Secondary English Language Arts
English III Public Overview

English III
1st 9 Weeks
Assessments MAP Growth Reading: Sept. 9-10

What are we learning?
How can I help at home?

Unit 1 Overview: A Lone Star
Genre Focus: Literary Texts and Narrative Writing
Essential Question: How does place shape the individual?

Timeline: August 11 – October 8
Priority Standards: 11.1A, 11.4E, 11.5B, 11.5C, 11.6A, 11.6B, 11.6C, 11.6D, 11.7B, 11.8F, 11.9A, 11.9B, 11.9C, 11.9D
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will explore the relationship between identity and place through a variety of American literary texts. Students will analyze how setting, historical context, culture, and geography influence characters, themes, and conflicts. Through close reading, discussion, and literary analysis, students will examine how authors portray the American experience and how place shapes beliefs, opportunities, and personal growth. Students will also strengthen narrative writing skills as they craft original pieces that incorporate purposeful organization, rhetorical techniques, and meaningful reflection. As a culminating experience, students will create narratives and literary analyses that examine the influence of place on identity and human experience.

At-Home Connections:

- Ask your student to create a photo essay or digital collage showing places in the community that have shaped who they are and explain the significance of each location.
- Discuss how different regions of Texas or the United States influence values, traditions, opportunities, and lifestyles.
- Visit a local historical site, museum, or landmark and discuss how the location reflects larger American stories and identities.
- Have your student interview a family member about a place that changed their life and compare that experience to themes from class readings.

2nd 9 Weeks
Assessments PSAT: Oct. 29

What are we learning?
How can I help at home?

Unit 2 Overview: The Highway
Genre Focus: Informational Text and Inquiry
Essential Question: How do journeys influence perspective?

Timeline: October 19-December 18
Priority Standards: 11.4E, 11.7D(i), 11.7D(ii), 11.8A, 11.9B, 11.9C, 11.9D, 11.11A, 11.11E, 11.11I
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will investigate how physical, personal, and societal journeys influence perspectives and understanding. Through informational texts, research, and inquiry, students will analyze authors' purposes, evaluate evidence, examine organizational structures, and assess source credibility. Students will study how experiences such as travel, exploration, migration, and self-discovery shape viewpoints and contribute to personal growth. As researchers and writers, students will develop inquiry questions, synthesize information from multiple sources, and create informational products supported by credible evidence. As a culminating experience, students will present research that demonstrates how journeys can transform individuals and communities.

At-Home Connections:

- Have your student map a meaningful family journey, move, vacation, or life transition and discuss how it changed perspectives or opportunities.
- Compare travel blogs, documentaries, or podcasts about the same destination and discuss how each creator's experiences shape the message.
- Ask your student to research a gap year, study-abroad program, military pathway, or career journey and present the key takeaways to the family.
- Plan a short family day trip and challenge your student to document observations about how different environments influence people and communities

3rd 9 Weeks

Assessments
TELPAS Window: Feb. 15-Mar. 26
MAP Growth Reading: Jan. 27-28

What are we learning?
How can I help at home?

Unit 3 Overview: Sports, War, and Money
Genre Focus: Argumentative Text, Rhetorical Analysis, and Inquiry
Essential Question: What does it mean to win?

Timeline: January 6 – March 4

Priority Standards: 11.7E(i), 11.7E(ii), 11.7E(iii), 11.8A, 11.8B, 11.9B, 11.9C, 11.9D, 11.11E, 11.11G, 11.11J
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will examine competing definitions of success, achievement, and winning through argumentative texts, rhetorical analysis, and inquiry. Students will analyze how authors construct arguments, use rhetorical devices, address counterclaims, and appeal to specific audiences. Through research and discussion, students will evaluate source credibility, identify faulty reasoning, and analyze the effectiveness of persuasive techniques. Students will then apply these skills to create their own evidence-based arguments and rhetorical analyses. As a culminating experience, students will present and defend positions on issues related to competition, success, ethics, and achievement in modern society.

At-Home Connections:

- Watch a sporting event, business competition show, or debate and discuss whether success should be measured by outcomes, effort, ethics, or personal growth.
- Analyze a college, military, athletic, or career advertisement and identify rhetorical techniques used to persuade audiences.
- Hold a family discussion around the question, "Can someone lose and still be successful?" and require participants to support claims with evidence.
- Ask your student to investigate a famous controversy in sports, business, or history and evaluate the arguments made by different sides.

4th 9 Weeks

Assessments
TELPAS Window: Feb. 15-Mar. 26
STAAR Reading: April 12-14 (1 day)
Reading MAP: May 12-13

What are we learning?
How can I help at home?

Unit 4 Overview: Breaking Away
Genre Focus: Multi-Genre and College Entrance Essays
Essential Question: How does independence define the American spirit?

Timeline: March 15 – May 27
Priority Standards: 11.3A, 11.4E, 11.4G, 11.4H, 11.5A, 11.8A, 11.9A, 11.9B, 11.9C, 11.11I
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will explore the concept of independence through literary, informational, and argumentative texts while preparing for postsecondary opportunities. Students will synthesize ideas across multiple genres, evaluate key themes related to freedom, self-reliance, responsibility, and the American identity, and analyze how authors communicate complex messages. Through reflective writing and

critical thinking, students will consider how personal experiences, values, and goals contribute to their own independence. Students will also develop college entrance essays and other authentic writing pieces tailored to specific audiences and purposes. As a culminating experience, students will revise, publish, and present polished writing that showcases their voice, growth, and future aspirations.

At-Home Connections:

- Review real college, scholarship, military, or workforce application prompts and discuss how personal experiences can be used to tell a compelling story.
- Ask your student to create a personal "life after high school" plan that includes goals, possible pathways, challenges, and next steps.
- Discuss family experiences with independence, such as moving away from home, starting a career, joining the military, or attending college.
- Conduct a mock college or job interview and encourage your student to practice communicating their strengths, goals, and values.