

## English 3

| State Standard Number | State Standard Area/Description  | Unit Name                          | Course Topic Description |
|-----------------------|--|------------------------------------|--------------------------|
| 0                     | Reading  |                                    |                          |
| E3-1                  | The student will read and comprehend a variety of literary texts in print and nonprint formats.  | Throughout the course:             |                          |
| E3-1.1                | Compare/contrast ideas within and across literary texts to make inferences.  | Reflections in American Literature | Section D, pages 10-14   |
| E3-1.2                | Evaluate the impact of point of view on literary texts.  | Reflections in American Literature | Section D, pages 10-14   |
| E3-1.3                | Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).   | Reflections in American Literature | Section D, pages 10-14   |
| E3-1.4                | Evaluate the relationship among character, plot, conflict, and theme in a given literary text.   | Reflections in American Literature | Section D, pages 10-14   |
| E3-1.5                | Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.                | Reflections in American Literature | Section D, pages 10-14   |
| E3-1.6                | Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts). | Reflections in American Literature | Section D, pages 10-14   |
| E3-1.7                | Evaluate an author's use of genre to convey theme.   | Reflections in American Literature | Section D, pages 10-14   |
| E3-1.8                | Read independently for extended periods of time for pleasure.  | Drama and the American Dream       | Sections A, B, C, D      |

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| E3-2   | The student will read and comprehend a variety of informational texts in print and nonprint formats.  | Throughout the course:          |                    |
| E3-2.1 | Evaluate theses within and across informational texts.  | Media and its Impact on History | Section B, page 3  |
| E3-2.2 | Compare/contrast information within and across texts to draw conclusions and make inferences.   | Media and its Impact on History | Section B, page 3  |
| E3-2.3 | Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).                              | Media and its Impact on History | Section B, page 3  |
| E3-2.4 | Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions). | Media and its Impact on History | Section B, page 3  |
| E3-2.5 | Evaluate the impact that text elements have on the meaning of a given informational text.   | Media and its Impact on History | Section B, page 3  |
| E3-2.6 | Evaluate information from graphic features (for example, charts and graphs) in informational texts.   | Communication in the Workplace  | Section D, page 12 |

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| E3-2.7 | Evaluate propaganda techniques and rhetorical devices in informational texts.                             | Media and its Impact on History    | Section A, page 5        |
| E3-2.8 | Read independently for extended periods of time to gain information.                                      | Media and Its Impact on History    | Sections' A, B, C, and D |
| E3-3   | The student will use word analysis and vocabulary strategies to read fluently.                            | Media and Its Impact on History    | Section A, page 11       |
| E3-3.1 | Use context clues to determine the meaning of technical terms and other unfamiliar words.                 | The American Dream                 | Section A, page 9        |
| E3-3.2 | Analyze the meaning of words by using Greek and Latin roots and affixes.                                  | Reflections in American Literature | Section A, page 9        |
| E3-3.3 | Explain how American history and culture have influenced the use and development of the English language. | Reflections in American Literature | Section A, page 17       |
| E3-3.4 | Spell new words using Greek and Latin roots and affixes.  | Reflections in American Literature | Section A, page 9        |
| 0      | Writing   |                                    |                          |

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| E3-4     | The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English. | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.1   | Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.  | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.2   | Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).  | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.3   | Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).                          | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.4   | Use grammatical conventions of written Standard American English to clarify and enhance meaning including   | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.4.a | subject-verb agreement,   | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.4.b | pronoun-antecedent agreement,   | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.4.c | agreement of nouns and their modifiers,   | Reflections in American Literature | Section D, pages 10-14 |

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| E3-4.4.d | verb formation,  | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.4.e | pronoun case,  | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.4.f | formation of comparative or superlative adjectives and adverbs, and                                    | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.4.g | idiomatic usage.   |                                    |                        |
| E3-4.5   | Revise writing to improve clarity, tone, voice, content, and the development of ideas.                 | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.6   | Edit written pieces for the correct mechanics and usage of written Standard American English including | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.6.a | internal and end of sentence punctuation,  | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.6.b | commas to indicate appositives,  |                                    |                        |

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| E3-4.6.c | word placement to avoid ambiguity,  | Reflections in American Literature | Section D, pages 10-14 |
| E3-4.6.d | appropriate coordination and subordination,   |                                    |                        |
| E3-4.6.e | relationship between and among clauses,   |                                    |                        |
| E3-4.6.f | placement of modifiers, and   |                                    |                        |
| E3-4.6.g | shifts in construction.   | Reflections in American Literature | Section D, pages 10-14 |
| E3-5     | The student will write for a variety of purposes and audiences.   |                                    |                        |
| E3-5.1   | Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience. | Communication in the Workplace     | Section D, page 15     |
| E3-5.2   | Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.     | Drama and the American Dream       | Section B, page 3      |

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| E3-5.3 | Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.  | My Country, Myself             | Section D, page 5    |
| E3-5.4 | Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts). | Communication in the Workplace | Section D, page 15   |
| E3-5.5 | Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.                         | Communication in the Workplace | Section D, page 15   |
| E3-5.6 | Compose effective pieces of writing to respond to prompts in "on-demand" situations.  | Communication in the Workplace | Section D, page 15   |
| 0      | Researching   |                                |                      |
| E3-6   | The student will access and use information from a variety of sources.  | Independent Project            | Section A, pages 7-9 |
| E3-6.1 | Clarify and refine a research topic.  | Independent Project            | Section A, page 6    |
| E3-6.2 | Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.                     | Independent Project            | Section A, page 8    |

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| E3-6.3 | Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others. | Independent Project             | Section A, page 13 |
| E3-6.4 | Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.   | Independent Project             | Section B, page 8  |
| E3-6.5 | Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.   | Independent Project             | Section B, C, D    |
| E3-6.6 | Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.  | Media and Its Impact on History | Section D, page 20 |
| E3-6.7 | Use a variety of print and electronic reference materials.   | Independent Project             | Section A          |
| E3-6.8 | Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.              | Independent Project             | Section A, B, C, D |