

English 3

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
A	The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.		
A.1	The student will expand vocabulary through word study, literature, and class discussion.	In the beginning Contemplation	Section A Section A
A.1.1	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.		
A.1.2	Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.		
A.1.3	Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	TUFOI	Section B
A.1.4	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.		
A.1.5	Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.		
A.2	The student will interact with the words and concepts on the page to understand what the writer has said.	Story Identity Unity Contemporary Voices	Section A Section A
A.2.1	Literal Understanding		
A.2.1.a	Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.	Cultural Evolution	Section C,D

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A.2.1.b	Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).	Discovery Contemplation	Section A Section A
A.2.1.c	Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.	Orientation	Getting Started
A.2.1.d	Construct images such as graphic organizers based on text descriptions and text structures.	Real Survival Skills	Section A
A.2.2	Inferences and Interpretation		
A.2.2.a	Interpret the possible inferences of the historical context on literary works.	In the Beginning	Section C,D
A.2.2.b	Describe the development of plot and identify conflict and how they are addressed and resolved.	In the Beginning	Section C,D
A.2.2.c	Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).	Contemporary Voices	Section A

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A.2.2.d	Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.	Contemporary Voices	Section A,B
A.2.3	Summary and Generalization		
A.2.3.a	Determine the main idea, locate and interpret minor subtly stated details in complex passages.	In the Beginning	Section A
A.2.3.b	Use text features and elements to support inferences and generalizations about information.	Contemporary Voices	Section A,B
A.2.3.c	Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	Discovery	Section A-B
A.2.4	Analysis and Evaluation		
A.2.4.a	Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.	Story Identity Unity	Section B
A.2.4.b	Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	In the Beginning	Section C

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A.2.4.c	Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.	Real Survival Skills	Section A
A.2.4.d	Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.	TUFOI	Section A
A.3	The student will read, construct meaning, and respond to a wide variety of literary forms.		
A.3.1	Demonstrate a knowledge of and an appreciation for various forms of literature.	Story Identity Unity Novel Ideas	Section A Section A
A.3.1.a	Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	In the Beginning Story Identity Unity	Section C Section B
A.3.1.b	Analyze the characteristics of subgenres including allegory and ballad.	Music from the Ashes	Section A
A.3.2	Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.	Music from the Ashes	Section B
A.3.2.a	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	TUFOI	Section A

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A.3.2.b	Analyze the way in which irony, tone, mood, the author’s style, and the sound of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.	Music from the Ashes	Section A
A.3.2.c	Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).	Contemplation	Section A
A.3.2.d	Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.	Music from the Ashes	Section A,B
A.3.2.e	Evaluate the author’s purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).	In the Beginning	Section A
A.3.3	Identify figurative language and sound devices and analyze how they affect the development of a literary work.	Music from the Ashes	Section A,B
A.3.3.a	Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.	Music from the Ashes	Section A,B
A.3.3.b	Identify and explain sound devices including alliteration and rhyme.	Music from the Ashes	Section A,B

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A.3.3.c	Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.	Music from the Ashes	Section A,B
A.3.4	Read and respond to historically and culturally significant works of literature.		
A.3.4.a	Analyze and evaluate works of literature and the historical context in which they were written.	In the Beginning Contemplation	Section C Section A
A.3.4.b	Analyze and evaluate literature from various cultures to broaden cultural awareness.	Cultural Evolution Contemporary Voices	Section A Section A
A.3.4.c	Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	TUFOI Contemporary Voices	Section A Section A
A.3.4.d	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	In the Beginning	Section C
A.4	The student will conduct research and organize information.		
A.4.1	Select the best source for a given purpose.	Discovery	Section A-D

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A.4.1.a	Access information from a variety of primary and secondary sources.	Discovery	Section A-D
A.4.1.b	Skim text for an overall impression and scan text for particular information.	Discovery	Section A-D
A.4.1.c	Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	Discovery	Section A-D
A.4.2	Analyze and evaluate information from a variety of sources.		
A.4.2.a	Summarize, paraphrase, and/or quote relevant information.	Discovery	Section A-D
A.4.2.b	Determine the author's viewpoint to evaluate source credibility and reliability.	Discovery	Section A-D
A.4.2.c	Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	Discovery	Section A-D
A.4.2.d	Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	Discovery	Section A-D

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A.4.2.e	Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	Discovery	Section A-D
B	The student will express ideas effectively in written modes for a variety of purposes and audiences.		
B.1	The student will use the writing process to write coherently.	Contemporary Voices	Section D
B.1.1	Students are expected to:		
B.1.1.a	use a variety of prewriting strategies such as brainstorming, free writing, outlining, discussing, clustering, webbing, using graphic organizers, notes logs, or reading to generate ideas, develop voice, gather information, and plan.	Discovery Contemporary Voices	Section A-D Section D
B.1.1.b	develop main idea/thesis. Evaluate results of prewriting activities and select appropriate topic.	Discovery Contemporary Voices	Section A-D Section D
B.1.1.c	evaluate audience and purpose:		
B.1.1.c.i	consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make social and/or political statements, or share an experience or emotion).	Discovery In the Beginning	Section A Section A

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B.1.1.c.ii	evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.	Story Identity Unity	Section A
B.1.1.d	develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.	Discovery Contemporary Voices	Section A-D Section D
B.1.1.e	revise drafts for organization, content and style.	Discovery Contemporary Voices	Section A-D Section D
B.1.1.f	edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.	Discovery Contemporary Voices	Section A-D Section D
B.1.1.g	refine selected pieces to publish for general and specific audiences.	Discovery Contemporary Voices	Section A-D Section D
B.1.2	Use elaboration to develop an idea:		
B.1.2.a	draft a text with a clear, controlling idea or thesis.	Discovery Contemporary Voices	Section A-D Section D
B.1.2.b	develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.		

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B.1.2.c	apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.	Discovery Contemplation	Section A-D Section C
B.1.2.d	apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.	Discovery Contemporary Voices	Section A-D Section D
B.1.2.e	understand and apply formal and informal diction for a desired effect.	Cultural Evolution	Section A
B.1.3	Demonstrate organization, unity, and coherence during revision process:		
B.1.3.a	read the draft from the intended audience's point of view to evaluate clarity of purpose.	In the Beginning Story Identity Unity	Section A Section B
B.1.3.b	evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.	Cultural Evolution	Section B-D
B.1.3.c	evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.		
B.1.3.d	evaluate whether ideas are adequately developed.	Cultural Evolution Contemporary Voices	Section B-D Section A,C

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B.1.3.e	apply a consistent and appropriate point of view.	Story Identity Unity	Section B
B.1.3.f	understand and apply formal and informal diction.	Cultural Evolution	Section A
B.1.4	Editing/proofreading and evaluating:		
B.1.4.a	apply Standard English usage and correct spelling in text.	Cultural Evolution Story Identity Unity	Section D Section D
B.1.4.b	employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.	Cultural Evolution Story Identity Unity	Section D Section D
B.1.4.c	use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.	Discovery Contemporary Voices	Section C Section C
B.1.4.d	demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.	Discovery Contemporary Voices Orientation	Section C Section C Getting Started
B.1.5	Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.	Conemplation	Section B,C

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B.1.6	Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	Contemporary Voices	Section D
B.1.7	Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.	Contemporary Voices	Section A-D
B.2	The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.		
B.2.1	Compose fictional, biographical or autobiographical narratives that:		
B.2.1.a	create and develop dynamic and static characters who experience internal and external conflicts, including character motivation, gestures, and feelings.	Discovery Contemporary Voices	Section A Section D
B.2.1.b	create and develop a plot that effectively communicates the author's purpose.	Discovery Contemporary Voices	Section A Section D
B.2.1.c	create and self-select first or third person point of view appropriate for the author's purpose.	Discovery Contemporary Voices	Section A Section D
B.2.1.d	create and develop a setting within a narrative that is relevant to the overall meaning of the work.	Discovery Contemporary Voices Story Identity Unity	Section A Section D Section B

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B.2.1.e	use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, and allusion.	Discovery Contemplation Real Survival Skills	Section A Section B Section A
B.2.1.f	present action segments to accommodate changes in time and mood.	Real Survival Stories	Section A-D
B.2.2	Compose expository compositions, including analytical essays, historical investigations, and research reports that:		
B.2.2.a	integrate evidence in support of a thesis including information on all relevant perspectives.	Discovery Contemporary Voices	Section A-D Section A-D
B.2.2.b	quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.	Discovery Contemporary Voices	Section A-D Section A-D
B.2.2.c	integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information in support of topic.	Discovery Contemporary Voices	Section A-D Section A-D
B.2.2.d	use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.		
B.2.2.e	identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate diction.	Discovery Contemporary Voices	Section A-D Section A-D

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B.2.3	Compose persuasive compositions that:		
B.2.3.a	include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	Contemplation Contemporary Voices	Section D Section D
B.2.3.b	use exposition, narration, description, and argumentation to support the main argument.	Contemplation Contemporary Voices	Section D Section D
B.2.3.c	use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.	Contemplation Contemporary Voices	Section D Section D
B.2.3.d	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	Contemplation Contemporary Voices	Section D Section D
B.2.3.e	effectively address reader's concerns, counterclaims, and individual or group biases.	Contemplation Contemporary Voices	Section D Section D
B.2.4	Compose reflective compositions that:		
B.2.4.a	express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences.	In the Beginning	Section C,D

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B.2.4.b	connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.	In the Beginning	Section C,D
B.2.5	Create documents related to career development that:		
B.2.5.a	follow conventional format for formal letter, email, and memorandum.	Cultural Evolution	Section A-D
B.2.5.b	provide clear, purposeful information and address the intended audience appropriately.	Cultural Evolution	Section A-D
B.2.5.c	indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.	Cultural Evolution	Section A-D
B.2.5.d	modify the tone to fit the purpose and audience.	Cultural Evolution	Section A-D
B.2.5.e	follow the conventional style for that type of document (resume, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.	Cultural Evolution	Section A-D
B.2.5.f	use accurate information to create an effective resume.		

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B.2.6	Compose responses to literature that:		
B.2.6.a	evaluate the significant ideas of literary works or passages including plot development and characterization.	In the Beginning Contemporary Voices	Section D Section A,B
B.2.6.b	integrate textual references, integrated quotations, and interpretive commentary to create an accurate and consistent composition.	Contemporary Voices	Section A,B
B.2.6.c	evaluate the impact of genre, cultural, and historical context on the work.	Story Identity Unity	Section A
B.2.6.d	evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.	Story Identity Unity	Section A
B.2.7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.	Story Identity Unity Contemporary Voices	Section D Section D
B.2.8	Compose documented papers that:		
B.2.8.a	integrate relevant quotations, summary, and paraphrase with commentary.	Discovery	Section D

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B.2.8.b	includes internal citations using various formats of research writing.	Discovery	Section D
B.2.8.c	contains a works cited/bibliography consistent with the selected research-writing format.	Discovery	Section D
B.2.9	Use appropriate essay test-taking and time-writing strategies that:		
B.2.9.a	budget time for prewriting, drafting, revising, and editing.	Story Identity Unity	Section D
B.2.9.b	prioritize question/prompt.	Story Identity Unity	Section D
B.2.9.c	identify common directives from the prompt (identify common verbs: explain, compare, evaluate, define, and develop, etc.).	Discovery	Section A
B.2.9.d	analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.	Discovery	Section A
B.2.9.e	apply appropriate organizational methods to thoroughly address the prompt.	Story Identity Unity	Section D

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B.2.9.f	evaluate work using editing checklist or rubric if available.	Orientation	Getting Started
B.3	The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.		
B.3.1	Standard English Usage- Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.		
B.3.1.a	Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	Orientation	Getting Started per rubric
B.3.1.b	Identify and use correct verb forms and tenses.	Orientation	Getting Started per rubric
B.3.1.c	Identify and use correct subject-verb agreement.	Orientation	Getting Started per rubric
B.3.1.d	Identify and use active and passive voice.	Orientation	Getting Started per rubric
B.3.1.e	Identify and use concrete, abstract, and collective nouns.	Orientation	Getting Started per rubric

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B.3.1.f	Identify and use nominative, objective, and possessive nouns.	Orientation	Getting Started per rubric
B.3.1.g	Identify and use correct pronoun/antecedent agreement and clear pronoun reference.	Orientation	Getting Started per rubric
B.3.1.h	Identify and use correct forms of positive, comparative, and superlative adjectives.	Orientation	Getting Started per rubric
B.3.1.i	Identify and use coordinating, correlating, and subordinating conjunctions.	Orientation	Getting Started per rubric
B.3.1.j	Identify and use appositives and verbals.	Orientation	Getting Started per rubric
B.3.2	Demonstrate appropriate language mechanics in writing.		
B.3.2.a	Apply capitalization rules appropriately in writing.	Orientation	Getting Started per rubric
B.3.2.b	Punctuate in writing including:		

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B.3.2.b.i	commas	Orientation	Getting Started per rubric
B.3.2.b.ii	quotation marks	Orientation	Getting Started per rubric
B.3.2.b.iii	apostrophes, colons, and semicolons	Orientation	Getting Started per rubric
B.3.2.b.iv	ellipsis	Orientation	Getting Started per rubric
B.3.2.b.v	hyphens, dashes, parentheses, and brackets	Orientation	Getting Started per rubric
B.3.2.c	Demonstrate correct use of punctuation in research writing including:		
B.3.2.c.i	formal outline		
B.3.2.c.ii	parenthetical documentation	Discovery	Section C

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B.3.2.c.iii	works cited/bibliography	Discovery	Section C
B.3.2.d	Use correct formation of plurals.	Orientation	Getting Started per rubric
B.3.2.e	Use correct spelling including:	Orientation	Getting Started per rubric
B.3.2.e.i	commonly misspelled words and homonyms	Orientation	Getting Started per rubric
B.3.2.e.ii	spell consonant changes correctly	Orientation	Getting Started per rubric
B.3.2.e.iii	spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)		
B.3.3	Demonstrate appropriate sentence structure in writing.	Orientation	Getting Started per rubric
B.3.3.a	Maintain parallel structure.		

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B.3.3.b	Correct dangling and misplaced modifiers.	Orientation	Getting Started per rubric
B.3.3.c	Correct run-on sentences.	Orientation	Getting Started per rubric
B.3.3.d	Correct fragments.	Orientation	Getting Started per rubric
B.3.3.e	Correct comma splices	Orientation	Getting Started per rubric
B.3.3.f	Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information		
B.3.3.g	Effectively use a variety of sentence structures and lengths to create a specific effect		
B.3.4	Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.	Discovery	Section D
C	The student will demonstrate thinking skills in listening and speaking.		

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C.1	The student will listen for information and for pleasure.		
C.1.1	Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker’s messages.		
C.1.2	Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.		
C.1.3	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.		
C.1.4	Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.		
C.1.5	Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.		
C.2	The student will express ideas and opinions in group or individual situations.		
C.2.1	Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.	Music from the Ashes	Section D

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C.2.2	Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	Music from the Ashes	Section D
C.2.3	Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.	Music from the Ashes	Section D
C.2.4	Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	Music from the Ashes	Section D
D	The student will interpret, evaluate, and compose visual messages.		
D.1	The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.		
D.1.1	Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).		
D.1.2	Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).		
D.2	The student will evaluate visual and electronic media, such as film, as compared with print messages.		

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D.2.1	Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).		
D.2.2	Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).		
D.3	The student will create a visual message that effectively communicates an idea.		
D.3.1	Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique properties of each.		
D.3.2	Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet, and compose a study of the results.		