

## English III CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
RC	Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.		
A	reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and	American Dream Art of Persuasion	Section B11 Section C10-11
B	make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	Art of Persuasion	Section A10
1	Students understand new vocabulary and use it when reading and writing.		
1.A	determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;		
1.B	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	American Dream	Section A6
1.C	infer word meaning through the identification and analysis of analogies and other word relationships;		
1.D	recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	Reflections of Am Lit.	Section A2

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1.E	use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.		
2	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	American Dream Drama My Country Myself	Section B5, B13 Section A7 Section A
2.A	analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	Drama American Dream Reflections of Am Lit.	Section C5 Section B2 Section C12
2.B	relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	Drama	Section C
2.C	relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	American Dream My Country Myself	Section A11, B5 Section Introduction4
3	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	Poetry in America	Section A-D
4	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern	Drama	Section A-D

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	American drama.		
5	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	American Dream Reflections of Am Lit.	Section B-C Section B-D
5.A	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	American Dream Reflections of Am Lit. Poetry in America	Section A5, B7 Section C5 Section C4
5.B	analyze the internal and external development of characters through a range of literary devices;		
5.C	analyze the impact of narration when the narrator's point of view shifts from one character to another; and		
5.D	demonstrate familiarity with works by authors in American fiction from each major literary period.	American Dream Reflections of Am Lit.	Section C8 D10 Section B6
6	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure,	Art of Persuasion Independent Project My Country Myself	Section B Section A Introduction

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	understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.		
7	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	American Dream Reflections of Am Lit.	Section B Section B6
8	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	American Dream My Country Myself Art of Persuasion	Section B5 Section Introduction, A Section A10
9	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	My Country Myself	Section Introduction, A
9.A	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	American Dream Art of Persuasion	Section B11 Section C11
9.B	distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;		

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9.C	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	My Country Myself Drama Poetry in America	Section C4 Section D16 Section D9-13
9.D	synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	Independent Project Art of Persuasion	Section B-D Section C
10	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	Art of Persuasion	Section C, D9-12
10.A	evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	Media and its Importance	Section C7
10.B	analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	Art of Persuasion	Section B
11	Students understand how to glean and use information in procedural texts and documents.		
11.A	evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and	Contemporary Issues Communication in the Workplace	Section A Section A
11.B	translate (from text to graphic or from graphic to text) complex factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	Communication in the Workplace Media and its Importance	Section D9-12 Section D

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12	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	Media and its Importance Contemporary Issues	Section D Section C13
12.A	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	Media and its Importance Contemporary Issues	Section A6-B10 Section A3-11
12.B	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	Contemporary Issues Communication in the Workplace	Section B5-9 Section D9-12
12.C	evaluate the objectivity of coverage of the same event in various types of media; and	Media and its Importance	Section B6
12.D	evaluate changes in formality and tone across various media for different audiences and purposes.	Media and its Importance Contemporary Issues	Section C7 Section B3, C13
13	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.		
13.A	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	Independent Project	Section A

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13.B	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	Independent Project Art of Persuasion	Section A Section D12
13.C	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	Independent Project	Section C4
13.D	edit drafts for grammar, mechanics, and spelling; and	Independent Project	Section C4
13.E	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Independent Project	Section C4-D
14	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.		
14.A	write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	Reflections of Am Lit.	Section D

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14.B	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	Poetry in America	Section D9-13
14.C	write a script with an explicit or implicit theme, using a variety of literary techniques.		
15	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	Media and its Importance Contemporary Issues Communication in the Workplace	Section D Section D6 Section D6, D9-12, B9-12
15.A	write an analytical essay of sufficient length that includes:		
15.A.i	effective introductory and concluding paragraphs and a variety of sentence structures;	Independent Project	Section A-B
15.A.ii	rhetorical devices, and transitions between paragraphs;	Independent Project	Section B
15.A.iii	a clear thesis statement or controlling idea;	Independent Project	Section A-B
15.A.iv	a clear organizational schema for conveying ideas;	Independent Project	Section A-B

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15.A.v	relevant and substantial evidence and well-chosen details; and	Independent Project	Section B
15.A.vi	information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	Independent Project	Section B
15.B	write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:	Communication in the Workplace	Section B4, B9, B12, D4, D6
15.B.i	a clearly stated purpose combined with a well-supported viewpoint on the topic;	Independent Project	Section A16
15.B.ii	appropriate formatting structures (e.g., headings, graphics, white space);	Independent Project	Section B4
15.B.iii	relevant questions that engage readers and consider their needs;		
15.B.iv	accurate technical information in accessible language; and		
15.B.v	appropriate organizational structures supported by facts and details (documented if appropriate);	Independent Project	Section B

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15.C	write an interpretation of an expository or a literary text that:		
15.C.i	advances a clear thesis statement;	My Country Myself Drama	Section D Section D
15.C.ii	addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;	Reflections of Am Lit.	Section D10-16
15.C.iii	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;	Reflections of Am Lit.	Section D10-16
15.C.iv	identifies and analyzes the ambiguities, nuances, and complexities within the text; and	Reflections of Am Lit.	Section D10-16
15.C.v	anticipates and responds to readers' questions or contradictory information; and		
15.D	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	Media and its Importance	Section D
16	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to	Art of Persuasion	Section D12

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	the appropriate audience that includes:		
16.A	a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	Art of Persuasion	Section D8
16.B	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);		
16.C	an organizing structure appropriate to the purpose, audience, and context;	Art of Persuasion	Section C10
16.D	information on the complete range of relevant perspectives;		
16.E	demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	Art of Persuasion	Section C8
16.F	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	Art of Persuasion	Section A3, C
17	Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.		

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17.A	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and		
17.B	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).		
18	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.		
19	Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Independent Project	Section C
20	Students ask open-ended research questions and develop a plan for answering them.	Independent Project Art of Persuasion	Section A5 Section C7
20.A	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	Independent Project Art of Persuasion	Section A5 Section C7
20.B	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	Independent Project Art of Persuasion	Section A7-18 Section C10
21	Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	Independent Project Art of Persuasion	Section A7-16 Section C8

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21.A	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	Independent Project Art of Persuasion	Section B Section C9-D10
21.B	systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and		
21.C	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	Independent Project Art of Persuasion	Section A5-18 Section C10
22	Students clarify research questions and evaluate and synthesize collected information.	Independent Project Art of Persuasion	Section A5 Section C7
22.A	modify the major research question as necessary to refocus the research plan;	Independent Project Art of Persuasion	Section A5 Section C7
22.B	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and		
22.C	critique the research process at each step to implement changes as the need occurs and is identified.		

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23	Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	Independent Project Art of Persuasion	Section A, D Section D9
23.A	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	Independent Project Art of Persuasion	Section C-D Section D12
23.B	uses a variety of formats and rhetorical strategies to argue for the thesis;	Art of Persuasion	Section A3
23.C	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	Independent Project Art of Persuasion	Section C-D Section D12
23.D	uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and	Independent Project	Section B4-15
23.E	is of sufficient length and complexity to address the topic.	Independent Project Art of Persuasion	Section C-D Section D12
24	Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.		
24.A	listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and		

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24.B	evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.		
25	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.		
26	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.		