



Spider
Learning, Inc.

South Carolina High School Employability Credential
Essentials of English Language Arts III
Standards Crosswalk and Pacing Guide

Essentials of English Language Arts III

Pacing Guide

Coming soon!

Quarter	Standards	Topics
#1		
#2		
#3		
#4		

Essentials of English Language Arts III
Standards Crosswalk

[Link to all 2025 ELA Standards](#)

Refer to this document for the Big Ideas to be covered in the course.

[Link to all ELA Textbook Modules](#)

Domain 1	APPLICATIONS OF READING (AOR)	
Performance Expectation	Spider Learning Unit and Lesson	Spider Learning Textbook Module
ELA.E3.AOR.1.1 Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.	Unit 19 Lesson 13 Comparing Genres Unit 35 Lesson 8 Understanding Poetic Meaning	
ELA.E3.AOR.1.2 Evaluate an author’s use of figurative language within and across texts.	Unit 21 Lesson 11 Analyzing Figurative Language Unit 23 Lesson 4 Crafting Effective Replies	
ELA.E3.AOR.2.1 Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.		World Literature Part 4 Unit 3 Lesson 2
ELA.E3.AOR.2.2 Analyze the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.	Unit 5 Lesson 2 Identifying the Central Idea in Persuasive Texts Unit 9 Lesson 1 Central Idea and Theme	
ELA.E3.AOR.3.1 Analyze a literary text distinguishing between what is directly stated	Unit 35 Lesson 4 Understanding Figurative Language and Meaning	

and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).	Unit 9 Lesson 2 Inferences and Textual Evidence	
ELA.E3.AOR.4.1 Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.	Unit 17 Lesson 14 Comparing Themes and Styles Unit 24 Lesson 1 Formal and Informal Language	
ELA.E3.AOR.5.1 Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.	Unit 9 Lesson 6 Similes and Metaphors in Poems Unit 13 Lesson 2 Author's Purpose and Point of View	
ELA.E3.AOR.5.2 Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.	Unit 11 Lesson 2 Identifying Key Ideas and Details Unit 15 Lesson 1 Text Structures	
ELA.E3.AOR.5.3 Compare the development of multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational texts; evaluate each author's use of information.	Unit 5 Lesson 6 Identifying and Evaluating Arguments, Claims, and Conclusions Unit 5 Lesson 14 Comparing and Contrasting Texts	
ELA.E3.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.	Unit 35 Lesson 1 Themes, Morals, and Main Ideas Unit 17 Lesson 2 Central Idea	
ELA.E3.AOR.7.1 Determine or clarify the		

<p>meaning of known, unknown, and multiple meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</p> <ul style="list-style-type: none"> a) use background or prior knowledge to determine or clarify the meanings of words; and b) consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. 	<p>Unit 1 Lesson 8 (a) Using Word Relationships to Understand Unfamiliar or Multiple-Meaning Words Unit 11 Lesson 4 (a) Using Context Clues</p> <p>Unit 15 Lesson 2 (b) Determining Unknown Words Unit 19 Lesson 1 (b) Word Relationships and Meaning</p>	
<p>ELA.E3.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a) interpret figures of speech (e.g., understatement) in context and analyze how they function within a text; b) analyze nuances in the meanings of words with similar denotation; c) analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper). 	<p>Unit 33 Lesson 6 (a) Similes and Metaphors in Poetry Unit 33 Lesson 11 (a) Analyzing Figurative Language</p> <p>Unit 33 Lesson 7 (c) Author's Tone Unit 33 Lesson 9 (c) Hyperbole, Meaning, and Tone</p>	<p>British Literature Part 2 Unit 2 Lesson 2 (b)</p>

ELA.E3.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.	Unit 19 Lesson 3 Analyzing the Plot Unit 27 Lesson 2 Synonyms, Antonyms, and Context Clues	
ELA.E3.AOR.10.1 Evaluate the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.	Unit 35 Lesson 7 Comparing Versions of a Text Unit 36 Lesson 9 Presentation Techniques	

Domain 2	RESEARCH (R)	
Performance Expectation	Spider Learning Unit and Lesson	Spider Learning Textbook Module
ELA.E3.R.1.1 Conduct short and more sustained research to answer questions or solve a problem(s) by: answering self-generated questions about a topic(s) while using a variety of sources; and refining the scope of inquiry as relevant to the topic(s), purpose, and audience.	Unit 2 Lesson 2 Creating a Writing Routine Unit 24 Lesson 2 Short Research Projects	
ELA.E3.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	Unit 4 Lesson 4 Identifying and Citing Credible Sources Unit 6 Lesson 3 Finding and Quoting Sources	
ELA.E3.R.1.3 Analyze findings to determine relevance to the topic(s) and purpose of inquiry.	Unit 11 Lesson 12 Supporting Claims with Relevant Support Unit 18 Lesson 6 Analyzing Evidence	

ELA.E3.R.1.4 Synthesize and logically organize findings as relevant to the purpose and audience.	Unit 5 Lesson 8 Synthesizing Media and Information Unit 5 Lesson 11 Synthesizing Various Types of Sources	
ELA.E3.R.1.5 Follow a standard academic style guide for citation to avoid plagiarism.	Lesson 16 Unit 3 Using Sources for Research Unit 35 Lesson 12 Using and Citing Relevant Sources	

Domain 3	WRITTEN AND ORAL COMMUNICATION (C)	
Performance Expectation	Spider Learning Unit and Lesson	Spider Learning Textbook Module
<p>ELA.E3.C.1.1 Write arguments to support claims in an analysis of topics or texts. When writing:</p> <ul style="list-style-type: none"> a) introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence; b) develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both; c) use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims; 	<p>Unit 19 Lesson 14 (a) Forming and Supporting Opinions Unit 34 Lesson 6 (a) Introducing the Text</p> <p>Unit 34 Lesson 7 (b) Forming Opinions Unit 34 Lesson 9 (b) Arguments, Evidence, and Citations</p> <p>Unit 30 Lesson 14 (c) Common Writing Errors and Mistakes Unit 32 Lesson 12 (c) Sentence Structure</p>	

<p>d) use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;</p> <p>e) establish and maintain a writing style appropriate to the task and audience; and</p> <p>f) provide a concluding statement or section that supports the argument presented.</p>	<p>Unit 18 Lesson 2 (d) Using Credible Sources Unit 18 Lesson 3 (d) Evidence and Support</p> <p>Unit 13 Lesson 11 (e) Collaborative Discussions and Sharing Ideas Unit 30 Lesson 13 (e) Formal Tone and Consistent Voice</p> <p>Unit 6 lesson 8 (f) Writing a Concluding Statement Unit 30 Lesson 8 (f) Concluding Statements</p>	
<p>ELA.E3.C.2.1 Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:</p> <p>a) introduce a topic and organize complex concepts and information;</p> <p>b) develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience’s knowledge of the topic;</p> <p>c) use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;</p> <p>d) use precise language and vocabulary appropriate to the complexity of the</p>	<p>Unit 11 Lesson 9 (a) Writing for an Audience Unit 16 Lesson 6 (a) Engaging the Reader</p> <p>Unit 11 Lesson 11 (b) Developing a Topic or Idea with Support Unit 16 Lesson 8 (b) Using Quotations Effectively</p> <p>Unit 16 Lesson 11 (c) Using Language Effectively Unit 28 Lesson 13 (c) Conclusions and Transitions</p> <p>Unit 28 Lesson 11 (d) Precise Language and Domain-Specific Vocabulary</p>	

<p>topic;</p> <p>d) establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and</p> <p>f) provide a concluding statement or section that supports the information presented.</p>	<p>Unit 30 Lesson 9 (d) Precise Words and Phrases</p> <p>Unit 28 Lesson 12 (e) Sentence Variety and Voice Unit 30 Lesson 13 (e) Formal Tone and Consistent Voice</p> <p>Unit 16 Lesson 13 (f) Wrapping up Ideas Unit 23 Lesson 13 (f) Constructing a Conclusion</p>	
<p>ELA.E3.C.3.1 Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim.</p> <p>a) produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</p> <p>b) engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;</p> <p>c) develop a clear progression of experiences or events;</p> <p>d) use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting,</p>	<p>Unit 14 Lesson 4 (a) Using Prewriting Strategies: Outlining Unit 20 Lesson 9 (a) Time Frames and Transitions</p> <p>Unit 8 lesson 1 (b) The Writing Process Unit 20 Lesson 11 (b) Plot Structure and Organization</p> <p>Unit 14 Lesson 11 (c) Transitions and Creating Relationships Unit 28 lesson 2 (c) Organizing Your Writing</p> <p>Unit 2 Lesson 8 (d) Using Dialogue and Pacing Unit 14 Lesson 8 (d) Dialogue and Pacing</p>	

<p>and/or characters;</p> <p>e) use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and</p> <p>f) provide an ending or conclusion that clearly connects the narrative’s relevance to the intended purpose of the writing.</p>	<p>Unit 2 Lesson 12 (e) Varying Sentence Structure Unit 10 Lesson 14 (e) Using Descriptive Details and Precise Language</p> <p>Unit 14 Lesson 9 (f) Concluding Your Story Unit 26 Lesson 9 (f) Conclusions and Reflections</p>	
<p>ELA.E3.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <p>a) apply knowledge of rules for capitalization and punctuation;</p> <p>b) apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and</p> <p>c) use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.</p>	<p>Unit 26 Lesson 13 (a) Types of Sentences and Sentence Errors Unit 8 Lesson 12 (a) Varying Sentences and Patterns</p> <p>Unit 6 Lesson 14 (b) Proofreading for Common Writing Errors Unit 30 Lesson 14 (b) Common Writing Errors and Mistakes</p> <p>Unit 10 Lesson 11 (c) Sentence Patterns and Artistic License Unit 34 Lesson 11 (c) Varying Sentence Patterns</p>	
<p>ELA.E3.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and</p>	<p>Unit 20 Lesson 8 Peer Editing and Collaboration Unit 2 Lesson 4 Using Prewriting Strategies</p>	

<p>style appropriate to audience, purpose, and task.</p>		
<p>ELA.E3.C.7.1 Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting</p> <ul style="list-style-type: none"> a) demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); b) convey a perspective with clear reasoning and valid evidence; c) include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d) create, share, and/or publish multimedia texts through a range of formats for publication. 	<p>Unit 12 Lesson 8 (a) Discussing Poetry Unit 24 Lesson 6 (a) Presenting a Personal Narrative</p> <p>Unit 24 Lesson 3 (b) Preparing for Your Presentation Unit 24 Lesson 12 (b) Persuading Your Audience</p> <p>Unit 4 Lesson 14 (c) Creating Multimedia Presentations Unit 12 Lesson 9 (c) Incorporating Media into Presentations</p> <p>Unit 22 Lesson 11 (d) Breaking the Rules: Poetry Unit 34 Lesson 1 (d) Similes and Metaphors in Poetry</p>	
<p>ELA.E3.C.8.1 Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and</p>		

<p>generate new understandings:</p> <ul style="list-style-type: none"> a) determine engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and b) consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. 	<p>Unit 13 Lesson 11 (a) Collaborative Discussions and Sharing Ideas Unit 26 Lesson 3 (a) Participating in Collaborative Discussions</p> <p>Unit 9 Lesson 14 (b) Forming and Presenting Opinions Unit 10 lesson 7 (b) Forming and Presenting an Opinion</p>	
<p>ELA.E3.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <ul style="list-style-type: none"> a) evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; b) evaluate the effectiveness and validity of the information and supporting evidence being presented; and c) analyze the speaker’s information while identifying any logical fallacies and biases that may be present. 	<p>Unit 18 Lesson 12 (a) Peer Conferencing and Collaboration Unit 17 Lesson 7 (a) Claims, Reasons, and Evidence</p> <p>Unit 17 Lesson 11 (b) Emphasizing Points within a Speech Unit 17 Lesson 3 (b) Explicit vs. Implicit Ideas</p> <p>Unit 5 Lesson 7 (c) Distinguishing between Logical Reasoning and Logical Fallacies Unit 17 Lesson 6 (c) Arguments and Claims</p>	

