



PUTNAM COUNTY School System

ENGAGE INSPIRE ACHIEVE

2026- 2027

PCSS English III Teachers - District Scope and Sequence
myPerspectives Curriculum: American Literature

This document is a guide for planning and instruction of the district-adopted curriculum. It should lead the focus of learning for each unit of instruction. The associated ELA standards and tasks to demonstrate learning are included for each unit. By teaching each “must do text” and performance activity, teachers will cover every standard at least once. The supplementary novel guides or novel descriptions are linked to each unit.

Curriculum-Provided Common Assessments and ACT Practice Tests

Savvas Unit Guide	TN IPG CLICK HERE	ELDA Standards
Standards and Standards Guides Click Here	DOK Sentence Stems Click Here	Grammar Progression Chart Click Here
ACT/TN READY CROSSWALK Click Here	PCSS Lesson/Unit Prep Protocol	26-27 PCSS CALENDAR CLICK HERE
Controversial Materials Guidance	Student Work Analysis Protocol	

English III: Quarter 1 Scope and Sequence (45 instructional days)

Week & Dates	Text(s)	ELA Standards	Linked ELD Standard(s)	Essential Tasks (from Savvas Essential List)	Writing Opportunities: Type & Timing
Week 1 (Aug 3–7)	Unit 3 Introduction; Whole-Class Learning Intro; Launch Text: "The Zigzag Road to Rights"	11-12.L.VAU.6 ; 11-12.RI.KID.2	1, 3, 4, 6, 7 (L.VAU.6); 1, 3 (RI.KID.2)	Academic Vocabulary Chart; Word Network; Jump Start Discussion; ; Timeline of Civil Rights events.	Informative: Write a critical summary of the Launch Text during the unit introduction.
Week 2 (Aug 10–14)	Anchor Text: "What to the Slave is the Fourth of July?" (Frederick Douglass)	11-12.RI.KID.1 ; 11-12.RI.IKI.8 ; 11-12.L.CSE.1	1, 4 (RI.KID.1); 6 (RI.IKI.8); 10 (L.CSE.1)	5-Day Pacing: Close Read Annotation; Vocabulary; Latin prefix <i>ob-</i> practice; Analyze Rhetorical Questions and Parallelism.	Informative Paragraph: Connect research on Douglass learning to read to his speech (Block Day).

Week 3 (Aug 17–21)	Anchor Text: "Second Inaugural Address" (Lincoln); Media: "Perspectives on Lincoln"	11-12.RI.CS.5 ; 11-12.RI.IKI.9 ; 11-12.SL.CC.2	3, 6 (RI.CS.5); 1, 3, 4 (RI.IKI.9); 1 (SL.CC.2)	4-Day Lincoln Pacing: Chronological structure analysis; Prepositional phrases; Analyze Media (Composition/Caricature).	Informative Eyewitness Account: Write a letter/journal entry as if present at Lincoln's inauguration.
Week 4 (Aug 24–28)	Whole-Class Performance Task: Informative Essay Drafting	11-12.W.TTP.2 ; 11-12.W.PDW.5	3, 9, 10 (W.TTP.2); 2, 3, 7, 9, 10 (W.PDW.5)	Buffer Week: Researching, drafting, and peer review of essay answering: "Did the nation achieve the goals Douglass/Lincoln desired?"	Selection Test: Douglass & Lincoln. Informative Essay: Full process writing (draft to final).

Week 5 (Aug 31–Sep 4)	Small-Group Learning Intro: "Ain't I a Woman?" (Truth); "Declaration of Sentiments" (Stanton)	11-12.RI.CS.6 ; 11-12.RI.IKI.8 ; 11-12.L.VAU.4.d	6 (RI.CS.6); 6 (RI.IKI.8); 8 (L.VAU.4.d)	Small Group Rules/Schedule; Truth's Refrain analysis; Stanton's Allusions to the Dec. of Independence.	Informative Text: biographical sketch or definition of "woman" based on 1850s social norms.
Week 6 (Sep 7–11) <i>Labor Day</i> <i>Sep 7</i>	Media: "Giving Women the Vote" (Podcast); Short Story: "The Story of an Hour" (Chopin)	11-12.RI.IKI.7 ; 11-12.RL.KID.2 ; 11-12.RL.CS.6	1 (RI.IKI.7); 1, 3 (RL.KID.2); 3 (RL.CS.6)	Podcast Frame analysis; Analyze ironic situational outcomes in Chopin; Internal Monologue analysis.	Compare-and-Contrast Essay: Analyze persuasion methods in Stanton's text vs. the podcast.

Week 7 (Sep 14–18)	Legal Opinion: "Brown v. Board of Education" (Warren); Independent Learning Intro	11-12.RI.CS.4 ; 11-12.RI.CS.5 ; 11-12.L.KL.3	8 (RI.CS.4); 3 , 6 (RI.CS.5); 7 (L.KL.3)	Legal Jargon (Plaintiffs/Jurisdiction); Coordinating Conjunctions; Independent reading selection process.	Selection Test: Stanton/Chopin. News Article: Summarize the Brown decision for a general audience.
Week 8 (Sep 21–25)	Small-Group Performance Task; Independent Selection (e.g. Hughes, Wilkerson, or Steinem)	11-12.SL.CC.1 ; 11-12.SL.PKI.4 ; 11-12.RI.RRTC.1 0	2 (SL.CC.1); 3 , 4 , 5 , 7 (SL.PKI.4); 1 (RI.RRTC.10)	Buffer Week: Conduct Panel Discussion; Read and annotate independent selection; Review Evidence Log for Final PBA.	Panel Discussion: Conduct a group informative discussion on reformers' goals.

Week 9 (Sep 28–Oct 2)	Final Performance-Based Assessment (PBA); Unit 3 Reflection & Test	11-12.W.TTP.2; 11-12.SL.PKI.4; 11-12.W.RW.10	3, 9, 10 (W.TTP.2); 3, 4, 5, 7 (SL.PKI.4); 2, 3, 7, 9, 10 (W.RW.10)	Synthesize unit evidence; Final drafting; Record Podcast; Reflect on Unit Goals and growth.
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**Grades 11-12 ELA Standards (Reading, Language, Writing, Speaking and Listening) are listed in detail on the following pages.



TN Reading Standards - Grades 11-12	
Literature Reading Standards	Informational Reading Standards
11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

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.RI.KID.2 Determine multiple 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.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas 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.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute	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.
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.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.
11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in	11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse

multiple diverse formats and media, including how the version interprets the source text.	formats and media.
Standard #8 is not applicable to literature.	11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.	11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

TN Language Standards - Grades 11-12

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.
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.

11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or a phrase.
- b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

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 postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

TN Writing Standards - Grades 11-12

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.

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.

11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of

view, and

introducing a narrator/speaker and/or characters.

b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

c. Create a smooth progression of experiences or events.

d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

g. Use appropriate language and techniques, such as metaphor, simile, and analogy.

h. Establish and maintain an appropriate style and tone.

11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products,

utilizing ongoing feedback, including new arguments and information.
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.
11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source material.
11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

TN Speaking and Listening Standards - Grades 11-12
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that

listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.