

Standard ID	Standard Text	Edgenuity Lesson Name
TX.110.33. (EIII.1)	English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
EIII.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.	
		Improving Vocabulary with Word Parts and Context Clues
		Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i>
		The Poetry of Physics
EIII.1 (B)	Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.	
		Context Clues, Roots, and Affixes
		Improving Vocabulary with Word Parts and Context Clues
EIII.1 (C)	Infer word meaning through the identification and analysis of analogies and other word relationships.	
		Improving Vocabulary with Word Parts and Context Clues
EIII.1 (D)	Recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words.	
		Context Clues, Roots, and Affixes
		Improving Vocabulary with Word Parts and Context Clues
EIII.1 (E)	Use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	
		Context Clues, Roots, and Affixes
		Using Resources and Reference Materials for Editing
(EIII.2)	Reading/Comprehension of Literary Text/Theme and Genre. 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. Students are expected to:	
EIII.2 (A)	Analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition.	
		An Inner Story of the Civil War
		Female Colonial Poetry
		Japanese American Internment

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.2 (A)	Analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition. <i>(Cont'd)</i>	Poetry of Langston Hughes Remembering and Reflecting on the Holocaust The Poetry of Physics <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself"
EIII.2 (B)	Relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films.	Interpreting a Source Text: A Production of <i>Trifles</i> <i>The Scarlet Letter</i> , Part 2
EIII.2 (C)	Relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	Japanese American Internment The True Story behind <i>Trifles</i>
(EIII.3)	Reading/Comprehension of Literary Text/Poetry. 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.	Anticipating the Future through Texts: <i>Visions</i> Female Colonial Poetry Japanese American Internment Poetry of Langston Hughes The Poetry of Physics Walt Whitman's "Song of Myself"

Standard ID	Standard Text	Edgenuity Lesson Name
(EIII.4)	Reading/Comprehension of Literary Text/Drama. 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 American drama.	<p><i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1</p> <p><i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2</p> <p>Interpreting a Source Text: A Production of <i>Trifles</i></p>
(EIII.5)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
EIII.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.	<p><i>The Scarlet Letter</i></p> <p>An Inner Story of the Civil War</p> <p>Critiques of American Society in Science Fiction</p> <p>Early Stream of Consciousness and Feminism in Fiction</p> <p>Fitzgerald and the Roaring Twenties</p> <p>Latin American Magic Realist Voices</p> <p>Southern Gothic</p> <p>The Iroquois Creation Myth: "The World on Turtle's Back"</p> <p>The Mississippi River Runaways</p>
EIII.5 (B)	Analyze the internal and external development of characters through a range of literary devices.	<p>An Inner Story of the Civil War</p> <p>Critiques of American Society in Science Fiction</p> <p>Early Stream of Consciousness and Feminism in Fiction</p> <p>Fitzgerald and the Roaring Twenties</p> <p>Southern Gothic</p> <p>The Mississippi River Runaways</p> <p><i>The Scarlet Letter</i> , Part 2</p>

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.5 (C)	Analyze the impact of narration when the narrator's point of view shifts from one character to another.	An Inner Story of the Civil War Early Stream of Consciousness and Feminism in Fiction Southern Gothic
EIII.5 (D)	Demonstrate familiarity with works by authors in American fiction from each major literary period.	An Inner Story of the Civil War Critiques of American Society in Science Fiction Early Stream of Consciousness and Feminism in Fiction Female Colonial Poetry Fitzgerald and the Roaring Twenties Latin American Magic Realist Voices Poetry of Langston Hughes Southern Gothic The Iroquois Creation Myth: "The World on Turtle's Back" The Mississippi River Runaways <i>The Scarlet Letter</i> <i>The Scarlet Letter</i> , Part 2 Walt Whitman's "Song of Myself"
(EIII.6)	Reading/Comprehension of Literary Text/Literary Nonfiction. 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, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	American Indian Issues Henry David Thoreau - "Civil Disobedience" Jonathan Edwards's "Sinners in the Hands of an Angry God" Remembering and Reflecting on the Holocaust The Declaration of Independence Thomas Paine Vietnam Literary Journalism

Standard ID	Standard Text	Edgenuity Lesson Name
(EIII.7)	Reading/Comprehension of Literary Text/Sensory Language. 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.	Female Colonial Poetry Vietnam Literary Journalism Walt Whitman's "Song of Myself"
(EIII.8)	Reading/Comprehension of Informational Text/Culture and History. 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.	<i>Brown v. Board of Education</i> American Indian Issues Exploring Cultural Identity through Language Henry David Thoreau - "Civil Disobedience" Japanese American Internment Jonathan Edwards's "Sinners in the Hands of an Angry God" Martin Luther King Jr. and Civil Disobedience Remembering and Reflecting on the Holocaust The Declaration of Independence Thomas Paine Vietnam Literary Journalism
(EIII.9)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
EIII.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.	<i>Brown v. Board of Education</i> A Look at the Fast-Food Industry by Eric Schlosser Exploring Cultural Identity through Language Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i>

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.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. <i>(Cont'd)</i>	Remembering and Reflecting on the Holocaust The Poetry of Physics
EIII.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.	<i>Brown v. Board of Education</i> A Look at the Fast-Food Industry by Eric Schlosser Exploring Cultural Identity through Language Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i>
EIII.9 (C)	Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.	<i>Brown v. Board of Education</i> Exploring Cultural Identity through Language Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i> Remembering and Reflecting on the Holocaust
EIII.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.	Evaluating Different Media about Food Safety Introduction to Heritage and Multicultural American Identities: Contemporary Voices (1970–2000) Japanese American Internment The Poetry of Physics The True Story behind <i>Trifles</i>

Standard ID	Standard Text	Edgenuity Lesson Name
(EIII.10)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
EIII.10 (A)	Evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts.	<p>A Look at the Fast-Food Industry by Eric Schlosser</p> <p>American Indian Issues</p> <p>Exploring Cultural Identity through Language</p> <p>Henry David Thoreau - "Civil Disobedience"</p> <p>Jonathan Edwards's "Sinners in the Hands of an Angry God"</p> <p>Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i></p> <p>Speaking and Listening: Evaluating a Speaker</p> <p>The Declaration of Independence</p> <p>Thomas Paine</p>
EIII.10 (B)	Analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	<p>A Look at the Fast-Food Industry by Eric Schlosser</p> <p>American Indian Issues</p> <p>Exploring Cultural Identity through Language</p> <p>Henry David Thoreau - "Civil Disobedience"</p> <p>Jonathan Edwards's "Sinners in the Hands of an Angry God"</p> <p>Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i></p> <p>Speaking and Listening: Evaluating a Speaker</p> <p>The Declaration of Independence</p> <p>Thomas Paine</p>
(EIII.11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
EIII.11 (A)	Evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts).	<p>Analyzing Functional Workplace Documents</p> <p>Career Plans</p>

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.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.	Analyzing Functional Workplace Documents Career Plans
(EIII.12)	Reading/Media Literacy. 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. Students are expected to:	
EIII.12 (A)	Evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.	Anticipating the Future through Texts: <i>Visions</i> Writing Workshop: Visual Media Analysis
EIII.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.	Anticipating the Future through Texts: <i>Visions</i> Evaluating Different Media about Food Safety Writing Workshop: Visual Media Analysis
EIII.12 (C)	Evaluate the objectivity of coverage of the same event in various types of media.	Anticipating the Future through Texts: <i>Visions</i> Evaluating Different Media about Food Safety
EIII.12 (D)	Evaluate changes in formality and tone across various media for different audiences and purposes.	Anticipating the Future through Texts: <i>Visions</i>
(EIII.13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
EIII.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.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Writing a Script Writing Workshop: Comparing Texts Writing Workshop: Exploring Argument Writing Workshop: Narrative Writing Writing Workshop: Visual Media Analysis

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.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.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Writing a Literary Analysis through the Lens of a Quotation Writing a Script Writing Workshop: Comparing Texts Writing Workshop: Exploring Argument Writing Workshop: Narrative Writing Writing Workshop: Visual Media Analysis
EIII.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.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Writing a Literary Analysis through the Lens of a Quotation Writing a Script Writing Workshop: Comparing Texts Writing Workshop: Exploring Argument Writing Workshop: Narrative Writing Writing Workshop: Visual Media Analysis
EIII.13 (D)	Edit drafts for grammar, mechanics, and spelling.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Writing a Literary Analysis through the Lens of a Quotation

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.13 (D)	Edit drafts for grammar, mechanics, and spelling. (<i>Cont'd</i>)	Writing a Script Writing Workshop: Comparing Texts Writing Workshop: Exploring Argument Writing Workshop: Narrative Writing Writing Workshop: Visual Media Analysis
EIII.13 (E)	Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Writing a Literary Analysis through the Lens of a Quotation Writing a Script Writing Workshop: Comparing Texts Writing Workshop: Exploring Argument Writing Workshop: Narrative Writing Writing Workshop: Visual Media Analysis
(EIII.14)	Writing/Literary Texts. 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. Students are expected to:	
EIII.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.	Writing Workshop: Narrative Writing
EIII.14 (B)	Write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse).	Word Choice and Structure in "The Turtle"
EIII.14 (C)	Write a script with an explicit or implicit theme, using a variety of literary techniques.	Writing a Script
(EIII.15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
EIII.15 (A)	Write an analytical essay of sufficient length that includes:	
EIII.15 (A) (i)	Effective introductory and concluding paragraphs and a variety of sentence structures	Writing Workshop: Visual Media Analysis

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.15 (A) (ii)	Rhetorical devices, and transitions between paragraphs	Writing Workshop: Visual Media Analysis
EIII.15 (A) (iii)	A clear thesis statement or controlling idea	Writing Workshop: Visual Media Analysis
EIII.15 (A) (iv)	A clear organizational schema for conveying ideas	Writing Workshop: Visual Media Analysis
EIII.15 (A) (v)	Relevant and substantial evidence and well-chosen details	Writing a Literary Analysis through the Lens of a Quotation Writing Workshop: Visual Media Analysis
EIII.15 (A) (vi)	Information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources.	Writing Workshop: Visual Media Analysis
EIII.15 (B)	Write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include:	
EIII.15 (B) (i)	A clearly stated purpose combined with a well-supported viewpoint on the topic	Create a Career Plan Writing Workshop: Effective Professional Communication
EIII.15 (B) (ii)	Appropriate formatting structures (e.g., headings, graphics, white space)	Create a Career Plan Writing Workshop: Effective Professional Communication
EIII.15 (B) (iii)	Relevant questions that engage readers and consider their needs	Create a Career Plan Writing Workshop: Effective Professional Communication
EIII.15 (B) (iv)	Accurate technical information in accessible language	Writing Workshop: Effective Professional Communication
EIII.15 (B) (v)	Appropriate organizational structures supported by facts and details (documented if appropriate).	Writing Workshop: Effective Professional Communication

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.15 (C)	Write an interpretation of an expository or a literary text that:	
EIII.15 (C) (i)	Advances a clear thesis statement	<p>Writing a Literary Analysis through the Lens of a Quotation</p> <p>Writing Workshop: Comparing Texts</p>
EIII.15 (C) (ii)	Addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text	<p>Writing a Literary Analysis through the Lens of a Quotation</p> <p>Writing Workshop: Comparing Texts</p>
EIII.15 (C) (iii)	Analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices	<p>Writing a Literary Analysis through the Lens of a Quotation</p> <p>Writing Workshop: Comparing Texts</p>
EIII.15 (C) (iv)	Identifies and analyzes the ambiguities, nuances, and complexities within the text	<p>Writing a Literary Analysis through the Lens of a Quotation</p> <p>Writing Workshop: Comparing Texts</p>
EIII.15 (C) (v)	Anticipates and responds to readers' questions or contradictory information.	<p>Writing a Literary Analysis through the Lens of a Quotation</p> <p>Writing Workshop: Comparing Texts</p>
EIII.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.	<p>Research Workshop: Writing and Presenting the Argumentative Essay, Part 2</p>
(EIII.16)	Writing/Persuasive Texts. 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 the appropriate audience that includes:	
EIII.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.	<p>Research Workshop: Generating Research Questions and Evaluating Sources</p> <p>Writing Workshop: Exploring Argument</p>

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.16 (B)	Accurate and honest representation of divergent views (i.e., in the author's own words and not out of context).	Research Workshop: Generating Research Questions and Evaluating Sources Writing Workshop: Exploring Argument
EIII.16 (C)	An organizing structure appropriate to the purpose, audience, and context.	Research Workshop: Generating Research Questions and Evaluating Sources Writing Workshop: Exploring Argument
EIII.16 (D)	Information on the complete range of relevant perspectives.	Research Workshop: Generating Research Questions and Evaluating Sources Writing Workshop: Exploring Argument
EIII.16 (E)	Demonstrated consideration of the validity and reliability of all primary and secondary sources used.	Research Workshop: Generating Research Questions and Evaluating Sources Writing Workshop: Exploring Argument
EIII.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).	Research Workshop: Generating Research Questions and Evaluating Sources Writing Workshop: Exploring Argument
(EIII.17)	Oral and Written Conventions/Conventions. 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. Students are expected to:	
EIII.17 (A)	Use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases).	Nonrestrictive Elements and Parallel Structure Sentence Fluency
EIII.17 (B)	Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	Nonrestrictive Elements and Parallel Structure Sentence Fluency
(EIII.18)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. 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.	Capitalization, Punctuation, and Spelling

Standard ID	Standard Text	Edgenuity Lesson Name
(EIII.19)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	Capitalization, Punctuation, and Spelling
(EIII.20)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
EIII.20 (A)	Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.	Career Research Developing a Research Plan Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
EIII.20 (B)	Formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	Developing a Research Plan Goals and Planning Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
(EIII.21)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
EIII.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.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
EIII.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.	Conducting an Online Search Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Working with Online Media Sources Working with Online Text Sources Writing Workshop: Exploring Argument

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.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.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Writing Workshop: Exploring Argument
(EIII.22)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
EIII.22 (A)	Modify the major research question as necessary to refocus the research plan.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
EIII.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.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
EIII.22 (C)	Critique the research process at each step to implement changes as the need occurs and is identified.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
(EIII.23)	Research/Organizing and Presenting Ideas. 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:	
EIII.23 (A)	Provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
EIII.23 (B)	Uses a variety of formats and rhetorical strategies to argue for the thesis.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
EIII.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.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1

Standard ID	Standard Text	Edgenuity Lesson Name
EIII.23 (D)	Uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
EIII.23 (E)	Is of sufficient length and complexity to address the topic.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1
(EIII.24)	Listening and Speaking/Listening. 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. Students are expected to:	
EIII.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.	Research Workshop: Generating Research Questions and Evaluating Sources Speaking and Listening: Effective Group Discussions
EIII.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.	Research Workshop: Generating Research Questions and Evaluating Sources Speaking and Listening: Effective Group Discussions Speaking and Listening: Evaluating a Speaker
(EIII.25)	Listening and Speaking/Speaking. 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.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Speaking and Listening: Effective Group Discussions

Standard ID	Standard Text	Edgenuity Lesson Name
(EIII.26)	Listening and Speaking/Teamwork. 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.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Speaking and Listening: Effective Group Discussions
TX.110.30(b) 110.33	Figure 19 TAC, Reading/Comprehension Skills English III Reading/Comprehension Skills. 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. The student is expected to:	
110.33 (A)	Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).	American Indian Issues An Inner Story of the Civil War Anticipating the Future through Texts: <i>Visions</i> Critiques of American Society in Science Fiction Exploring Cultural Identity through Language Japanese American Internment Latin American Magic Realist Voices Martin Luther King Jr. and Civil Disobedience <i>The Scarlet Letter</i>
110.33 (B)	Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	Fitzgerald and the Roaring Twenties The Iroquois Creation Myth: "The World on Turtle's Back" <i>The Scarlet Letter</i> , Part 2 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself"