

**English III L Course Outline and Scope**

**ELA Process Standards**

The ELA process TEKS will not be listed under separate units. Instead, they will be incorporated into all the units since the application of the language arts process standards are included as a part of each knowledge statement.

**Process TEKS: 1A-D, 2A-C, 3, 4A-I, 5A-J, 9A-D**

Unit	Title			Time (days)	# of DPM Benchmark, TEKS	Dates
		Major Skills	Priority TEKS			
1	Reading & Analyzing Short Fiction	During this unit, students will examine the genre of short fiction, focusing particularly on the ways authors use the tools of characterization, setting, plot & structure, and point of view to communicate their message to their audience. Students will study a variety of American short stories written during different time periods in American literature. At the end of this unit, students will write a literary analysis essay that asserts how an author uses literary elements to convey meaning in a work of short fiction.	8A, 6A-D, 8B, 8D & 8F, 8E, 5B, 5C, 5E	28 days	N/A	August 28 – October 6

2	Evaluating Drama	<p>During this unit, students will read and analyze their first major work – an American drama. As with other genres, students will examine the characteristics of the genre and analyze how an author uses those characteristics to communicate their message to their audience. In addition to reading and analyzing a drama, students will have an opportunity to explore the wide variety of subgenres within the scope of drama that make it one the most widely consumed genres today. At the end of this unit, students will synthesize and document relevant outside sources into an evaluative review of a drama they have studied.</p>	6A-D, 8A, 7C, 8B, 8E	22 days	N/A	October 9 – November 10
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<p>3</p>	<p>Analyzing &amp; Crafting Poetry</p>	<p>Is poetry still a relevant art form? During this unit, students will study the genre of poetry, focusing specifically on American poetry, while also surveying its roots. Students will examine the ways authors use the tools of language to communicate their message to their audience within various forms of poetry. Students will have the opportunity to read a variety of poetic forms and structures across several time periods in American Literature.</p> <p>At the end of this unit, students will write a literary product of their choice.</p>	<p>8A, 8B, 8D &amp; 8F, 8C, 7B, 8E, 5B, 5C, 5E</p>	<p>20 days</p>	<p>Fall Semester TEKS Test</p>	<p>November 13 – December 15</p>
<p><b>Total Days Fall Semester</b></p>				<p>74 days</p>		
<p>4</p>	<p>Reading &amp; Analyzing Informational Text</p>	<p>During this unit, students will read a variety of informational texts in order to learn how an author uses the tools of rhetoric to accomplish his or her</p>	<p>7D, 7Di, 7Dii, 8A, 8B, 8C, 8D, 8E, 8F, 8G</p>	<p>21 days</p>	<p>N/A</p>	<p>January 8 – February 6</p>

		<p>purpose for writing. Students will learn how authors consider their rhetorical situation and then craft the appropriate rhetorical mode, appeals, and rhetorical devices to help them accomplish their purpose. At the end of this unit, students will write a rhetorical analysis essay that analyzes how an author uses the tools of structure and language to convey their central message in a work.</p>				
5	Crafting an Argument	<p>During this unit, students will learn the essential characteristics and structural elements of an argument. Students will also learn how an argument is organized to enable the author to achieve his or her purpose. At the end of this unit, students will implement their learning about the structure and craft of the argument by</p>	7E, 7Ei, 7Eii, 7Eiii, 8A-G	21 days	N/A	February 7 – March 8

		writing an argumentative essay that students support with research.				
6	The Novel as Literary Argument	During this unit, students will read and analyze their second major work – a novel. Students will examine the characteristics of the genre and analyze how an author uses those characteristics within the form of the novel to communicate their message to their audience. At the end of this unit, students will write a reader’s response letter to the author, modeled after the Library of Congress’ “Letter About Literature,” describing their reaction to the work.	5B-C & E, 6A-D, 8A-B & D-F	23 days	N/A	March 18 – April 19
7	Creating Multimodal & Digital Texts	During this unit, students will investigate the characteristics and production of multimodal and digital texts. Students will examine a wide range of products from this ever-evolving genre and	8A-G, 7F	24 days	Spring TEKS Test	April 22 – May 23

		determine why some multimodal texts can be more effective than conventional genres at communicating an author's purpose. At the end of the unit, students will create a multimodal or digital text on a topic of interest.				
<b>Total Days Second Semester</b>				<b>94</b>		