



Engage. Challenge. Inspire.

English III Curriculum Map 2023-24

“The committee of Tennessee teachers, administrators, and higher education faculty who wrote the standards maintained an intentional focus on the language of the five strands. Following the mantra of “read about it, talk about it, write about it”—the committee approached reading and writing as reciprocal skills; therefore, the role of texts and routine writing permeates all of the standards. Students should read high quality texts, discuss their interpretation and analysis, and write about their learning. When working with the writing and speaking and listening standards, students should engage in reading and research practices as well as focus on the craft and correctness of their language.”
Tennessee English Language Arts Standards

Tennessee English Language Arts Standards

This document provides a listing of ELA priority standards per quarter. Although standards are divided on this map, all ELA standards should be repeatedly and strategically used over the course of the year to strengthen reading and writing skills and deepen understanding of increasingly complex texts. Our Tennessee Academic Standards document states that “...planning for instruction needs to begin with a high-quality text and [that] planning decisions with the standards center on the selection(s).”

Classroom materials, plans, and instructional strategies should reflect the three ELA instructional shifts:

- Regular practice with complex text and its academic vocabulary
- Reading and writing grounded in evidence from literary and informational text
- Building knowledge through content-rich literary and informational text

The CLEP College Composition exam assesses writing skills taught in most first-year college composition courses. Those skills include analysis, argumentation, synthesis, usage, ability to recognize logical development, and research. The College Composition exam contains approximately 50 multiple-choice questions to be answered in approximately 50 minutes and two mandatory, centrally scored essays to be written in 70 minutes, for a total testing time of 120 minutes.

<https://clep.collegeboard.org/clep-exams/college-composition>



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CLEP Knowledge and Skills Required

Conventions of Standard Written English (10%)

This section measures test takers' awareness of a variety of logical, structural, and grammatical relationships within sentences. The questions test recognition of acceptable usage relating to the items below:

- Syntax (parallelism, coordination, subordination)
- Sentence boundaries (comma splices, run-ons, sentence fragments)
- Recognition of correct sentences
- Concord/agreement (pronoun reference, case shift, and number; subject-verb; verb tense)
- Diction
- Modifiers
- Idiom
- Active/passive voice
- Lack of subject in modifying word group
- Logical comparison
- Logical agreement
- Punctuation

Revision Skills (40%)

This section measures test takers' revision skills in the context of works in progress (early drafts of essays):

- Organization
- Evaluation of evidence
- Awareness of audience, tone, and purpose
- Level of detail
- Coherence between sentences and paragraphs
- Sentence variety and structure
- Main idea, thesis statements, and topic sentences
- Rhetorical effects and emphasis
- Use of language
- Evaluation of author's authority and appeal
- Evaluation of reasoning



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- Consistency of point of view
- Transitions
- Sentence-level errors primarily relating to the conventions of Standard Written English

Ability to Use Source Materials (25%)

This section measures test takers' familiarity with elements of the following basic reference and research skills, which are tested primarily in sets but may also be tested through stand-alone questions. In the passage-based sets, the elements listed under Revision Skills and Rhetorical Analysis may also be tested. In addition, this section will cover the following skills:

- Use of reference materials
- Evaluation of sources
- Integration of resource material
- Documentation of sources (including, but not limited to, MLA, APA, and Chicago manuals of style)

Rhetorical Analysis (25%)

This section measures test takers' ability to analyze writing. This skill is tested primarily in passage-based questions pertaining to critical thinking, style, purpose, audience, and situation:

- Appeals
- Tone
- Organization/structure
- Rhetorical effects
- Use of language
- Evaluation of evidence



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Unit 1 Mini Unit/Summer Reading/Course Introduction
Writing Freedom

Writing Focus

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

- a. Introduce precise claim(s).
- b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- d. Provide a concluding statement or section that follows from and supports the argument presented.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone.

TN State Standard	CLEP Skills	Pacing and Possible Texts
<p>Priority Standards</p> <p>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p> <p>11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p>	<p>Synthesis Essay</p> <ul style="list-style-type: none"> • develops a position effectively and insightfully, using well-chosen reasons, examples or details for support • synthesizes* both sources effectively, with an effective and convincing link between the sources and the position • is well focused and well organized • demonstrates superior facility with language, using effective vocabulary and sentence variety • demonstrates general mastery of the standard conventions of grammar, usage and mechanics but may have minor errors 	<p>10 days</p> <p>“The Interesting Life Narrative of Oludah Equiano”</p> <p>“Gettysburg Address”</p> <p>“The Pedestrian”</p> <p>“Letter to John Adams”</p>



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WIDA STANDARDS

ELD-LA.9-12.Argue.Interpretive: Multilingual learners will interpret language arts arguments by identifying and summarizing central ideas of primary or secondary sources, analyzing use of rhetoric and details to advance point of view or purpose, and evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims.

ELD-LA.9-12.Argue.Expressive: Multilingual learners will construct language arts arguments that introduce and develop precise claims and address counterclaims, support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence, establish and maintain a formal style and objective tone, and logically organize claims, counter claims, reasons, and evidence; offer a conclusion with recommendations.

Unit 2
Power, Protest, and Change

Writing Focus

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

- a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
g. Establish and maintain a formal style and objective tone.

Table with 3 columns: TN State Standard, CLEP Skills, Pacing and Possible Texts



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<p>Priority Standards</p> <p>11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <p>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p> <p>11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Argument Essay</p> <ul style="list-style-type: none"> addresses all elements of the writing task effectively and insightfully develops ideas thoroughly, supporting them with well-chosen reasons, examples or details is well focused and well organized demonstrates superior facility with language, using effective vocabulary and sentence variety demonstrates general mastery of the standard conventions of grammar, usage and mechanics but may have minor errors 	<p>7 Weeks</p> <ul style="list-style-type: none"> <i>A Raisin in the Sun</i> from “What to a Slave is the Fourth of July?” “Second Inaugural Address” “Ain’t I A Woman” “Declaration of Sentiments” “Giving Women the Vote” “The Story of an Hour” Brown Vs Board of Education
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WIDA STANDARDS

ELD-LA.9-12.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by identifying and/or summarizing central ideas, analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships, and evaluating cumulative impact and refinement of author’s key word choices over the course of text.

ELD-LA.9-12.Inform.Expressive: Multilingual learners will construct informational texts in language arts that introduce and define topic and/or entity for audience, establish an objective or neutral stance, add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships, and develop coherence and cohesion throughout text.

Unit 3

Facing our Fears Victims and Victors

Writing Focus

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.



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- b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
- f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- g. Establish and maintain a formal style and objective tone.

TN State Standard	CLEP Skills	Pacing and Possible Texts
<p>Priority Standards</p> <p>11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone. <p>11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p>	<p>Write to Sources</p> <ul style="list-style-type: none"> • develops a position effectively and insightfully, using well-chosen reasons, examples or details for support • synthesizes* both sources effectively, with an effective and convincing link between the sources and the position • is well focused and well organized • demonstrates superior facility with language, using effective vocabulary and sentence variety • demonstrates general mastery of the standard conventions of grammar, usage and mechanics but may have minor errors <ul style="list-style-type: none"> • Uses reference materials • Evaluates sources • Integrates resource material • Documents sources (including, but not limited to, MLA, APA, and Chicago manuals of style) 	<p>5 Weeks</p> <p><i>The Devil in the White City</i> <i>The Crucible</i> from <i>Farewell to Manzanar</i> “Interview with George Takei” “Antojos”</p> <p><i>The Help</i> <i>Glass Castle</i></p>



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11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

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WIDA STANDARDS

ELD-LA.9-12.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by identifying and/or summarizing central ideas, analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships, and evaluating cumulative impact and refinement of author’s key word choices over the course of text.

ELD-LA.9-12.Inform.Expressive: Multilingual learners will construct informational texts in language arts that introduce and define topic and/or entity for audience, establish an objective or neutral stance, add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships, and develop coherence and cohesion throughout text.

Unit 4
Ordinary Lives, Extraordinary Tales

Writing Focus

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

- a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.



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- d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
- f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- g. Establish and maintain a formal style and objective tone.

TN State Standard	CLEP Skills	Pacing and Possible Texts
<p>Priority Standards</p> <p>11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <ul style="list-style-type: none"> a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone. <p>11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple</p>	<p>Write to Sources</p> <ul style="list-style-type: none"> • develops a position effectively and insightfully, using well-chosen reasons, examples or details for support • synthesizes* both sources effectively, with an effective and convincing link between the sources and the position • is well focused and well organized • demonstrates superior facility with language, using effective vocabulary and sentence variety • demonstrates general mastery of the standard conventions of grammar, usage and mechanics but may have minor errors <ul style="list-style-type: none"> ● Uses reference materials ● Evaluates sources ● Integrates resource material ● Documents sources (including, but not limited to, MLA, APA, and Chicago manuals of style) 	<p>4 Weeks</p> <p>“Everyday Use” “Everything Stuck to Him” “The Leap” “The Jilting of Granny Weatherall”</p>



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sources on the subject, and demonstrating a new understanding of the subject under investigation.

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

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ELD-LA.9-12.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by identifying and/or summarizing central ideas, analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships, and evaluating cumulative impact and refinement of author's key word choices over the course of text.

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