A-C
R.5	Reading Applications: Literary Text		
R.5.A	Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.	Story Identity Unity	Section A-C
R.5.A.2	Analyze the historical, social and cultural context of setting.	Story Identity Unity	Section A-C
R.5.A.3	Explain how voice and narrator affect the characterization, plot and credibility.	Story Identity Unity	Section A-C
R.5.A.4	Evaluate the author's use of point of view in a literary text.	Story Identity Unity	Section A-C

English 3

R.5.A.5	Analyze variations of universal themes in literary texts.	Story Identity Unity	Section A-C
R.5.B	Explain ways characters confront similar situations and conflict.		
R.5.B.1	Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions.	Story Identity Unity	Section A-C
R.5.C	Recognize and analyze characteristics of subgenres and literary periods.		
R.5.C.6	Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.	Story Identity Unity	Section A
R.5.C.7	Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.	Contemplation and Argumentation	Section A
R.5.D	Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.	Contemplation and Argumentation	Section A
R.5.D.8	Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	Story Identity Unity	Section B

English 3

R.5.E	Critique an author's style.		
R.5.E.8	Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	Story Identity Unity	Section A-C
W	Writing		
W.1	Writing Process		
W.1.A	Formulate writing ideas, and identify a topic appropriate to the purpose and audience.	Story Identity Unity	Section D
0	Prewriting		
W.1.A.1	Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Real Survival Skills	Section A
W.1.A.3	Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Real Survival Skills	Section A

English 3

W.1.A.4	Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.	In the Beginning	Section A
W.1.B	Select and use an appropriate organizational structure to refine and develop ideas for writing.	Real Survival Skills	Section A
0	Prewriting		
W.1.B.2	Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	Discovery and Attribution	Section A-D
W.1.B.5	Use organizational strategies (e.g., notes and outlines) to plan writing.	Discovery and Attribution	Section A-D
W.1.C	Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.	Discovery and Attribution	Section A-D
0	Drafting, Revising and Editing		
W.1.C.6	Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Discovery and Attribution	Section A-D

English 3

W.1.C.7	Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	Discovery and Attribution	Section A-D
W.1.C.8	Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Discovery and Attribution	Section A-D
W.1.C.9	Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	Discovery and Attribution	Section A-D
W.1.C.10	Use available technology to compose text.	Discovery and Attribution	Section A-D
W.1.C.11	Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	Discovery and Attribution	Section A-D
W.1.C.12	Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.	Discovery and Attribution	Section A-D
W.1.C.13	Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	Discovery and Attribution	Section A-D
W.1.C.14	Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	Discovery and Attribution	Section A-D

English 3

W.1.D	Apply editing strategies to eliminate slang and improve conventions.	Discovery and Attribution	Section A-D
0	Drafting, Revising and Editing		
W.1.D.15	Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	Discovery and Attribution	Section A-D
W.1.E	Apply tools to judge the quality of writing.	Discovery and Attribution	Section A-D
0	Drafting, Revising and Editing		
W.1.E.16	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Discovery and Attribution	Section A-D
W.1.F	Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.	Discovery and Attribution	Section A-D
0	Publishing		

English 3

W.1.F.17	Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	Discovery and Attribution	Section A-D
W.2	Writing Applications		
W.2.A	Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.	Contemporary Voices	Section C-D
W.2.A.1	Write reflective compositions that:		
W.2.A.1.a	use personal experiences as a basis for reflection on some aspect of life;	Contemporary Voices	Section C-D
W.2.A.1.b	draw abstract comparisons between specific incidents and abstract concepts;	Contemporary Voices	Section C-D
W.2.A.1.c	maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and	Contemporary Voices	Section C-D
W.2.A.1.d	move from specific examples to generalizations about life.	Contemporary Voices	Section C-D

English 3

W.2.A.6	Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	Contemporary Voices	Section C-D
W.2.B	Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created.		
W.2.B.2	Write responses to literature that:		
W.2.B.2.a	advance a judgment that is interpretative, analytical, evaluative or reflective;	Music From the Ashes	Section A-D
W.2.B.2.b	support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;	Music From the Ashes	Section A-D
W.2.B.2.c	analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;	Music From the Ashes	Section A-D
W.2.B.2.d	identify and assess the impact of possible ambiguities, nuances and complexities within text;	Music From the Ashes	Section A-D
W.2.B.2.e	anticipate and answer a reader's questions, counterclaims or divergent interpretations; and	Music From the Ashes	Section A-D

English 3

W.2.B.2.f	provide a sense of closure to the writing.	Music From the Ashes	Section A-D
W.2.C	Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly.		
W.2.C.3	Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:		
W.2.C.3.a	report, organize and convey information accurately.	Real Survival Skills	Section A-B
W.2.C.3.b	use formatting techniques that make a document user-friendly.	Real Survival Skills	Section A-B
W.2.C.3.c	anticipate readers' problems, mistakes and misunderstandings.	Real Survival Skills	Section A-B
W.2.D	Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.		
W.2.D.4	Write informational essays or reports, including research, that:		

English 3

W.2.D.4.a	develop a controlling idea that conveys a perspective on the subject;	Discovery and Attribution	Section A-D
W.2.D.4.b	create an organizing structure appropriate to purpose, audience and context;	Discovery and Attribution	Section A-D
W.2.D.4.c	include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;	Discovery and Attribution	Section A-D
W.2.D.4.d	make distinctions about the relative value and significance of specific data, facts and ideas;	Discovery and Attribution	Section A-D
W.2.D.4.e	anticipate and address a reader's potential biases, misunderstandings and expectations; and	Discovery and Attribution	Section A-D
W.2.D.4.f	provide a sense of closure to the writing.	Discovery and Attribution	Section A-D
W.2.E	Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.		
W.2.E.5	Write persuasive compositions that:		

English 3

W.2.E.5.a	articulate a clear position;	Contemplation and Argumentation	Section C-D
W.2.E.5.b	support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and	Contemplation and Argumentation	Section C-D
W.2.E.5.c	develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning).	Contemplation and Argumentation	Section C-D
W.3	Writing Conventions		
W.3.A	Use correct spelling conventions.	General Expectation	General expectation on all assignments
0	Spelling		
W.3.A.1	Use correct spelling conventions.	General Expectation	General expectation on all assignments
W.3.B	Use correct punctuation and capitalization.	General Expectation	General expectation on all assignments

English 3

0	Punctuation and Capitalization		
W.3.B.2	Use correct capitalization and punctuation.	General Expectation	General expectation on all assignments
W.3.C	Demonstrate understanding of the grammatical conventions of the English language.	General Expectation	General expectation on all assignments
0	Grammar and Usage		
W.3.C.3	Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	General Expectation	General expectation on all assignments
W.4	Research		
W.4.A	Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.	Discovery and Attribution	Section A-D
W.4.A.1	Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	Discovery and Attribution	Section A-D

English 3

W.4.B	Compile, organize and evaluate information, take notes and summarize findings.		
W.4.B.2	Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Discovery and Attribution	Section A-D
W.4.B.3	Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc).	Discovery and Attribution	Section A-D
W.4.C	Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.		
W.4.C.4	Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.	Discovery and Attribution	Section A-D
W.4.D	Use style guides to produce oral and written reports that give proper credit for sources (e.g. words, ideas, images and information) and include an acceptable format for source acknowledgement.	Discovery and Attribution	Section A-D
W.4.D.5	Integrate quotations and citations into written text to maintain a flow of ideas.	Discovery and Attribution	Section A-D
W.4.D.6	Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgment.	Discovery and Attribution	Section A-D

English 3

W.4.E	Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.		
W.4.E.7	Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	Music From The Ashes	Section D
W.5	Communications: Oral and Visual		
W.5.A	Use a variety of strategies to enhance listening comprehension.	Music From The Ashes	Section D
0	Listening and Viewing		
W.5.A.1	Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	Webinar	Suggested webinar content
W.5.B	Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.	Webinar	Suggested webinar content
0	Listening and Viewing		

English 3

W.5.B.2	Analyze types of arguments used by the speaker, such as causation, analogy and logic.	Contemplation and Argumentation	Secton B-C
W.5.B.3	Critique the clarity, effectiveness and overall coherence of a speaker's key points.	Contemplation and Argumentation	Secton B-C
W.5.B.4	Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.	Contemplation and Argumentation	Secton B-C
W.5.C	Select and use effective speaking strategies for a variety of audiences, situations and purposes.	Music From The Ashes	Section D
0	Speaking Skills and Strategies		
W.5.C.5	Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Music From The Ashes	Section D
W.5.C.6	Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Music From The Ashes	Section D
W.5.C.7	Vary language choices as appropriate to the context of the speech.	Music From The Ashes	Section D

English 3

W.5.D	Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.	Webinar	Suggested webinar content
0	Speaking Applications		
W.5.D.10	Deliver persuasive presentations that:		
W.5.D.10.a	establish and develop a logical and controlled argument;	Music From The Ashes	Section D
W.5.D.10.b	include relevant evidence, differentiating between evidence and opinion to support position and to address counter-arguments or listener bias;	Music From The Ashes	Section D
W.5.D.10.c	use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic;	Webinar	Suggested webinar content
W.5.D.10.d	consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and	Music From The Ashes	Section D
W.5.D.10.e	use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).	Music From The Ashes	Section D

English 3

W.5.E	Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.	Webinar	Suggested webinar content
0	Speaking Applications		
W.5.E.8	Deliver informational presentations (e.g., expository, research) that:		
W.5.E.8.a	present a clear and distinctive perspective on the subject;	Music From The Ashes	Section D
W.5.E.8.b	present events or ideas in a logical sequence;	Music From The Ashes	Section D
W.5.E.8.c	support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;	Music From The Ashes	Section D
W.5.E.8.d	include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);	Music From The Ashes	Section D
W.5.E.8.e	use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and	Webinar	Suggested webinar content

English 3

W.5.E.8.f	draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.		
W.5.F	Give presentations using a variety of delivery methods, visual displays and technology.		
0	Speaking Applications		
W.5.F.9	Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.		