



PUTNAM COUNTY School System

ENGAGE INSPIRE ACHIEVE

2025- 2026

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. Flex days may be used for novels, scaffolding, reteaching, writing revisions, assessments, or additional grammar and vocabulary focus. They may also be used to add instructional time to individual assignments.

Curriculum-Provided Common Assessments and ACT Practice Tests

Quarter 1 (45 Instructional Days)

Unit 3

Power, Protest, and Change + Selections from Unit 1 Words that Shaped a Nation

Dates: August 4 - October 3

36 lessons +

9 flex days
ACT link

Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Informative essay

***Refer to Savvas Unit Guide for specific activities for each text.**

Benchmark Window: September 15 - Oct 3, 2025

Writing Focus	Must Do Texts and Standards Taught	Grammar and Vocabulary Focus	Novel Supplement <i>Novels are supplementary material that may be layered into the unit to focus on target standards. They should not be used in place of unit texts. They may replace May Do independent reading selections.</i> *Please vet all novels before presenting to students. Use teacher discretion. Before teaching a novel unit, please refer to the controversial materials guidance document.
Informative Essay W.TTP.2 P. 318, 337, 388	INTRODUCTION Day 1 Unit Video: Civil Rights Marches Discuss It: Perhaps more than any other country, the United States was founded on dreams people had of shaping the society in which they lived. What were some of those dreams?	Conventions and Style: Types of Phrases (11-12.L.CSE.1; 11-12.L.KL.3) Concept Vocabulary (11-12.L.VAU.6) Word Study: Synonyms and Nuances (11-12.L.VAU.5) Structure (11-12.RI.CS.5;	When using novels, teachers need to focus on teaching/remediating specific standards. I Am Malala (lexile 1000) The test in *Savvas is the same for all grade levels. Black Boy (lexile 950) A Separate Peace (lexile 1110)

	LAUNCH TEXT: The Zigzag Road to Rights 1 day Summary (11-12.RI.KID.2) Bring Summary to AUGUST collaboration - Focus Period: 1850–1890 (2 days) from What to the Slave Is the Fourth of July? (5 days) 11-12.RI.CS.5; 11-12.RI.IKI.8) Writing to Sources: Informative Paragraph (11-12.W.TTP.2; 11-12.W.PDW.4) Speaking and Listening: Dramatic Reading (11-12.SL.CC.3) Second Inaugural Address (4 days) 11-12.L.KL.3)Writing to Sources: Informative Eyewitness Account (11-12.W.TTP.2; 11-12.W.TTP.3) Speaking and Listening: Reading and Discussion (11-12.SL.CC.3) - Perspectives on Lincoln (1 day) (11-12.L.VAU.6) (11-12.SL.CC.2;	11-12.RI.CS.6; 11-12.RI.IKI.9) Conventions and Style: Types of Phrases (11-12.L.CSE.1; Concept Vocabulary (11-12.L.VAU.4.a) Word Study: Latin Root: -lig- (11-12.L.VAU.4.d) Conventions and Style: Types of Clauses (11-12.L.CSE.1) Media Vocabulary (11-12.L.VAU.6) L.CSE.1,punctuation for enumeration L.VAU.4	
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	11-12.SL.PKI.5 • “Gettysburg Address” Unit 1 (1 day) (RI.RRTC.10, RI.CS.6, RI.IKI.9, L.VAU.4, 5 SL.CC.3 • Informative Essay (3 days) (11–12.W.TTP.2, 2.a–f; 11-12.W.PDW.5; 11-12.W.RBPK.7; 11-12.W.RBPK.9; 11-12.L.KL.3) • Ain’t I a Woman? (2 Days) Effective Rhetoric (11-12.RI.CS.6; 11-12.RI.IKI.8) Author’s Style: Use of Words and Phrases (11-12.L.CSE.1; 11-12.L.KL.3) Writing to Sources: Informative Text (11-12.W.TTP.2) • Declaration of Sentiments (2 Days) Author’s Choices:		
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	Allusions (11-12.RI.IKI.9) • Giving Women the Vote (1 day) • The Story of an Hour (3 days) Concept Vocabulary (11-12.L.VAU.4.b) Word Study: Denotation and Connotation (11-12.L.VAU.5) Writing to Compare: Compare and Contrast Essay (11-12.RI.CS.5; 11-12.RI.CS.6; 11-12.RI.IKI.7; 11-12.W.TTP.2.f) • Brown v. Board of Education: Opinion of the Court (2 days) (11-12.L.VAU.4.b) Word Study: Technical Words (11-12.RI.CS.4; 11-12.L.VAU.6) • Research presentation and/or Informative essay (4 days) Panel Discussion (11-12.SL.CC.1; 11-12.SL.PKI.4; 11-12.SL.PKI.6) Research		
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	Presentation (11-12.W.RBPK.7; 11-12.W.RBPK.8; 11-12.SL.PKI.6) Essay (11-12.W.TTP.2; 11-12.W.RBPK.9; 11-12.W.RW.10; 11-12.RI.KID.1) Declaration of Independence Unit 1 (2 Days) RI.KID.1, RI.IKI.8, 9, RI.RRTC.10 L.CSE.1, syntax L.KL.3, L. VAU.4, W.TTP.1. SL.CC.1 (write editorial) Preamble to the Constitution, Bill of Rights Unit 1 (3 Days) RI.RRTC.10, RI.CS.5, RI.IKI.9,		
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Quarter 2 (42 Instructional Days)

UNIT 2 : The Individual and Society

Instructional Dates:
October 20 - Dec 19

31 lessons + 10 Flex days

Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Personal Narrative

***Refer to Savvas Unit Guide for specific activities for each text.**

Benchmark Window: Dec 1 - 19

Writing Focus & Assessments	Must Do Texts and Standards Taught	Grammar and Vocabulary	Supplemental Novels <i>Novels are supplementary material that may be layered into the unit to focus on target standards. They should not be used in place of unit texts. They may replace May Do independent reading selections.</i> *Please vet all novels before presenting to students. Use teacher discretion. Before teaching a novel unit, please refer to the controversial materials guidance document.

Writing Focus: Narrative p. 168, 184, 192	EQ: What role does individualism play in American society? INTRODUCTION: Unit Video: Richard Blanco Reads	L.VAU.4 (diction) L.VAU.5, 6 Variety of types	The Jungle T.44- 45 (1170 Lexile) On the Duty of Civil Disobedience (1340 Lexile) Ethan Frome (Lexile 820-1200)
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W.TTP.3 Speaking & Listening: Discussion W.RBPK.8, SL.CC.1 Speech SL.PKI.4	“One Today” Discuss It: This poem, read by its author at President Barack Obama’s 2013 inaugural, praises America as a society of individuals. How do the details of the poem present individual Americans? What connections among individuals does Blanco see? Up from Slavery (1 day) Write Summary RL.KID.2 Bring Sample to Collaboration Focus Period:: 1800 - 1870 (2 days) Concept Vocabulary The Writing of Walt Whitman (5 days with writing and RL.IKI.9, RL.CS.5, L.KL.3, The Poetry of Emily Dickinson (5 days) RL.CS.5, L.VAU.5 From Emily Dickinson, from Great Lives (4 days with writing) L.VAU.6,, RL.IKI.7, RBPK.9, SL.CC.3 (Personal Narrative) Bring to Collaboration From Nature & From Self-Reliance (3 days) L.VAU.4a,c-d, RI.KID.2, RI.CS.5 From Walden & From Civil Disobedience (2	of words Onomatopoeia Words in pairs Parts of Speech L.VAU.4, L.KL.3 Abstract noun Concrete noun Sentence Variety Independent clauses Subordinate (or dependent) clause Phrases L.CSE.1, L.CSE.2 Latin Multi- -sanct- Super- Di- Dis- L.VAU.4	
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	days) L.VAU.4.b, RI.CS.6 Inventors and Their Inventions (1 Day) L.VAU.6 The Love Song of J. ALfred Prufrock (2 days) L.VAU.4a,b, RL.CS.5, 6, L.CSE.2 A Wagner Matinee (3 days with Performance Task) L.VAU.4.b, c, RL.KID.3, RL.CS.4 Essay (3 days) Bring Sample to Collaboration		
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Quarter 3 (48 Instructional Days)
Unit 6: Ordinary Lives, Extraordinary Tales
29 Lessons + 15 Flex
January 3-March 8

Unit Goals: Reading, Writing & Research, Language, Speaking & Listening
Academic Vocabulary: Narrative
***Refer to Savvas Unit Guide for specific activities for each text.**

Benchmark Window: February 23 - March 8, 2026

Writing Focus: Narrative pp. 808-815 W.TTP.3, W.PDW.5, W.RW.10, L.VAU.4, 6, RL.KID.3 S&L - Storytelling, “An Occurrence at Owl Creek Bridge” (4 Days) L.VAU.4, RL.CS.5, L.CSE.1, L.KL.3 “The Jilting of	EQ: What do stories reveal about the human condition? “Old Man at the Bridge” (1 Day) L.VAU.6 RL.KID.2 Focus Period: 1950 - Present (2 Days) RI.RRTC.10 “Everyday Use” (3 days) L.KL.3, RL.CS.5, L.CSE.1 “Everything Stuck to Him” (4 Days including Common Assessment by August 18) L.KL.3, RL.CS.5, L.CSE.1	Dialect Pronouns and Antecedents Active and Passive Voice Syntax Exocentric/Endocentric Compounds -strict- -scend- -um- Dys- L.CSE.1 Links to Savvas resources	T52-53 - Pacing Guide • <i>The Help</i> (730L) • <i>The Glass Castle</i> (1010L) • <i>Of Mice and Men</i> (630L)
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Granny Weatherall” (6 Days including writing) L.VAU.4, RL.CS.4, 5, L.VAU.5 Formative Assessments Selection and Extension Selection Test	“The Leap” (7 Days including 3 for writing) L.VAU. 4, RL.KID.3, RL.CS.4 “A Brief History of the Short Story” (2 Days) L.VAU.4, RI.KID.3, L.CSE.1, W.RBPK.7 “An Occurrence at Owl Creek Bridge” (4 Days) L.VAU.4, RL.CS.5, L.CSE.1, L.KL.3 “The Jilting of Granny Weatherall” (6 Days including writing) L.VAU.4, RL.CS.4, 5, L.VAU.5		
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Quarter 4 (45 Instructional Days)

UNIT 5 : Facing our Fears

Instructional Days: March 26-May 29

37 Lessons + 8 Flex

Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument

***Refer to Savvas Unit Guide for specific activities for each text.**

Benchmark: TBD by teacher, using EOY assessment

Unit Title	# of Lessons in the Textbook Curriculum	Writing Focus	Must Do Texts and Standards Taught	Grammar and Vocabulary	Novel Supplement <i>Novels are supplementary material that may be layered into the unit to focus on target standards. They should not be used in place of unit texts. They may replace May Do independent reading selections.</i> *Please vet all novels before presenting to students. Use teacher discretion. Before teaching a novel unit, please refer to the controversial materials guidance document.
5 - Facing Our Fears Instructional Dates:	37 Lessons + 8 Flex days to be	Writing - Argumentative Essay (pp. 692- 696, pp. 745- 748) (W.TTP.1,	EQ: How do we respond when challenged by fear? Introduction: Unit Video: The Hollywood Blacklist Discuss It: How should we respond to those who hold different	Dialect Regionalism Pronouns and Case L.CSE.1 Latin	T50-51 - Pacing Guide • <i>The Red Badge of Courage</i> (660-900L) • <i>The Devil in the White City</i> (1170L) • <i>Heart of Darkness</i>

March 26- May 29 ACT Practice	added where needed (scaffolding, novels, reteaching, grammar focus)	W.RW.10, RL.KID.1, L.VAU.6) W.RBPK.7 S&L - Speech (p. 701, 748 SL.PKI.4, SL.CC.1 Formative Assessments Selection and Extension Tests	political views or values than we do? “Is it Foolish to Fear?” and Focus Period (3 Days) L.VAU.6 <i>The Crucible</i>, Acts I, II, III, IV, and Audio Performance (17 days with writing L.VAU.4,5,6, RL.KID.1, 2,3,RL.CS.4, 6, RL.IKI.7, RL.RRTC.10 L.CSE.1 Pronouns Argument Essay From <i>Farewell to Manzanar</i>, Interview with George Takei (6 Days) L.VAU.4, 6, RI.KID.3, RI.CS.6 Antojos (7 Days with Writing) L.VAU.4, RL.KID.3, RL.CS.5, L.CSE.1 Argument essay and/or Research Project (4 days)	-fama- -or L.VAU.4,5 Technical words Connotation Etymology Media Vocabulary L.VAU.5, 6	<i>and The Secret Sharer (1020-1320L)</i>
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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	11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute

and what is implied.	to its effectiveness.
11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.	11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse 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.