

**Jefferson County High School
Course Syllabus**

A. Course (*English III*)

B. Department (*English*)

C. Course Description (*American Literature, Grade 11, "Flex" Course*)

- a. *This course is a yearlong study of American Literature within its historical setting. The class period is divided between history and literature. The course will meet the requirements of both English 11 and US History. This course is designed to build grammar and composition skills as well as provide a study of American Literature. This is a state-tested course. (2 credits for a year-long course)*

D. Grade Term (*Semester/Full Year/Flex*)

E. Grading Scale

- | <u>Range</u> | |
|--------------|---|
| • 93-100 | A |
| • 85-92 | B |
| • 75-84 | C |
| • 70-74 | D |

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s) (*Holt McDougal Literature*)

- a. *Novels provided for class*

H. Other Required Reading (From both textbook and provided novels)

- a. *1855-1870 Romanticism to Realism
Truth, Burns, Whitman, Bierce, Douglass, Jacobs, Lincoln*
- b. *1870-1910 Regionalism and Naturalism
Twain, Cather, Keilor, Chopin, Gilman, Foss*
- c. *1920-1940 Harlem Renaissance and Modernism
Fitzgerald, Hemingway, Welty, Hughes, Eliot, O'Conner, Faulkner, Steinbeck*
- d. *Contemporary Literature 1950s-Current
Myers*

I. Other Resources

- a. Odysseyware

J. Major Assignments

- a. *Essays*

K. Procedures for Parental Access to Instructional Materials (All contact information can be found on the school web page: www.jc-schools.net).

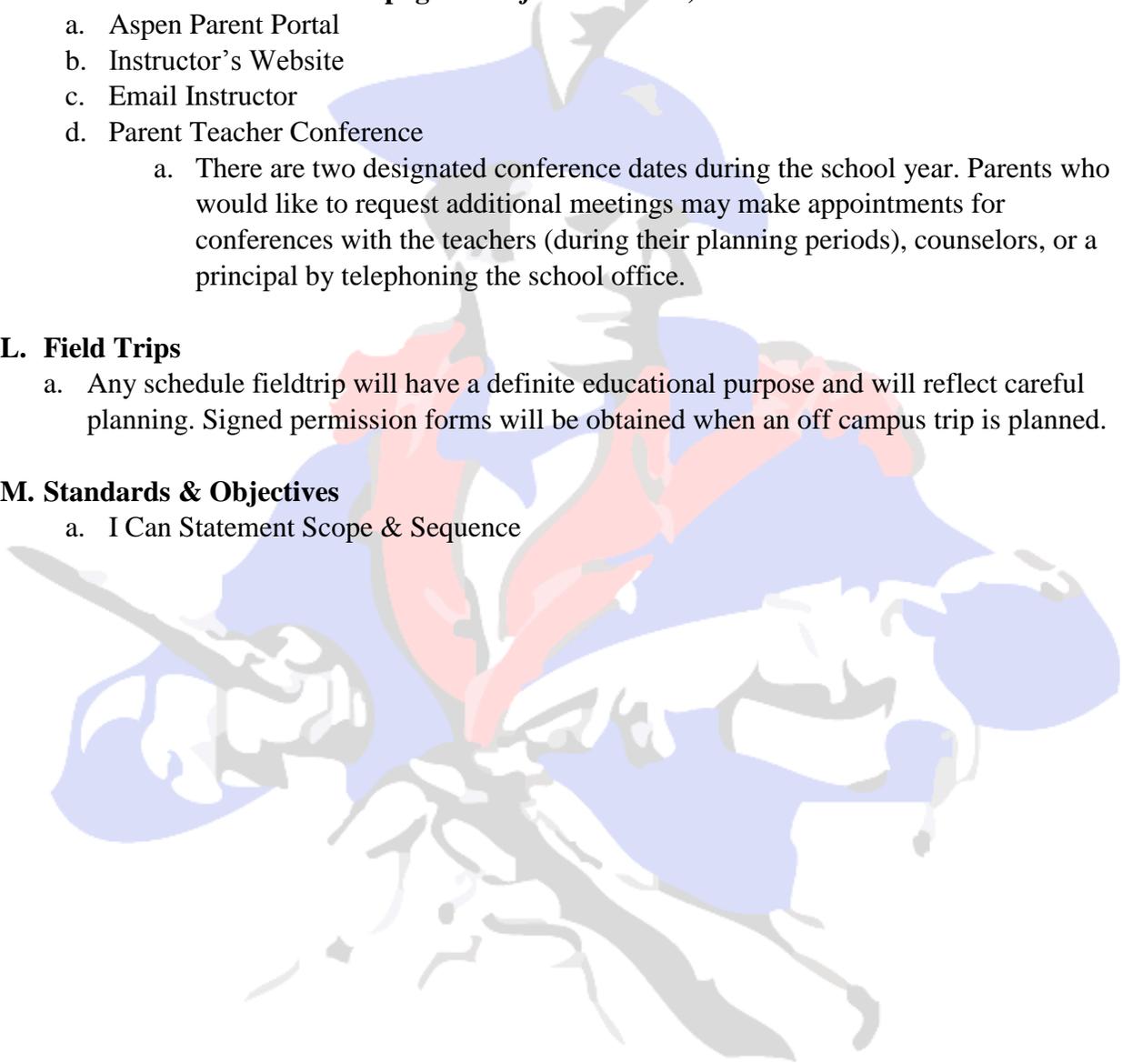
- a. Aspen Parent Portal
- b. Instructor's Website
- c. Email Instructor
- d. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

L. Field Trips

- a. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

M. Standards & Objectives

- a. I Can Statement Scope & Sequence



2015.16 English III, ELA, Quarter 1

Big Ideas/Key Concepts:
Unit 1: Early American Writing, 1600-1800
An Emerging Nation (The Native American Experience, Exploration of the Early Settlers, the Puritan Tradition, Writers of the Revolution)

Standards

TENNESSEE STATE STANDARDS

Reading (Literature)

ENGIII.RL.1 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.

ENGIII.WCE.1 Assess the impact of perceived ambiguities, nuances, and complexities within the text.

ENGIII.RL.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

ENGIII.WCE.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

ENGIII.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ENGIII.WCE.3 Analyze how the author creates and reveals character (i.e., what the author tells us, what the other

Student Friendly "I Can" Statements

Reading (Literature)

☑ I can cite strong and thorough textual evidence to support analysis of a text.

☑ I can make inferences and determine where the text leaves matters uncertain.

☑ I can assess the impact of ambiguities, nuances, and complexities in the text.

☑ I can determine two or more themes or central ideas of a text and analyze their complex development.

☑ I can write an objective summary of the text.

☑ I can analyze and textually support the way in which the theme of a selection represents a view of life.

☑ I can analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

☑ I can analyze how the author creates and reveals character.

characters say about him or her, what the character does, what the character says, what the character thinks).

ENGIII.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

ENGIII.WCE.4 Analyze poems representative of the American literary movements for form and style, including structure and poetic devices.

ENGIII.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ENGIII.WCE.5 Analyze and determine how the author's life experiences, attitudes, viewpoints, and beliefs relate to the larger historical, social, and cultural context of his/her work.

- I can determine the meaning of figurative and connotative meanings of words and phrases.

- ☐ I can analyze the impact of word choices on meaning and tone.

- ☐ I can analyze poems for form and style, including structure and poetic devices.

- ☐ I can analyze how an author's choices concerning how to structure a text contribute meaning and aesthetic impact.

- ☐ I can analyze and determine how the author's life relates to the larger context of his/her work.

- ☐ I can analyze multiple interpretations of a story, drama, or poem.

- ☐ I can evaluate how each version interprets the source text.

- ☐ I can demonstrate how two or more texts in American literature from the same period treat similar themes or topics.

- ☐ I can analyze how a variety of influences during a historical period shape a text.

- ☐ I can compare the presentation of a piece of literature in print and visual format(s), explaining how format impacts understanding of themes or topics.

ENGIII.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by an American dramatist.)

ENGIII.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundation works of American literature, including how two or more texts from the same period treat similar themes or topics.

ENGIII.WCE.6 Analyze how the philosophical, political, religious, ethical, and social influences of the historical period of a text shape the characters, plots, and settings.

ENGIII.WCE.7 Compare the presentation of a significant piece of American literature in print and visual format(s), explaining how format impacts understanding of themes or topics.

Reading (Informational Text)

ENGIII.RI.1 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.

ENGIII.RI.3 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.

Reading (Informational Text)

☑ I can cite strong and thorough textual evidence to support analysis of a text.
☑ I can make inferences and determine where the text leaves matters uncertain.

☑ I can analyze complex ideas or events and explain how they develop over the course of the text.

☑ I can analyze both the features and the rhetorical devices of different types of public documents.

☑ I can determine the meaning of figurative, connotative, and technical meanings of words and phrases used in text.

☑ I can analyze how an author refines the meaning over the course of the text.

☑ I can analyze how clarity of meaning is affected by patterns in a variety of ways in a text.

☑ I can analyze how the author creates satire with language and structure, as well as author's purpose in choice of topic.

☑ I can determine an author's point of view in a text by examining the rhetoric.

☑ I can analyze how style and content contribute to the power of the text.

☑ I can analyze the text for use of persuasive devices.

ENGLIII.WCE.8 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

ENGLIII.RI.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 (e.g., how Madison defines faction in Federalist No. 10).

ENGLIII.WCE.9 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

ENGLIII.WCE.10 Analyze how the author creates satire with language and structure, as well as the author's purpose in choice of topic.

ENGLIII.RI.6 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.

ENGLIII.WCE.11 Analyze the text for use of persuasive devices (i.e., false analogy, non sequitur, false authority).

ENGLIII.WCE.12 Compare point of view, purpose, and rhetoric in two or more literary informational texts, explaining how style and content support point of view or purpose.

ENGLIII.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as

☑ I can compare point of view, purpose, and rhetoric in two or more literary texts.
☑ I can explain how style and content support point of view or purpose.

☑ I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats.

☑ I can critique arguments in public documents by examining audience appeal, reader concerns and counterclaims. (e.g., appeal to reason, authority and emotion).

☑ I can evaluate the reasoning in U.S. texts, including the application of constitutional principles and use of legal reasoning.

☑ I can identify common opposing central ideas in two or more texts.

☑ I can identify primary and secondary documents and explain how reasoning is developed and ideas are supported.

☑ I can analyze U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

Writing

☑ I can write arguments to support claims using valid reasoning and relevant and sufficient evidence.

well as in words in order to address a question or solve a problem.

ENGLIII.WCE.13 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

ENGLIII.RI.8 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 (e.g., *The Federalist*, presidential addresses).

ENGLIII.WCE.14 Determine common or opposing central ideas in two or more texts, including primary and secondary documents and informational text, and explain how reasoning is developed and ideas are supported.

ENGLIII.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing

ENGLIII.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ENGLIII.W.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or

☑ I can introduce precise claim(s), recognize opposing claims, and organize claim(s), counterclaims, reasons, and evidence.

☑ I can structure ideas and arguments in a sustained, persuasive, and sophisticated manner and support them with relevant examples.

☑ I can develop claim(s) and counterclaims with relevant evidence.

☑ I can point out strengths and limitations of both claims and counterclaims while anticipating audience's concerns, values, and biases.

☑ I can demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when developing claim(s) and counterclaims.

☑ I can use language and syntax to link sections of the text, create cohesion, and clarify relationships in the argument.

☑ I can enhance meaning by using rhetorical devices and issuing a call for action.

☑ I can establish and maintain a formal style and objective tone while using the conventions of writing.

☑ I can provide a concluding statement or section that follows from and supports the argument presented.

opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

ENGLIII.WCE.15 Structure ideas and arguments in a sustained, persuasive, and sophisticated manner and support them with precise and relevant examples.

ENGLIII.W.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

ENGLIII.WCE.16 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when developing claim(s) and counterclaims.

ENGLIII.W.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ENGLIII.WCE.17 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

ENGLIII.W.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ENGLIII.W.1e Provide a concluding statement or section that follows from and supports the argument presented.

☑ I can write informative/explanatory texts to examine and clearly convey complex ideas, concepts, and information using selection, organization, and analysis of context.

☑ I can develop the topic with relevant facts, extended definition, details, quotations and examples appropriate to the audience's knowledge of the topic.

☑ I can write narratives to develop real or imagined experiences or events.

☑ I can write narratives using well-chosen details and well-structured sequences.

☑ I can present a narrative in two formats, written and visual, developing a central idea in the story.

☑ I can set out a problem, situation, or observation establishing one or multiple point(s) of view.

☑ I can introduce a narrator and/or characters.

☑ I can use precise words and phrases, details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

☑ I can produce clear, coherent, organized writing.

☑ I can produce a style that is appropriate to task, purpose, and audience.

☑ I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

☑ I can focus on purpose and audience.

☑ I can use technology to produce, publish, and update writing.

ENGIII.W.2 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.

ENGIII.W.2b 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.

ENGIII.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well—chosen details, and well-structured event sequences.

ENGIII.WCE.18 Present a narrative in two formats, written and visual, developing a central idea in the story.

ENGIII.W.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

ENGIII.W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

ENGIII.W.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.)

ENGIII.W.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.

ENGIII.W.6 Use technology, including the Internet, to produce, publish, and update

☑ I can conduct short and sustained research projects to answer a question.

☑ I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.

☑ I can gather relevant information from multiple sources.

☑ I can assess the strengths and weaknesses of each source.

☑ I can integrate information into the text to maintain the flow of ideas.

☑ I can avoid plagiarism and overreliance of one source.

☑ I can follow a standard format.

☑ I can describe and evaluate the premises, purposes, and arguments in works of public advocacy.

☑ I can write over extended and shorter time frames for a range of tasks and purposes.

Speaking and Listening

☑ I can initiate and participate effectively in discussion, build on others’ ideas, and express ideas clearly.

individual or shared writing products in response to ongoing feedback, including new arguments or information.

ENGIII.W.7 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.

ENGIII.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ENGIII.W.9b Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

ENGIII.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

[Speaking and Listening Standards will not be assessed on the TNReady Assessments.]

Speaking and Listening

ENGIII.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on

☑ I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
☑ I can assess the stance, premises, ideas, points of emphasis and tone being used.

☑ I can conduct debate to allow all views.
☑ I can allow for dissenting views and compromise.
☑ I can determine what additional research is required for more investigation.

☑ I can present information, findings, and evidence and convey a clear perspective.
☑ I can organize and develop information appropriate to purpose and audience.

☑ I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English.

Language

☑ I can use the conventions of Standard English grammar and usage when writing or speaking.

☑ I can resolve issues of usage by consulting references.

☑ I can use conventions of Standard English capitalization, punctuation, and spelling when writing.

☑ I can observe hyphenation conventions

☑ I can spell correctly.

☑ I can apply knowledge of language (e.g., parts of speech, punctuation, grammar and syntax,

others' ideas and expressing their own clearly and persuasively.

ENGLIII.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ENGLIII.WCE.19 Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

ENGLIII.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

Language

ENGLIII.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ENGLIII.L.1b Resolve issues of complex or contested usage, consulting reference (e. g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

ENGLIII.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

spelling, and common confusions) to make effective choices for meaning and style.

☑ I can vary syntax for effect by consulting references.

☑ I can use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.

☑ I can use context as a clue to the meaning of a word or phrase.

☑ I can consult general and specialized reference materials.

☑ I can verify the preliminary determination of the meaning of a word or phrase.

☑ I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

☑ I can interpret figures of speech in context and analyze their role in the text.

☑ I can use academic and grade-appropriate words and phrases at the college and career readiness level.

ENGLISH.L.2a Observe hyphenation conventions.

ENGLISH.L.2b Spell correctly.

ENGLISH.L.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.

ENGLISH.L.3a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

ENGLISH.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

ENGLISH.L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ENGLISH.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

ENGLISH.L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ENGLISH.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<p>ENGLIII.L.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>ENGLIII.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Honors Addendum</p> <p>Note: The Honors Addendum is REQUIRED for all students enrolled in Honors English III. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.</p>	
<p>Standards</p>	<p>Student Friendly “I Can” Statements</p>
<p>ENGLIII.RL.1 and 11.RI.1 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.</p> <p>ENGLIII.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundation works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>ENGLIII.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundation works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>ENGLIII.RI.7 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.</p>	<ul style="list-style-type: none"> • I can cite strong and thorough textual evidence to support analysis of a text. ☑ I can make inferences and determine where the text leaves matters uncertain. ☑ I can demonstrate how two or more texts in American literature from the same period treat similar themes or topics. ☑ I can demonstrate how two or more texts in American literature from the same period treat similar themes or topics. ☑ I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats. ☑ I can write arguments to support claims using valid reasoning and relevant and sufficient evidence.

ENGIII.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ENGIII.W.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

ENGIII.W.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

ENGIII.W.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ENGIII.W.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ENGIII.W.1e Provide a concluding statement or section that follows from and supports the argument presented.

ENGIII.W.7 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

☐ I can introduce precise claim(s), recognize opposing claims, and organize claim(s), counterclaims, reasons, and evidence.

☐ I can develop claim(s) and counterclaims with relevant evidence.

☐ I can point out strengths and limitations of both claims and counterclaims while anticipating audience's concerns, values, and biases.

☐ I can use language and syntax to link sections of the text, create cohesion, and clarify relationships in the argument.

☐ I can establish and maintain a formal style and objective tone while using the conventions of writing.

☐ I can provide a concluding statement or section that follows from and supports the argument presented.

☐ I can conduct short and sustained research projects to answer a question.

☐ I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.

☐ I can gather relevant information from multiple sources.

☐ I can assess the strengths and weaknesses of each source.

<p>subject, demonstrating understanding of the subject under investigation.</p> <p>ENGLIII.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>ENGLIII.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Honors Components 1 and 5:</p> <ul style="list-style-type: none"> ☑ Extended reading assignments that connect with specified curriculum ☑ Writing assignments that demonstrate a variety of modes, purposes, and styles 	<ul style="list-style-type: none"> ☑ I can integrate information into the text to maintain the flow of ideas. ☑ I can avoid plagiarism and overreliance of one source. ☑ I can follow a standard format. ☑ I can demonstrate a command of formal English.
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2015.16 English III, ELA, Quarter 2	
<p>Big Ideas/Key Concepts: American Romanticism, 1800-1855 <i>Celebrating the Individual (The Early Romantics, The Fireside Poets, The Transcendentalists, American Gothic)</i> From Romanticism to Realism, 1855-1870 <i>An Age of Transition (Brilliant Mavericks: Whitman and Dickinson; Literature of the Civil War)</i></p>	
Standards	Student Friendly “I Can” Statements

TENNESSEE STATE STANDARDS

Reading (Literature)

ENGIII.RL.1 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.

ENGIII.WCE.1 Assess the impact of perceived ambiguities, nuances, and complexities within the text.

ENGIII.RL.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

ENGIII.WCE.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

ENGIII.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ENGIII.WCE.3 Analyze how the author creates and reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

ENGIII.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

ENGIII.WCE.4 Analyze poems representative of the Romantic and Realistic literary movements for form and style, including structure and poetic devices.

Reading (Literature)

☒ I can cite strong and thorough textual evidence to support analysis of a text.

☒ I can make inferences and determine where the text leaves matters uncertain.

☒ I can assess the impact of ambiguities, nuances, and complexities in the text.

☒ I can determine two or more themes or central ideas of a text and analyze their complex development.

☒ I can write an objective summary of the text.

☒ I can analyze and textually support the way in which the theme of a selection represents a view of life.

☒ I can analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

☒ I can analyze how the author creates and reveals character.

- I can determine the meaning of figurative and connotative meanings of words and phrases.

☒ I can analyze the impact of word choices on meaning and tone.

☒ I can analyze poems for form and style, including structure and poetic devices.

☒ I can analyze how an author's choices concerning how to structure a text contribute meaning an aesthetic impact.

☒ I can analyze and determine how the author's life relates to the larger context of his/her work.

☒ I can analyze multiple interpretations of a story, drama, or poem.

ENGIII.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ENGIII.WCE.5 Analyze and determine how the author's life experiences, attitudes, viewpoints, and beliefs relate to the larger historical, social, and cultural context of his/her work.

ENGIII.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

ENGIII.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundation works of American literature, including how two or more texts from the same period treat similar themes or topics.

ENGIII.WCE.6 Analyze how the philosophical, political, religious, ethical, and social influences of the historical period of a text shape the characters, plots, and settings.

ENGIII.WCE.7 Compare the presentation of a significant piece of American literature in print and visual format(s), explaining how format impacts understanding of themes or topics.

Reading (Informational Text)

ENGIII.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the

☐ I can evaluate how each version interprets the source text.

☐ I can demonstrate how two or more texts in American literature from the same period treat similar themes or topics.

☐ I can analyze how a variety of influences during a historical period shape a text.

☐ I can compare the presentation of a piece of literature in print and visual format(s), explaining how format impacts understanding of themes or topics.

Reading (Informational Text)

☐ I can cite strong and thorough textual evidence to support analysis of a text.

☐ I can make inferences and determine where the text leaves matters uncertain.

☐ I can analyze complex ideas or events and explain how they develop over the course of the text.

text, including determining where the text leaves matters uncertain.

ENGLIII.RI.3 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.

ENGLIII.WCE.8 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

ENGLIII.RI.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 (e.g., how Madison defines faction in Federalist No. 10).

ENGLIII.WCE.9 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

ENGLIII.WCE.10 Analyze how the author creates satire with language and structure, as well as the author's purpose in choice of topic.

ENGLIII.RI.5 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.

ENGLIII.RI.6 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.

☑ I can analyze both the features and the rhetorical devices of different types of public documents.

☑ I can determine the meaning of figurative, connotative, and technical meanings of words and phrases used in text.

☑ I can analyze how an author refines the meaning over the course of the text.

☑ I can analyze how clarity of meaning is affected by patterns in a variety of ways in a text.

☑ I can analyze how the author creates satire with language and structure, as well as author's purpose in choice of topic.

☑ I can analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument.

☑ I can determine an author's point of view in a text by examining the rhetoric.

☑ I can analyze how style and content contribute to the power of the text.

☑ I can analyze the text for use of persuasive devices.

☑ I can compare point of view, purpose, and rhetoric in two or more literary texts.

☑ I can explain how style and content support point of view of purpose.

☑ I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats.

ENGIII.WCE.11 Analyze the text for use of persuasive devices (i.e., false analogy, non sequitur, false authority).

ENGIII.WCE.12 Compare point of view, purpose, and rhetoric in two or more literary informational texts, explaining how style and content support point of view or purpose.

ENGIII.RI.7 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.

ENGIII.WCE.13 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

ENGIII.RI.8 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 (e.g., *The Federalist*, presidential addresses).

ENGIII.WCE.14 Determine common or opposing central ideas in two or more texts, including primary and secondary documents and informational text, and explain how reasoning is developed and ideas are supported.

ENGIII.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

☑ I can critique arguments in public documents by examining audience appeal, reader concerns and counterclaims. (e.g., appeal to reason, authority and emotion).

☑ I can evaluate the reasoning in U.S. texts, including the application of constitutional principles and use of legal reasoning.

☑ I can identify common opposing central ideas in two or more texts.

☑ I can identify primary and secondary documents and explain how reasoning is developed and ideas are supported.

☑ I can analyze U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

Writing

☑ I can write arguments to support claims using valid reasoning and relevant and sufficient evidence.

☑ I can introduce precise claim(s), recognize opposing claims, and organize claim(s), counterclaims, reasons, and evidence.

☑ I can structure ideas and arguments in a sustained, persuasive, and sophisticated manner and support them with relevant examples.

Writing

ENGLIII.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ENGLIII.W.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

ENGLIII.WCE.15 Structure ideas and arguments in a sustained, persuasive, and sophisticated manner and support them with precise and relevant examples.

ENGLIII.W.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

ENGLIII.WCE.16 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when developing claim(s) and counterclaims.

ENGLIII.W.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ENGLIII.WCE.17 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

ENGLIII.W.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

I can develop claim(s) and counterclaims with relevant evidence.

I can point out strengths and limitations of both claims and counterclaims while anticipating audience's concerns, values, and biases.

I can demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when developing claim(s) and counterclaims.

I can use language and syntax to link sections of the text, create cohesion, and clarify relationships in the argument.

I can enhance meaning by using rhetorical devices and issuing a call for action.

I can establish and maintain a formal style and objective tone while using the conventions of writing.

I can provide a concluding statement or section that follows from and supports the argument presented.

I can write informative/explanatory texts to examine and clearly convey complex ideas, concepts, and information using selection, organization, and analysis of context.

I can clearly introduce and organize a topic while using formatting, graphics, and multimedia to aid comprehension.

ENGLIII.W.1e Provide a concluding statement or section that follows from and supports the argument presented.

ENGLIII.W.2 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.

ENGLIII.W.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ENGLIII.W.2b 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.

ENGLIII.W.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

ENGLIII.W.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

ENGLIII.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ENGLIII.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,

☑ I can develop the topic with relevant facts, extended definition, details, quotations and examples appropriate to the audience's knowledge of the topic.

☑ I can use appropriate transitions and syntax to link sections of the text, create cohesion, and clarify relationships.

☑ I can use precise language and vocabulary, metaphor, simile and analogy to write about a topic.

☑ I can establish and maintain a formal style and objective tone while using the conventions of writing.

☑ I can provide a concluding statement or section that follows from and supports the information or explanation presented.

☑ I can write narratives to develop real or imagined experiences or events.

☑ I can write narratives using well-chosen details and well-structured sequences.

☑ I can present a narrative in two formats, written and visual, developing a central idea in the story.

☑ I can set out a problem, situation, or observation establishing one or multiple point(s) of view.

☑ I can introduce a narrator and/or characters.

☑ I can use a variety of techniques to develop experiences, events, and/or characters.

☑ I can use a variety of techniques to sequence events to build a particular tone and outcome.

articulating implications or the significance of the topic).

ENGIII.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ENGIII.WCE.18 Present a narrative in two formats, written and visual, developing a central idea in the story.

ENGIII.W.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

ENGIII.W.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

ENGIII.W.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e. g., a sense of mystery, suspense, growth, or resolution).

ENGIII.W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

ENGIII.W.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.)

ENGIII.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing

☑ I can use precise words and phrases, details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.

☑ I can produce clear, coherent, organized writing.

☑ I can produce a style that is appropriate to task, purpose, and audience.

☑ I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

☑ I can focus on purpose and audience.

☑ I can use technology to produce, publish, and update writing.

☑ I can conduct short and sustained research projects to answer a question.

☑ I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.

☑ I can gather relevant information from multiple sources.

☑ I can assess the strengths and weaknesses of each source.

☑ I can integrate information into the text to maintain the flow of ideas.

☑ I can avoid plagiarism and overreliance of one source.

☑ I can follow a standard format.

☑ I can describe and evaluate the premises, purposes, and arguments in works of public advocacy.

what is most significant for a specific purpose and audience.

ENGLIII.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ENGLIII.W.7 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.

ENGLIII.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ENGLIII.W.9b Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

ENGLIII.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

[Speaking and Listening Standards will not be assessed on the TNReady Assessments.]

Speaking and Listening

ENGLIII.SL. 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one,

☒ I can write over extended and shorter time frames for a range of tasks and purposes.

Speaking and Listening

☒ I can initiate and participate effectively in discussion, build on others’ ideas, and express ideas clearly.

☒ I can integrate multiple sources of information presented in diverse formats and media.

☒ I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

☒ I can assess the stance, premises, ideas, points of emphasis and tone being used.

☒ I can conduct debate to allow all views.

☒ I can allow for dissenting views and compromise.

☒ I can determine what additional research is required for more investigation.

☒ I can present information, findings, and evidence and convey a clear perspective.

☒ I can organize and develop information appropriate to purpose and audience.

☒ I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English.

in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ENGIII.SL.2 Integrate multiple sources of information presented in diverse formats and media.

ENGIII.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ENGIII.WCE.19 Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

ENGIII.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

Language

ENGIII.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ENGIII.L.1b Resolve issues of complex or contested usage, consulting reference (e. g.,

Language

☒ I can use the conventions of Standard English grammar and usage when writing or speaking.

☒ I can resolve issues of usage by consulting references.

☒ I can use conventions of Standard English capitalization, punctuation, and spelling when writing.

☒ I can observe hyphenation conventions.

☒ I can spell correctly.

☒ I can apply knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, spelling, and common confusions) to make effective choices for meaning and style.

☒ I can vary syntax for effect by consulting references.

☒ I can use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.

☒ I can use context as a clue to the meaning of a word or phrase.

☒ I can consult general and specialized reference materials.

☒ I can verify the preliminary determination of the meaning of a word or phrase.

☒ I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

ENGLIII.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ENGLIII.L.2a Observe hyphenation conventions.

ENGLIII.L.2b Spell correctly.

ENGLIII.L.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.

ENGLIII.L.3a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

ENGLIII.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

ENGLIII.L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ENGLIII.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

ENGLIII.L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

☑ I can interpret figures of speech in context and analyze their role in the text.

☑ I can analyze nuances in the meanings of words with similar denotations.

☑ I can use academic and grade-appropriate words and phrases at the college and career readiness level.

<p>ENGLIII.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>ENGLIII.L.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>ENGLIII.L.5b Analyze nuances in the meaning of words with similar denotations.</p> <p>ENGLIII.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>Honors Addendum</p> <p>Note: The Honors Addendum is REQUIRED for all students enrolled in Honors English III. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.</p>	
<p>Standards</p>	<p>Student Friendly “I Can” Statements</p>
<p>ENGLIII.RL.1 and 11.RI.1 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.</p> <p>ENGLIII.RI.6 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.</p> <p>ENGLIII.RI.7 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.</p>	<p><input type="checkbox"/> I can cite strong and thorough textual evidence to support analysis of a text.</p> <p><input type="checkbox"/> I can make inferences and determine where the text leaves matters uncertain.</p> <p><input type="checkbox"/> I can determine an author’s point of view in a text by examining the rhetoric.</p> <p>I can analyze how style and content contribute to the power of the text.</p> <p><input type="checkbox"/> I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats.</p>

ENGIII.W.7 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.

ENGIII.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ENGIII.SL.2 Integrate multiple sources of information presented in diverse formats and media.

ENGIII.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

Honors Components 1, 2 and 6:

- ☑ Extended reading assignments that connect with specified curriculum
- ☑ Research-based writing assignments that address and extend the course curriculum
- ☑ Integration of appropriate technology into the course of study

☑ I can conduct short and sustained research projects to answer a question.

☑ I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.

☑ I can gather relevant information from multiple sources.

☑ I can assess the strengths and weaknesses of each source.

☑ I can integrate information into the text to maintain the flow of ideas.

☑ I can avoid plagiarism and overreliance of one source.

☑ I can follow a standard format.

☑ I can integrate multiple sources of information presented in diverse formats and media.

☑ I can present information, findings, and evidence and convey a clear perspective.

☑ I can organize and develop information appropriate to purpose and audience.

☑ I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English.

2015.16 English III, ELA, Quarter 3

Big Ideas/Key Concepts:

Regionalism and Naturalism, 1870-1910

*Capturing the American Landscape
(Regionalism and Local Color Writing, The Rise
of Naturalism, A New Role for Women)*

The Harlem Renaissance and Modernism, 1910-1940

*A Changing Awareness (The Harlem
Renaissance, The New Poetry, The Modern
Short Story, Journalism as Literature)*

Standards

TENNESSEE STATE STANDARDS

Reading (Literature)

ENGLISH.RL.1 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.

ENGLISH.WCE.1 Assess the impact of perceived ambiguities, nuances, and complexities within the text.

ENGLISH.RL.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

ENGLISH.WCE.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

ENGLISH.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Student Friendly "I Can" Statements

Reading (Literature)

I can cite strong and thorough textual evidence to support analysis of a text.

I can make inferences and determine where the text leaves matters uncertain.

I can assess the impact of ambiguities, nuances, and complexities in the text.

I can determine two or more themes or central ideas of a text and analyze their complex development.

I can write an objective summary of the text.

I can analyze and textually support the way in which the theme of a selection represents a view of life.

I can analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

I can analyze how the author creates and reveals character.

ENGIII.WCE.3 Analyze how the author creates and reveals character (i.e., what the author tells us, what the other characters say about

him or her, what the character does, what the character says, what the character thinks).

ENGIII.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

ENGIII.WCE.4 Analyze poems representative of the Romantic and Realistic literary movements for form and style, including structure and poetic devices.

ENGIII.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ENGIII.WCE.5 Analyze and determine how the author's life experiences, attitudes, viewpoints, and beliefs relate to the larger historical, social, and cultural context of his/her work.

ENGIII.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- I can determine the meaning of figurative and connotative meanings of words and phrases.

- ☐ I can analyze the impact of word choices on meaning and tone.

- ☐ I can analyze poems for form and style, including structure and poetic devices.

- ☐ I can analyze how an author's choices concerning how to structure a text contribute meaning an aesthetic impact.

- ☐ I can analyze and determine how the author's life relates to the larger context of his/her work.

- ☐ I can analyze point of view by determining what is directly stated and what is meant in a text.

- ☐ I can analyze the characteristics of subgenres that are used in a variety of texts.

- ☐ I can demonstrate how two or more texts in American literature from the same period treat similar themes or topics.

ENGLIII.WCE.20 Analyze the characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

ENGLIII.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundation works of American literature, including how two or more texts from the same period treat similar themes or topics.

ENGLIII.WCE.6 Analyze how the philosophical, political, religious, ethical, and social influences of the historical period of a text shape the characters, plots, and settings.

ENGLIII.WCE.7 Compare the presentation of a significant piece of American literature in print and visual format(s), explaining how format impacts understanding of themes or topics.

Reading (Informational Text)

ENGLIII.RI.1 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.

ENGLIII.RI.2 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.

ENGLIII.RI.5 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.

☐ I can analyze how a variety of influences during a historical period shape a text.

☐ I can compare the presentation of a piece of literature in print and visual format(s), explaining how format impacts understanding of themes or topics.

Reading (Informational Text)

☐ I can cite strong and thorough textual evidence to support analysis of a text.

☐ I can make inferences and determine where the text leaves matters uncertain.

☐ I can determine two or more central ideas of a text and analyze their development in the text.

☐ I can provide an objective summary of the text.

☐ I can analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument.

☐ I can determine an author's point of view in a text by examining the rhetoric.

☐ I can analyze how style and content contribute to the power of the text.

☐ I can analyze text for use of persuasive devices (i.e., false analogy, non sequitur, false authority, etc.)

☐ I can compare point of view, purpose, and rhetoric in two or more literary texts.

☐ I can explain how style and content support point of view of purpose.

☐ I can address a question or solve a problem by integrating and evaluating multiple sources of

ENGIII.RI.6 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.

ENGIII.WCE.11 Analyze text for use of persuasive devices (i.e., false analogy, non sequitur, false authority).

ENGIII.WCE.12 Compare point of view, purpose, and rhetoric in two or more literary informational texts, explaining how style and content support point of view or purpose.

ENGIII.RI.7 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.

ENGIII.WCE.13 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

ENGIII.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing

ENGIII.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

information presented in different media or formats.

☑ I can critique arguments in public documents by examining audience appeal, reader concerns and counterclaims. (e.g., appeal to reason, authority and emotion).

☑ I can analyze U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

Writing

☑ I can write arguments to support claims using valid reasoning and relevant and sufficient evidence.

☑ I can introduce precise claim(s), recognize opposing claims, and organize claim(s), counterclaims, reasons, and evidence.

☑ I can structure ideas and arguments in a sustained, persuasive, and sophisticated manner and support them with relevant examples.

☑ I can develop claim(s) and counterclaims with relevant evidence.

☑ I can point out strengths and limitations of both claims and counterclaims while anticipating audience’s concerns, values, and biases.

☑ I can demonstrate understanding of the elements of discourse (e.g., purpose, speaker,

ENGLIII.W.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

ENGLIII.WCE.15 Structure ideas and arguments in a sustained, persuasive, and sophisticated manner and support them with precise and relevant examples.

ENGLIII.W.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

ENGLIII.WCE.16 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when developing claim(s) and counterclaims.

ENGLIII.W.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

ENGLIII.WCE.17 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

ENGLIII.W.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

audience, form) when developing claim(s) and counterclaims.

☑ I can use language and syntax to link sections of the text, create cohesion, and clarify relationships in the argument.

☑ I can enhance meaning by using rhetorical devices and issuing a call for action.

☑ I can establish and maintain a formal style and objective tone while using the conventions of writing.

☑ I can provide a concluding statement or section that follows from and supports the argument presented.

☑ I can write informative/explanatory texts to examine and clearly convey complex ideas, concepts, and information using selection, organization, and analysis of context.

☑ I can clearly introduce and organize a topic while using formatting, graphics, and multimedia to aid comprehension.

☑ I can use appropriate transitions and syntax to link sections of the text, create cohesion, and clarify relationships.

☑ I can use precise language and vocabulary, metaphor, simile and analogy to write about a topic.

ENGIII.W.1e Provide a concluding statement or section that follows from and supports the argument presented.

ENGIII.W.2 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.

ENGIII.W.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ENGIII.W.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

ENGIII.W.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

ENGIII.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ENGIII.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ENGIII.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

☑ I can establish and maintain a formal style and objective tone while using the conventions of writing.

☑ I can provide a concluding statement or section that follows from and supports the information or explanation presented.

☑ I can write narratives to develop real or imagined experiences or events.

☑ I can write narratives using well-chosen details and well-structured sequences.

☑ I can present a narrative in two formats written and visual, developing a central idea in the story.

☑ I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

☑ I can produce clear, coherent, organized writing.

☑ I can produce a style that is appropriate to task, purpose, and audience.

☑ I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

☑ I can focus on purpose and audience.

☑ I can use technology to produce, publish, and update writing.

☑ I can conduct short and sustained research projects to answer a question.

ENGIII.WCE.18 Present a narrative in two formats, written and visual, developing a central idea in the story.

ENGIII.W.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ENGIII.W.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).

ENGIII.W.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.

ENGIII.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ENGIII.W.7 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.

ENGIII.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and

☑ I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.

☑ I can gather relevant information from multiple sources.

☑ I can assess the strengths and weaknesses of each source.

☑ I can integrate information into the text to maintain the flow of ideas.

☑ I can avoid plagiarism and overreliance of one source.

☑ I can follow a standard format.

☑ I can draw evidence from literary or informational texts to support analysis, reflection, and research.

☑ I can demonstrate how two or more texts from the same period treat similar themes or topics.

☑ I can write over extended and shorter time frames for a range of tasks and purposes.

Speaking and Listening

☑ I can initiate and participate effectively in discussion, build on others' ideas, and express ideas clearly.

☑ I can come to discussions prepared and use evidence to demonstrate a well-reasoned exchange of ideas.

overreliance on any one source and following a standard format for citation.

ENGIII.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ENGIII.W.9a Apply grades 11-12 reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

ENGIII.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

[Speaking and Listening Standards will not be assessed on the TNReady Assessments.]

Speaking and Listening

ENGIII.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ENGIII.SL.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

ENGIII.SL.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ENGIII.SL.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or

☑ I can work with peers to promote discussions and decision-making, set goals and deadlines, and establish roles.

☑ I can pose and respond to questions that explore reasoning and evidence.

☑ I can challenge ideas and conclusions.

☑ I can promote divergent and creative perspectives.

☑ I can synthesize comments, claims, and evidence of an issue.

☑ I can resolve contradictions.

☑ I can determine what additional information or research is required to complete the task.

☑ I can integrate multiple sources of information to inform decisions and solve problems.

☑ I can evaluate the credibility and accuracy of sources.

☑ I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

☑ I can assess the stance, premises, ideas, points of emphasis and tone being used.

☑ I can conduct debate to allow all views.

☑ I can allow for dissenting views and compromise.

☑ I can determine what additional research is required for more investigation.

☑ I can present information and supporting evidence.

☑ I can organize a formal and informal task appropriate to purpose and audience.

challenge ideas and conclusions; and promote divergent and creative perspectives.

ENGLISH.SL.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ENGLISH.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ENGLISH.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ENGLISH.WCE.19 Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

ENGLISH.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ENGLISH.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance

☑ I can make strategic use of digital media in presentations to enhance interest.

☑ I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English.

Language

☑ I can use the conventions of Standard English grammar and usage when writing or speaking.

☑ I can understand that usage is a matter of convention and can change.

☑ I can resolve issues of usage by consulting references.

☑ I can use conventions of Standard English capitalization, punctuation, and spelling when writing.

☑ I can observe hyphenation conventions

☑ I can spell correctly.

☑ I can apply knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, spelling, and common confusions) to make effective choices for meaning and style.

☑ I can vary syntax for effect by consulting references.

☑ I can identify and correctly use patterns of word changes to indicate different meaning or parts of speech.

understanding of findings, reasoning, and evidence and to add interest.

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

Language

ENGLIII.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ENGLIII.L.1a Understand that usage is a matter of convention, can change over time, and is sometimes contested.

ENGLIII.L.1b Resolve issues of complex or contested usage, consulting reference (e. g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

ENGLIII.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ENGLIII.L.2a Observe hyphenation conventions.

ENGLIII.L.2b Spell correctly.

ENGLIII.L.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.

ENGLIII.L.3a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

ENGLIII.L.4b Identify and correctly use patterns of word changes that indicate different meanings or

☒ I can consult general and specialized reference materials.

☒ I can verify the preliminary determination of the meaning of a word or phrase.

☒ I can analyze nuances in the meaning of words with similar denotations.

☒ I can use academic and grade-appropriate words and phrases at the college and career readiness level.

parts of speech (e.g., conceive, conception, conceivable).

ENGLIII.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

ENGLIII.L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ENGLIII.L.5b Analyze nuances in the meaning of words with similar denotations.

ENGLIII.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Honors Addendum

Note: The Honors Addendum is **REQUIRED** for all students enrolled in Honors English III. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.

Standards

Student Friendly “I Can” Statements

ENGLIII.RL.1 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.

ENGLIII.RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

I can cite strong and thorough textual evidence to support analysis of a text.

I can make inferences and determine where the text leaves matters uncertain.

ENGIII.RI.1 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.

ENGIII.W.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ENGIII.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ENGIII.W.7 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.

ENGIII.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ENGIII.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ENGIII.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Honors Components 1, 2 and 5:

☑ I can analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

☑ I can cite strong and thorough textual evidence to support analysis of a text.

☑ I can make inferences and determine where the text leaves matters uncertain.

☑ I can clearly introduce and organize a topic while using formatting, graphics, and multimedia to aid comprehension.

☑ I can establish and maintain a formal style and objective tone while using the conventions of writing.

☑ I can conduct short and sustained research projects to answer a question.

☑ I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.

☑ I can gather relevant information from multiple sources.

☑ I can assess the strengths and weaknesses of each source.

☑ I can integrate information into the text to maintain the flow of ideas.

☑ I can avoid plagiarism and overreliance of one source.

☑ I can follow a standard format.

☑ I can draw evidence from literary or informational texts to support analysis, reflection, and research.

☑ I can use the conventions of Standard English grammar and usage when writing or speaking.

<ul style="list-style-type: none"> ☑ Extended reading assignments that connect with specified curriculum ☑ Research-based writing assignments that address and extend the course curriculum ☑ Writing assignments that demonstrate a variety of modes, purposes, and styles 	

2015.16 English III, ELA, Quarter 4	
<p>Big Ideas/Key Concepts: Unit 6: Contemporary Literature 1940 to Present <i>New Perspectives (Modern American Drama, Responses to War, Civil Rights and Protest Literature, A Mosaic of American Voices)</i></p>	
Standards	Student Friendly “I Can” Statements
<p>TENNESSEE STATE STANDARDS Reading (Literature) ENGLIII.RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>ENGLIII.WCE.3 Analyze how the author creates and reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).</p> <p>ENGLIII.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>ENGLIII.WCE.4 Analyze poems representative of the Romantic and Realistic literary</p>	<p>Reading (Literature)</p> <ul style="list-style-type: none"> ☑ I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. ☑ I can analyze how the author creates and reveals character. ☑ I can determine the meaning of figurative and connotative meanings of words and phrases. ☑ I can analyze the impact of word choices on meaning and tone. ☑ I can analyze poems for form and style, including structure and poetic devices. ☑ I can demonstrate knowledge of American literature including how two or more texts from the same period treat similar themes and topics. ☑ I can analyze how a variety of influences in an historical period of a text shape the characters, plots, and settings.

movements for form and style, including structure and poetic devices.

ENGLIII.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundation works of American literature, including how two or more texts from the same period treat similar themes or topics.

ENGLIII.WCE.6 Analyze how the philosophical, political, religious, ethical, and social influences of the historical period of a text shape the characters, plots, and settings.

ENGLIII.WCE.7 Compare the presentation of a significant piece of American literature in print and visual format(s), explaining how format impacts understanding of themes or topics.

ENGLIII.RL.10 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 range.

Reading (Informational Text)

ENGLIII.RI.1 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.

ENGLIII.RI.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 (e.g., how Madison defines faction in Federalist No. 10).

ENGLIII.WCE.9 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

- I can compare the presentation of a piece of literature in print and visual format(s), explaining how format impacts understanding of themes or topics.

- ☐ I can read and comprehend grade-appropriate literature.

Reading (Informational Text)

- ☐ I can cite strong and thorough textual evidence to support analysis of a text.

- ☐ I can make inferences and determine where the text leaves matters uncertain.

- ☐ I can determine the meaning of figurative, connotative, and technical meanings of words and phrases used in text.

- ☐ I can analyze how an author refines the meaning over the course of the text.

- ☐ I can analyze how clarity of meaning is affected by patterns in a variety of ways in a text.

- ☐ I can analyze how the author creates satire with language and structure, as well as author's purpose in choice of topic.

- ☐ I can analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument.

ENGLIII.WCE.10 Analyze how the author creates satire with language and structure, as well as the author's purpose in choice of topic.

ENGLIII.RI.5 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.

ENGLIII.RI.6 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.

ENGLIII.WCE.11 Analyze text for use of persuasive devices (i.e., false analogy, non sequitur, false authority).

ENGLIII.WCE.12 Compare point of view, purpose, and rhetoric in two or more literary informational texts, explaining how style and content support point of view or purpose.

ENGLIII.RI.7 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.

ENGLIII.WCE.13 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

ENGLIII.RI.8 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

☐ I can determine an author's point of view in a text by examining the rhetoric.

I can analyze how style and content contribute to the power of the text.

☐ I analyze text for use of persuasive devices.

☐ I can compare point of view, purpose, and rhetoric in two or more literary texts.

☐ I can explain how style and content support point of view or purpose.

☐ I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats.

☐ I can critique arguments in public documents by examining audience appeal, reader concerns and counterclaims. (e.g., appeal to reason, authority and emotion).

☐ I can evaluate the reasoning in U.S. texts, including the application of constitutional principles and use of legal reasoning.

☐ I can identify common opposing central ideas in two or more texts.

☐ I can identify primary and secondary documents and explain how reasoning is developed and ideas are supported.

advocacy (e.g., *The Federalist*, presidential addresses).

ENGIII.WCE.14 Determine common or opposing central ideas in two or more texts, including primary and secondary documents and informational text, and explain how reasoning is developed and ideas are supported.

ENGIII.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

ENGIII.RI.10 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.

Writing

ENGIII.W.2 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.

ENGIII.W.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ENGIII.W.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples

☑ I can analyze U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

☑ I can read and comprehend literary nonfiction.

Writing

☑ I can write informative/explanatory texts to examine and clearly convey complex ideas, concepts, and information using selection, organization, and analysis of context.

☑ I can clearly introduce and organize a topic while using formatting, graphics, and multimedia to aid comprehension.

☑ I can develop the topic with relevant facts, extended definition, details, quotations and examples appropriate to the audience’s knowledge of the topic.

☑ I can establish and maintain a formal style and objective tone while using the conventions of writing.

☑ I can produce clear, coherent, organized writing.

☑ I can produce a style that is appropriate to task, purpose, and audience.

appropriate to the audience's knowledge of the topic.

ENGLIII.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ENGLIII.W.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.)

ENGLIII.W.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.

ENGLIII.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ENGLIII.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking and Listening Standards will not be assessed on the TNReady Assessments.]

Speaking and Listening

ENGLIII.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

☑ I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

☑ I can focus on purpose and audience.

☑ I can use technology to produce, publish, and update writing.

☑ I can write over extended and shorter time frames for a range of tasks and purposes.

Speaking and Listening

☑ I can initiate and participate effectively in discussion, build on others' ideas, and express ideas clearly.

☑ I can integrate multiple sources of information to inform decisions and solve problems.

☑ I can evaluate the credibility and accuracy of sources.

☑ I can conduct debate to allow all views.

☑ I can allow for dissenting views and compromise.

☑ I can determine what additional research is required for more investigation.

☑ I can present information, findings, and evidence and convey a clear perspective.

☑ I can organize and develop information appropriate to purpose and audience.

☑ I can make strategic use of digital media in presentations to enhance interest.

ENGLIII.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ENGLIII.WCE.19 Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

ENGLIII.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ENGLIII.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language

ENGLIII.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ENGLIII.L.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

ENGLIII.L.1b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

Language

☑ I can use the conventions of Standard English grammar and usage when writing or speaking.

☑ I can understand that usage is a matter of convention and can change.

☑ I can resolve issues of usage by consulting references.

☑ I can use conventions of Standard English capitalization, punctuation, and spelling when writing.

☑ I can observe hyphenation conventions

☑ I can spell correctly.

☑ I can apply knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, spelling, and common confusions) to make effective choices for meaning and style.

☑ I can vary syntax for effect by consulting references.

☑ I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ENGLIII.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ENGLIII.L.2a Observe hyphenation conventions.

ENGLIII.L.2b Spell correctly.

ENGLIII.L.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.

ENGLIII.L.3a Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

ENGLIII.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Honors Addendum

Note: The Honors Addendum is **REQUIRED** for all students enrolled in Honors English III. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.

Standards

ENGLIII.W.2 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.

ENGLIII.W.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to

Student Friendly “I Can” Statements

☑ I can write informative/explanatory texts to examine and clearly convey complex ideas, concepts, and information using selection, organization, and analysis of context.

create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ENGLIII.W.2b 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.

ENGLIII.W.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ENGLIII.W.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.)

ENGLIII.W.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.

ENGLIII.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Honors Components 1, 3, 5 and 6:

- ☑ Extended reading assignments that connect with specified curriculum
- ☑ Projects that apply course curriculum to relevant or real-world situations
- ☑ Writing assignments that demonstrate a variety of modes, purposes, and styles
- ☑ Integration of appropriate technology into the course of study

☑ I can clearly introduce and organize a topic while using formatting, graphics, and multimedia to aid comprehension.

☑ I can develop the topic with relevant facts, extended definition, details, quotations and examples appropriate to the audience's knowledge of the topic.

☑ I can establish and maintain a formal style and objective tone while using the conventions of writing.

☑ I can produce clear, coherent, organized writing.

☑ I can produce a style that is appropriate to task, purpose, and audience.

☑ I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

☑ I can focus on purpose and audience.

☑ I can use technology to produce, publish, and update writing.