ENGLISH III—Full Year

CREDIT   1   GRADE   11   PREREQUISITE   ENGLISH II

This course emphasizes American authors and writings, vocabulary development, and composition writing. Language usage and grammar are taught prescriptively. A research project and oral communication experiences are required. **NOTE: This course is required for graduation.**

State Standards for English III may be found here:
http://tn.gov/education/article/english-language-arts-standards

Embedded Standards

Embedded standards are skills and processes used in English and support and enhance classroom instruction.

- Demonstrate understanding of standard English grammar and usage
- Independently increase and correctly use general academic and domain-specific words and phrases when reading, writing, speaking, and listening.
- Draw evidence from literary and informational text to support analysis, reflection, or research
- Write routinely over short and extended time frames for a range of purposes
- Initiate and effectively participate in a range of collaborative discussions on grades 11-12 topics
- Identify and use context clues to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how the author's word choices affect the overall meaning and tone of the work, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- 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
- Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century works of American literature, including how two or more texts from the same period treat similar themes or topics
- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the Complexity range.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance
- By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting
- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy

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First Nine Weeks

- Demonstrate understanding of standard English grammar and usage
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

- Demonstrate an understanding of how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Demonstrate understanding of figurative language, word relationships, and changes in word meanings.
- Independently increase and correctly use general academic and domain-specific words and phrases when reading, writing, speaking, and listening.
- Draw evidence from literary and informational text to support analysis, reflection, or research
- Write routinely over short and extended time frames for a range of purposes
- Initiate and effectively participate in a range of collaborative discussions on grades 11-12 topics
- Integrate multiple sources of information to make informed decisions, solve problems, evaluate credibility, and noting discrepancies in the data
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Integrate multiple sources of information to make informed decisions, solve problems, evaluate credibility, and noting discrepancies in the data
- Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric while assessing the stance, premise(s), connection of ideas, word choice, points of emphasis, and tone
- Identify and use context clues to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how the author's word choices affect the overall meaning and tone of the work, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- 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
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

*Common Formative Assessment #1

Second Nine Weeks

- Use a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Independently increase and correctly use general academic and domain-specific words and phrases when reading, writing, speaking, and listening
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects to answer a question
- (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources appropriate to task, purpose, and audience; integrate source information effectively; avoid plagiarism and over-reliance on any one source
- Draw evidence from literary and informational text to support analysis, reflection, or research
- Integrate multiple sources of information to make informed decisions, solve problems, evaluate credibility, and noting discrepancies in the data

- Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric while assessing the stance, premise(s), connection of ideas, word choice, points of emphasis, and tone
- Make strategic use of media to enhance understanding and add interest
- Use evidence from the text to support analysis of what the text states directly, implies, and leaves open for interpretation
- Identify and give a summary of how an author develops two or more themes or central ideas in a text to analyze how they build on one another
- Analyze how an author's choice of setting, plot, and characterization impact the development of the text
- Identify and use context clues to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how the author's word choices affect the overall meaning and tone of the work, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- Analyze how the structure of a text, including the setting, plot, and characterization, impact the overall structure, meaning, and beauty of a text
- Analyze texts which require students to determine stated versus implied meaning, including when an author uses the elements of satire
- Analyze multiple adaptations of a story, drama, or poem to evaluate how each version presents the meaning of the work
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
- 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
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

*Common Formative Assessment #2

Third Nine Weeks

- Independently increase and correctly use general academic and domain-specific words and phrases when reading, writing, speaking, and listening
- Write arguments to support claims in an analysis of meaningful, important topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting
- Use technology to produce, publish, and update individual and shared writing products
- Draw evidence from literary and informational text to support analysis, reflection, or research
- Integrate multiple sources of information to make informed decisions, solve problems, evaluate credibility, and noting discrepancies in the data
- Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric while assessing the stance, premise(s), connection of ideas, word choice, points of emphasis, and tone
- Adapt speech to context and task while demonstrating a command for formal English when appropriate

- Use evidence from the text to support analysis of what the text states directly, implies, and leaves open for interpretation
- Identify and use context clues to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how the author's word choices affect the overall meaning and tone of the work, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- Analyze texts which require students to determine stated versus implied meaning, including when an author uses the elements of satire
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- 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
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging
- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy

  *Common Formative Assessment #3

Fourth Nine Weeks

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting
- Use technology to produce, publish, and update individual and shared writing products
- Gather relevant information from multiple print and digital sources appropriate to task, purpose, and audience; integrate source information effectively; avoid plagiarism and over-reliance on any one source
- Draw evidence from literary and informational text to support analysis, reflection, or research
- Integrate multiple sources of information to make informed decisions, solve problems, evaluate credibility, and noting discrepancies in the data
- Present information, finding, and supporting evidence, conveying a clear and distinct perspective that allows listeners to follow the line of reasoning while addressing opposing viewpoints and being sure the substance and style are appropriate to purpose and audience
- Make strategic use of media to enhance understanding and add interest
- Adapt speech to context and task while demonstrating a command for formal English when appropriate
- Use evidence from the text to support analysis of what the text states directly, implies, and leaves open for interpretation
- Identify and give a summary of how an author develops two or more themes or central ideas in a text to analyze how they build on one another
- Analyze how an author's choice of setting, plot, and characterization impact the development of the text
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

*Common Formative Assessment #4

For information regarding instructional objectives and materials, please contact the school principal.

* Common assessments are scheduled within the nine weeks. Each school may adjust the week and/or day of the week to meet the individual school's schedule.

*Common assessments may be rescheduled due to inclement weather.