

## English III CR

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.		
E3-1.1	Compare/contrast ideas within and across literary texts to make inferences.	Unit 1: The American Dream  Unit 2: Reflections in American Literature	Section D: Language and Thought  Section B: the Path to Enlightenment
E3-1.2	Evaluate the impact of point of view on literary texts.	Unit 1: The American Dream	Section A: Daring to Dream
E3-1.3	Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).	Unit 2: Reflections in American Literature (Figurative language)  These skills and items can be found throughout the units as they pertain and can be applied to the literature and poetry studied.	Section C: The Chains of Freedom  These skills and items can be found throughout the units as they pertain and can be applied to the literature and poetry studied.
E3-1.4	Evaluate the relationship among character, plot, conflict, and theme in a given literary text.	Unit 4: Drama and the American Dream  All of these literary elements can be found repeatedly throughout the units as it is appropriate to apply and utilize them in specific literary selections.	Throughout the sections  All of these literary elements can be found repeatedly throughout the units as it is appropriate to apply and utilize them in specific literary selections.
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.	Unit 2: Reflections in American Literature  All of these literary elements can be found repeatedly throughout the units as it is	Section C: The Chains of Freedom  All of these literary elements can be found repeatedly throughout

## English III CR

		appropriate to apply and utilize them in specific literary selections.	the units as it is appropriate to apply and utilize them in specific literary selections.
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).	Throughout the units	Throughout the units
E3-1.7	Evaluate an author's use of genre to convey theme.	Each unit focuses on a specific genre in which the various elements of literature are discussed, including theme.	Each unit focuses on a specific genre in which the various elements of literature are discussed, including theme.
E3-1.8	Read independently for extended periods of time for pleasure.	Throughout the units	Throughout the units
E3-2	The student will read and comprehend a variety of informational texts in print and nonprint formats.	Throughout the units	Throughout the units
E3-2.1	Evaluate theses within and across informational texts.		
E3-2.2	Compare/contrast information within and across texts to draw conclusions and make inferences.	The compare and contrast element is utilized throughout the units as is drawing conclusions and making inferences.	The compare and contrast element is utilized throughout the units as is drawing conclusions and making inferences.

### English III CR

E3-2.3	Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).	<p>Unit 6 – The Art of Persuasion</p> <p>Unit 7 – Media and its Impact on History</p> <p>There are writing assignments throughout the units that require students to focus on word choice, various literary elements, opinion vs. fact, etc.</p>	<p>All sections</p> <p>All sections</p> <p>There are writing assignments throughout the units that require students to focus on word choice, various literary elements, opinion vs. fact, etc.</p>
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).	<p>Unit 7 – Media and its Impact on History</p> <p>There are elements throughout the units which focus on graphics, discussions, and so forth.</p>	<p>All sections</p> <p>There are elements throughout the units which focus on graphics, discussions, and so forth.</p>
E3-2.5	Evaluate the impact that text elements have on the meaning of a given informational text.	Unit 7 – Media and its Impact on History	All sections
E3-2.6	Evaluate information from graphic features (for example, charts and graphs) in informational texts.	Throughout the units	Throughout the units

## English III CR

E3-2.7	Evaluate propaganda techniques and rhetorical devices in informational texts.	Unit 1 – The American Dream  Unit 5 – My Country, Myself  Unit 8 – Contemporary Issues in American Communication:	Section D – Language and Thought (Rhetoric and Logic)  Section B – The Truth and Appearance of Dreams (Propaganda)  Section A – Contemporary Media in America (Propaganda)
E3-2.8	Read independently for extended periods of time to gain information.	Throughout the units	Throughout the units
E3-3	The student will use word analysis and vocabulary strategies to read fluently.		
E3-3.1	Use context clues to determine the meaning of technical terms and other unfamiliar words.	Unit 1 – The American Dream  Use of context clues can be found throughout the units as it applies to the skills taught.	Section A – Daring to Dream  Use of context clues can be found throughout the units as it applies to the skills taught.
E3-3.2	Analyze the meaning of words by using Greek and Latin roots and affixes.	Unit 2 – The Path to Enlightenment  Unit 4- Drama and the American Dream	Section A – The Freedom to Dream  Section C – Choice, Obligation and Responsibility: A Dream Deferred

### English III CR

E3-3.3	Explain how American history and culture have influenced the use and development of the English language.	The development of the English Language throughout American history is traced through the literature, poetry, and media from Puritan times to the present from Unit 1 to Unit 10.	The development of the English Language throughout American history is traced through the literature, poetry, and media from Puritan times to the present from Unit 1 to Unit 10.
E3-3.4	Spell new words using Greek and Latin roots and affixes.	Unit 2 – The Path to Enlightenment  Unit 4- Drama and the American Dream	Section A – The Freedom to Dream  Section C – Choice, Obligation and Responsibility: A Dream Deferred
0	Writing		
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.		
E3-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.	Unit 3 – Poetry in America  Unit 4 – Drama and the American Dream  Unit 5 – My Country, Myself	Section C – Innocence and Experience: Defining the Self Section D – The Romantic American Identity  Sections B, C, & D  Sections C & D

## English III CR

		Unit 6 – The Art of Persuasion  Also units 7, 8, 9, & 10	Sections C & D
E3-4.2	Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).	Development of good writing skills are developed throughout the units.	Development of good writing skills are developed throughout the units.
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).	Development of good writing skills are developed throughout the units.	Development of good writing skills are developed throughout the units.
E3-4.4	Use grammatical conventions of written Standard American English to clarify and enhance meaning including	Development of good writing skills are developed throughout the units.	Development of good writing skills are developed throughout the units.
E3-4.4.a	subject-verb agreement,		
E3-4.4.b	pronoun-antecedent agreement,		
E3-4.4.c	agreement of nouns and their modifiers,	Unit 3 – Poetry in America	Section B – Self Knowledge and Identity
E3-4.4.d	verb formation,		
E3-4.4.e	pronoun case,		
E3-4.4.f	formation of comparative or superlative adjectives and adverbs, and	Unit 5 – My Country, Myself	Section B - The Truth and Appearance of Dreams (adjectival & adverbial clauses)
E3-4.4.g	idiomatic usage.		
E3-4.5	Revise writing to improve clarity, tone, voice, content, and the development of ideas.	Throughout the units	Throughout the units
E3-4.6	Edit written pieces for the correct mechanics and usage of written Standard American English including	Throughout the units	Throughout the units
E3-4.6.a	internal and end of sentence punctuation,	Throughout the units	Throughout the units

## English III CR

E3-4.6.b	commas to indicate appositives,	Grammar and Punctuation are identified, taught, and stressed throughout the units.	Grammar and Punctuation are identified, taught, and stressed throughout the units.
E3-4.6.c	word placement to avoid ambiguity,		
E3-4.6.d	appropriate coordination and subordination,		
E3-4.6.e	relationship between and among clauses,	Unit 5 – My Country, Myself	Section B - The Truth and Appearance of Dreams (adjectival & adverbial clauses)
E3-4.6.f	placement of modifiers, and	Grammar and punctuation are identified, taught, and stressed throughout the units.	Grammar and punctuation are identified, taught, and stressed throughout the units.
E3-4.6.g	Shifts in construction.	Sentence, paragraph, and essay construction are taught in every unit.	Sentence, paragraph, and essay construction are taught in every unit.
E3-5	The student will write for a variety of purposes and audiences.		
E3-5.1	Create informational pieces (for example, resumes, memos, and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.	Units 3 through 10	Sections C & D
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.	Throughout the units	Throughout the units
E3-5.3	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.	Units 3 through 10	Sections C & D
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).	Units 6 through 10	All sections
E3-5.5	Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language	Units 8 through 10	All sections

## English III CR

	appropriate for the purpose and audience.		
E3-5.6	Compose effective pieces of writing to respond to prompts in "on-demand" situations.	Throughout the units	Throughout the units
0	Researching		
E3-6	The student will access and use information from a variety of sources.		
E3-6.1	Clarify and refine a research topic.	Unit 10 – Independent Project	All sections
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.	Units 8 through 10	All sections
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.	Unit 6 – The Art of Persuasion	Section B – The Art of Debate
E3-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	Throughout the units	Throughout the units
E3-6.5	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.	Units 3 through 10	Sections C & D
E3-6.6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	Unit 6 – The Art of Persuasion  Unit 9 – Communication in the Workplace	Section D – Persuasive Speaking and Writing  Section D – Written and Verbal Work Communication
E3-6.7	Use a variety of print and electronic reference materials.	Units 6 through 10	Sections C & D
E3-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.	Unit 10 – Independent Project	All sections