



English 3 – Year-at-a-Glance

Standard and Honors Levels

From the FLDOE Course Description:

This course defines what students should understand and be able to do by the end of English 3. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

What is the purpose of this course?

The purpose of this course is to provide English 3 students with an integrated study of English-Language Arts using reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing on sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

What will English 3 students be expected to do?

In the 2025-2026 school year, SJCSD will continue to use the Florida B.E.S.T. Standards as the tool to guide ELA instruction in our schools. According to the [ELA B.E.S.T. Standards](#) (p. 104),

In grades 9-12, students are moving beyond analysis and evaluating writing, looking at particular techniques an author uses to add levels of meaning. Students continue to be introduced to literature from historic time periods. This framework will help students in building a body of knowledge useful in being able to interpret multiple layers of meaning. In high school, those periods begin with the Classical Period and continue to the present:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

What will English 3 students be reading and discussing?

The standards below will be covered by ALL English 3 teachers in SJCS D through the use of some or all of these spotlight texts. Moreover, teachers have autonomy to use additional, appropriate supplemental texts, lessons, and projects to address the quarter's spotlight standards as well as to introduce and review the other standards for the grade-level.

	Spotlight Standards	Spotlight Texts
Quarter 1	<p>Reading Strand: ELA.11.R.1.1: Literary Elements ELA.11.R.1.2: Theme ELA.11.R.1.3: Perspective and Point of View ELA.11.R.3.2: Paraphrase and Summarize</p> <p>Communication Strand- Writing: ELA.11.C.1.4: Expository (Informational) Writing</p> <p>Communication Strand- Grammar ELA.11.C.3.1: Usage rules to create flow: capitalization, basic spelling rules, quotation marks, apostrophes, hyphens</p> <p>Vocabulary Strand: ELA.11.V.1.1: Academic Vocabulary ELA.11.V.1.2: Morphology ELA.11.V.1.3: Context and Connotation</p>	<ul style="list-style-type: none"> • “American Horse” by Louise Erdrich—short story • “The Story of an Hour” by Kate Chopin—short story • “The Night Before Christmas” by Tomás Rivera—short story • <i>The Crucible</i> (excerpt) by Arthur Miller—play • <i>I, Tituba, Black Witch of Salem</i> (excerpt) by Maryse Condé
Quarter 2	<p>Reading Strand: ELA.11.R.2.1: Structure ELA.11.R.2.2: Central Idea ELA.11.R.2.3: Author's Purpose and Perspective ELA.11.R.2.4: Argument ELA.11.R.3.4: Understanding Rhetoric</p> <p>Communication Strand- Writing: ELA.11.C.1.3: Argumentative (Persuasive) Writing</p> <p>Communication Strand- Grammar: ELA.11.C.3.1: Usage rules to create flow: consistent verb tenses, commas, sentence fragments and run-ons</p> <p>Vocabulary Strand: ELA.11.V.1.1: Academic Vocabulary ELA.11.V.1.2: Morphology ELA.11.V.1.3: Context and Connotation</p>	<ul style="list-style-type: none"> • “Life After High School”—point/counterpoint essays • “Depart!” from <i>Arrian's Anabasis of Alexander</i>—classical speech • “The Allegory of the Cave” by Plato—philosophy • <i>Julius Caesar</i>, Act II, sc 2 by William Shakespeare—play

<p>Quarter 3</p>	<p>Reading Strand: ELA.11.R.1.4: Poetry ELA.11.R.3.1: Figurative Language ELA.11.R.3.3: Comparative Reading</p> <p>Communication Strand- Writing: ELA.11.C.1.4: Expository (Informational) Writing</p> <p>Communication Strand- Grammar: ELA.11.C.3.1: Usage rules to create flow: sentence variety</p> <p>Vocabulary Strand: ELA.11.V.1.1: Academic Vocabulary ELA.11.V.1.2: Morphology ELA.11.V.1.3: Context and Connotation</p>	<ul style="list-style-type: none"> • “The Negro Speaks of Rivers” by Langston Hughes—poetry • “How It Feels to Be Colored Me” by Zora Neale Hurston—essay • <i>The Great Gatsby</i> by F. Scott Fitzgerald—novel
<p>Quarter 4</p>	<p>Reading Strand: All B.E.S.T. Standards for English 3 will be reviewed and/or covered in this quarter.</p> <p>Communication Strand- Writing: ELA.11.C.1.2: Narrative Writing and/or ELA.11.C.4.1: Researching and Using Info</p> <p>Communication Strand- Grammar: ELA.11.C.3.1: Usage rules to create flow: commonly confused words; contested usage</p> <p>Vocabulary Strand: ELA.11.V.1.1: Academic Vocabulary ELA.11.V.1.2: Morphology ELA.11.V.1.3: Context and Connotation</p>	<p>School-based teacher teams will decide on the works they use in this quarter; please contact your student’s teacher for specifics.</p>

What longer works might English 3 students study?

In addition to the prescribed works listed above, teachers may choose to teach longer works in their entirety. The list below comprises those works approved by the FLDOE for English 3 study. If a work is neither a textbook offering (StudySync) nor a B.E.S.T. Sample Extended-Length Text, then teachers will have completed the novel approval process before using the work for whole-class instruction.

StudySync Novel Studies	B.E.S.T. Sample Extended-Length Texts
<ul style="list-style-type: none"> • <i>Americanah</i>, Adichie • <i>A Raisin in the Sun</i>, Hansberry • <i>As I Lay Dying</i>, Faulkner • <i>Billy Budd, Sailor</i>, Melville • <i>Bury My Heart at Wounded Knee</i>, Brown • <i>Death of a Salesman</i>, Miller • <i>Fences</i>, Wilson • <i>Into the Wild</i>, Krakauer • <i>Invisible Man</i>, Ellison • <i>Julius Caesar</i>, Shakespeare • <i>Othello</i>, Shakespeare • <i>The Adventures of Huckleberry Finn</i>, Twain • <i>The Awakening</i>, Chopin • <i>The Crucible</i>, Miller • <i>The Dreamer</i>, Ryan • <i>The Grapes of Wrath</i>, Steinbeck • <i>The Great Gatsby</i>, Fitzgerald • <i>The Namesake</i>, Lahiri • <i>The Poisonwood Bible</i>, Kingsolver • <i>The Road</i>, McCarthy • <i>The Scarlet Letter</i>, Hawthorne • <i>The Surrender Tree</i>, Engle • <i>Their Eyes Were Watching God</i>, Hurston • <i>Walden</i>, Thoreau 	<ul style="list-style-type: none"> • <i>Are Women People?</i>, Miller • <i>Books of Psalms</i>, Bible • <i>Confessions</i>, Augustine of Hippo • <i>Discourse on Method</i>, Descartes • <i>On Duties</i>, Cicero • <i>On the Social Contract</i>, Rousseau • <i>One Day in the Life of Ivan Denisovich</i>, Solzhenitsyn • <i>The Federalist Papers</i>, Hamilton et al. • <i>The First Philippics of Cicero against Marcus Antonius</i>, Cicero • <i>The Inferno</i>, Alighieri • <i>The Spirit of Laws</i>, Montesquieu • <i>Two Treatises of Government</i>, Locke