

Duval County Public Schools

English III

2006-2007



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K-12 Language Arts/Reading

Adopted Course Materials

Glencoe Literature:

The Reader's Choice, American Literature, 2003

Writer's Choice: Grammar and Composition, 2001

ENGLISH LANGUAGE ARTS REVISED CURRICULUM 2006-07

This curriculum has been reformatted to accomplish the following purposes:

- To introduce the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and has been adopted across the district by the four academic subject areas;
- To correlate Sunshine State Standards for English Language Arts and NCEE New Standards Performance Standards in one easy-to-read table; and
- To introduce performance tasks for students to demonstrate understanding of the standards.

The Three Stages of Understanding by Design:

1. Identify desired results:
 - State and NCEE performance standards (established goals)
 - Enduring understandings
 - Essential questions
 - Knowledge and skills
2. Determine acceptable evidence of understanding:
 - Performance assessments
 - Short and extended response items
 - Traditional quizzes and tests, including FCAT-like items
 - Informal checks and observations
 - Discussions
3. Plan engaging and effective instruction:
 - Unit plans
 - Lesson plans

Definitions

A content outline is provided to suggest the order in which units should be taught. Following the sequence will ensure fewer gaps in knowledge and skills among students who transfer from school to school and within the school.

The pacing guide estimates the number of weeks to be spent teaching each unit in both block and traditional schedule schools. Teachers should use this as a guide for planning instruction.

The Sunshine State Standards/Benchmarks and the New Standards Performance Standards are statements of what students should know or understand.

Enduring understandings are the big ideas of the unit.

Essential questions are designed to help students uncover the big ideas.

Enduring understandings and essential questions should be used in planning instruction.

Knowledge refers to standards and benchmarks that students are learning. Skills are processes that students should be able to perform successfully.

Performance tasks are performances that all students are expected to do.

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced/honors credit in an English Language Arts course. Since 1998 the district's requirements for honors credit have been:

- Students in advanced courses are responsible for the same Sunshine State Standards as standard level students. However, these advanced students complete a more rigorous curriculum. Instructional strategies will reflect the rigor and depth of the material. Student grades will also reflect the quality and completion of the additional requirements inherent in advanced courses.
- Advanced courses will include the following:
 - Extended and complex writing components both timed and not timed
 - Frequent analysis of primary sources
 - Extensive use of documents/data for writing prompts
 - Complex problem solving

English III

Florida Department of Education Course Description -English III (1001370)

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences. Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies. Learning tasks and materials accommodate the individual needs of students. Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. Students earning credit in English III may not earn credit in English Skills III, English Honors III, or English III Through ESOL. The emphasis should be on the works of American authors; however literature representative of other cultures may be used to support integrated studies and multicultural emphases.

1. Desired Results

Benchmarks from the Sunshine State Standards for English III	NCEE Performance Standards
<p>1. The student will use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts. The student will</p> <p>LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.</p> <p>LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.</p> <p>LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.</p> <p>2. The student will use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English. The student will</p> <p>LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.</p> <p>LA.B.1.4.2 draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with precision of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.</p> <p>LA.B.1.4.3 produce final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation;</p>	<p>E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that: makes and supports warranted and responsible assertions about the texts; supports assertions with elaborated and convincing evidence; draws the texts together to compare and contrast themes, characters, and ideas; makes perceptive and well developed connections; evaluates writing strategies and elements of the author's craft.</p> <p>E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: restates or summarizes information; relates new information to prior knowledge and experience; extends ideas; makes connections to related topics or information.</p> <p>E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.</p> <p>E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include adding or deleting details, adding or deleting explanations, clarifying difficult passages, rearranging words, sentences, and paragraphs to improve or clarify meaning, sharpening the focus, reconsidering the organizational structure, rethinking and/or rewriting the piece in light of different audiences or purposes.</p>

<p>correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.</p> <p>LA.B.2.4.2 organize information using appropriate systems.</p> <p>LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.</p> <p>3. The student will select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations. The student</p> <p>LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.</p> <p>LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.</p> <p>LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).</p> <p>LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.</p> <p>LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.</p> <p>LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.</p> <p>4. The student will select and use appropriate language for effective visual, oral, and written communication. The student will</p> <p>LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.</p> <p>LA.D.2.4.2 understand the subtleties of literary devices and techniques</p>	<p>E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: initiates new topics in addition to responding to adult-initiated topics; asks relevant questions; responds to questions with appropriate elaboration; uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...", "very likely...", "I'm unsure whether..."; confirms understanding by paraphrasing the adult's directions or suggestions;</p> <p>E3b: The student participates in group meetings, in which the student: displays appropriate turn-taking behaviors; actively solicits another person's comment or opinion; offers own opinion forcefully without dominating; responds appropriately to comments and questions; volunteers contributions and responds when directly solicited by teacher or discussion leader; gives reasons in support of opinions expressed; clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions; employs a group decision-making technique such as brainstorming or a problem solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solution, evaluate solution); divides labor so as to achieve the overall group goal efficiently;</p> <p>E3c: The student prepares and delivers an individual presentation, in which the student: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members; shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials; uses notes or other memory aids to</p>
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<p>in the comprehension and creation of communication.</p> <p>LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.</p> <p>5. The student will demonstrate understanding of the ways that history, culture, and setting influence language. The student will</p> <p>LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.</p> <p>LA.D.1.4.3 understand that there are differences among various dialects of English.</p> <p>LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.</p> <p>6. The student will demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.</p> <p>LA.E.1.4.2 understand why certain literary works are considered classics.</p> <p>LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.</p> <p>LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolution.</p> <p>LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.</p> <p>LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.</p> <p>LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.</p> <p>LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.</p> <p>LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the</p>	<p>structure the presentation; develops several main points relating to a single thesis; engages the audience with appropriate verbal cues and eye contact; projects a sense of individuality and personality in selecting and organizing content, and in delivery.</p> <p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: makes thematic connections among literary texts, public discourse, and media; evaluates the impact of author's decisions regarding word choice, style, content, and literary elements; analyzes the characters of literary forms and genres; evaluates literary merit; explains the effect of point of view; makes inferences and draws conclusions about fictional and non-fictional contexts, events, setting, themes, and styles; interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; evaluates the stance of a writer in shaping the presentation of a subject; interprets ambiguities, subtleties, contradictions, ironies, and nuances; understands the role of tone in presenting literature (both fictional and non-fictional); demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.</p> <p>E2b: The student produces a response to literature that: engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; advances a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; demonstrates understanding of the literary work through suggesting an interpretation; anticipates and answers a reader's questions; recognizes possible ambiguities, nuances, and complexities; provides a sense of closure to the writing.</p> <p>E2f: The student produces a reflective essay that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; analyzes a condition or situation of significance; develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience; creates an organizing structure appropriate to purpose and audience; uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario; provides a sense</p>
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<p>characters, events, motives, and causes of conflict in texts. LA.E.2.4.7 examine a literary selection from several critical perspectives. LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.</p> <p>7. Use research and critical inquiry processes to prepare documents and oral presentations. The student will</p> <p>LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.</p> <p>LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.</p> <p>LA.A.2.4.8 synthesize information from multiple sources to draw conclusions. LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software. programs, to create, revise, retrieve, and verify information.</p>	<p>of closure to the writing.</p> <p>E2a: The student produces a report that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that conveys a perspective on the subject; creates an organizing structure appropriate to purpose, audience, and context; includes appropriate facts and details; excludes extraneous and inappropriate information; uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate; provides a sense of closure to the writing.</p>
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Quarter 1: From the Earliest Days and A New Nation

Key concepts for discussion: change, freedom, transcendentalism

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>The native American Indians had a rich tradition of oral literature.</p> <p>The Puritans used plain language to reflect the simplicity they sought in their everyday lives.</p> <p>The literature of the new nation reflected issues that were particular to America.</p> <p>The writings of the 18th century represent both the optimism and pessimism of the new nation.</p>	<p>How did religion shape the literature of the Puritan period?</p> <p>How was the influence of Eastern philosophy shown in Transcendentalist literature?</p> <p>Why were political documents the primary form of literature during the Age of Reason?</p> <p>How were the novels written in 18th century America like their European Romantic counterparts?</p>	<p>Students should know about: America and the World in respect to the</p> <ul style="list-style-type: none"> ▪ History of the Time ▪ Life of the Time ▪ Literature of the Time ▪ Novels of the Time (18th century) ▪ Archetypal themes and characters ▪ The oral tradition ▪ Literary conventions of the time. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time. ▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings. ▪ Make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings. ▪ Revise and edit their written work to render it publishable in terms of the conventions of the English language. ▪ Speak about their understandings using the conventions of the English language.

Quarter II: The Civil War and Its Aftermath and Regionalism and Realism

Key concepts for discussion: civil war, recovery, self realization

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>The turmoil experienced by the intellectual and political leadership of a divided nation manifests itself through powerful rhetoric.</p> <p>As a medium, poetry's unique strength is its ability to outwardly express the subconscious feelings and universal connections of the writer to his environment.</p> <p>The rights of women began to be reflected in the writing on self realization.</p>	<p>How does the literature of the period show the irreconcilable differences that propelled the newly formed nation into a state of dissolution?</p> <p>What made the American writers turn inward to their own thoughts and feelings after the war?</p> <p>What was the world like for women in the 19th century as reflected in the novels and short stories of the period?</p>	<p>Students should know about: America and the World in respect to the</p> <ul style="list-style-type: none"> ▪ History of the Time ▪ Life of the Time ▪ Literature of the Time ▪ Novels of the Time ▪ Archetypal themes and characters ▪ Literary conventions of the time. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time. ▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings. ▪ Make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings. ▪ Revise and edit their written work to render it publishable in terms of the conventions of the English language. ▪ Speak about their understandings using the conventions of the English language.

Quarter III: Beginnings of the Modern Age and Mid-century Voices

Key concepts for discussion: class, the Great War, the "Lost Generation," imagism, economic depression

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>In the early years of the twentieth century the nation was made smaller by the inventions of as the automobile, radio, movies, telephone, and airplanes.</p> <p>The Great War (WWI) was the most horrendous and devastating war the world had ever seen.</p> <p>The Roaring Twenties were an expression of the desperate attempt of Americans to escape the terrible effect that WWI had had on their nation and their lives.</p> <p>The Great Depression following the stock market crash of 1929 resulted in over twelve million people (mostly men, who were the breadwinners) Americans losing their jobs.</p> <p>World War II was a continuation of the animosity that existed on the European front following WWI.</p> <p>Americans became increasingly aware of the effects of racial discrimination as the world became smaller in the 1950's.</p>	<p>How was the impact of new technology reflected in the literature of the modern age?</p> <p>How did World War I influence American life and literature?</p> <p>What literature best captured the essence of the madness of the Roaring Twenties?</p> <p>What literature and art captured the tragedy of the Great Depression most clearly?</p> <p>How was the impact of WWII seen in both the fiction and nonfiction of the era?</p> <p>What did the level of awareness of the rights of minorities do to influence the recognition of other voices in literature?</p>	<p>Students should know about: America and the World in respect to the</p> <ul style="list-style-type: none"> ▪ History of the Time ▪ Life of the Time ▪ Literature of the Time ▪ Novels of the Time ▪ Archetypal themes and characters ▪ Literary conventions of the time. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time. ▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings. ▪ Make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings. ▪ Revise and edit their written work to render it publishable in terms of the conventions of the English language. ▪ Speak about their understandings using the conventions of the English language.

Quarter IV: Into the Twenty-first Century

Key concepts for discussion: story-telling, the "American Dream," love, memories, culture

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>The political and social turbulence of the late 20th century has produced a nation which is no longer accepting of the absolute authority of the elected government.</p> <p>The United States of America faces its greatest challenges as a nation from without and within as it emerges into the 21st century.</p> <p>In the last twenty years technology has offered us more and quicker access to information globally than have existed since the beginning of time?</p>	<p>What impact did the events like the passing of the Civil Rights Act of 1964, the assassinations of world leaders, and the Vietnam War have on the attitudes of writers about what they could say in their poetry and prose?</p> <p>Why is it important that young Americans today be more literate and better informed than ever before in the history of our nation?</p> <p>How can being computer literate and also well educated help us to make wise decisions that affect our lives and the lives of others?</p>	<p>Students should know about: America and the World in respect to the</p> <ul style="list-style-type: none"> ▪ History of the Time ▪ Life of the Time ▪ Literature of the Time ▪ Novels of the Time ▪ Archetypal themes and characters ▪ Literary conventions of the time. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time. ▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings. ▪ Make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings. ▪ Revise and edit their written work to render it publishable in terms of the conventions of the English language. ▪ Speak about their understandings using the conventions of the English language.

2. Acceptable Evidence of Understanding

Teachers should plan to utilize both formative and summative assessments to determine students' understanding of the standards.

NCEE Performance Standard	Sunshine State Standard	SSS/NCEE Performance Assessments
E1a: 25 book standard (independent reading)	LAA243	Annotated reading list Reader response journal
E1b: Deep reading by one author, on one issue or subject (independent reading)	LAA142,143,241,242, LAD141,143 understands the nature of language	E1b/E2b/E5a: Response to literature; E4a/b edited and revised
E1c: Informational text	LAA244 Locate information for research	E1c/E2a: Report (see below)
E2a: Report	LAB141-143, 241-143	E2a: Report based on Internet research; E4a/b edited and revised (LAA244, LAB142,143, 241, 242,243)
E2b: Response to literature	LAE241-248 Responding critically to text	E2b/E5a: Response to literature
E2f: Reflective essay		E1b/E2f: Reflective essay
E3a: One-to-one reading/writing conferences with teacher	LAA141,143,144,243 Reading conference	conference notes
E3b: Participation in reading group	LAA141,143,144,241,242,243, LAC143 Reading group discussions	reading group roles
E3c: Oral presentation	LAC341-345, LAD244	oral presentation of Internet research
E4a: Editing	LAB143 Editing	E2a, E2b, E2f final edited piece
E4b: Revision	LAB142 Revision	E2a, E2b, E2f final revised piece
	LAA,LAB,LAD,LAE	Unit Test: Reading, Literature, Editing End of Course Exam: Reading, Editing Portfolio Assessment: Writing

3. Performance Tasks

NCEE Performance Standards

Reading:

E1a: The student reads at least 25 books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list (see Performance Standards book, pp. 22-23.) The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that: makes and supports warranted and responsible assertions about the texts; supports assertions with elaborated and convincing evidence; draws the texts together to compare and contrast themes, characters, and ideas; makes perceptive and well developed connections; evaluates writing strategies and elements of the author's craft.

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: restates or summarizes information; relates new information to prior knowledge and experience; extends ideas; makes connections to related topics or information.

Writing

E2a: The student produces a report that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that conveys a perspective on the subject; creates an organizing structure appropriate to purpose, audience, and context; includes appropriate facts and details; excludes extraneous and inappropriate information; uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate; provides a sense of closure to the writing.

E2b: The student produces a response to literature that: engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; advances a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; demonstrates understanding of the literary work through suggesting an interpretation; anticipates and answers a reader's questions; recognizes possible ambiguities, nuances, and complexities; provides a sense of closure to the writing.

E2f: The student produces a reflective essay that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; analyzes a condition or situation of significance; develops a commonplace, concrete occasion as the basis for the reflection, e.g.,

personal observation or experience; creates an organizing structure appropriate to purpose and audience; uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario; provides a sense of closure to the writing.

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: makes thematic connections among literary texts, public discourse, and media; evaluates the impact of author's decisions regarding word choice, style, content, and literary elements; analyzes the characters of literary forms and genres; evaluates literary merit; explains the effect of point of view; makes inferences and draws conclusions about fictional and non-fictional contexts, events, setting, themes, and styles; interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; evaluates the stance of a writer in shaping the presentation of a subject; interprets ambiguities, subtleties, contradictions, ironies, and nuances; understands the role of tone in presenting literature (both fictional and non-fictional); demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

Speaking, Listening, and Viewing

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: initiates new topics in addition to responding to adult-initiated topics; asks relevant questions; responds to questions with appropriate elaboration; uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...", "very likely...", "I'm unsure whether..."; confirms understanding by paraphrasing the adult's directions or suggestions;

E3b: The student participates in group meetings, in which the student: displays appropriate turn-taking behaviors; actively solicits another person's comment or opinion; offers own opinion forcefully without dominating; responds appropriately to comments and questions; volunteers contributions and responds when directly solicited by teacher or discussion leader; gives reasons in support of opinions expressed; clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions; employs a group decision-making technique such as brainstorming or a problem solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solution, evaluate solution); divides labor so as to achieve the overall group goal efficiently;

E3c: The student prepares and delivers an individual presentation, in which the student: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members; shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource material; uses notes or other memory aids to structure the presentation; develops several main points relating to a single thesis; engages the audience with appropriate verbal cues and eye contact; projects a sense of individuality and personality in selecting and organizing content, and in delivery.

E4a: The student independently and habitually demonstrates understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, usage.

E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include: adding or deleting details, adding or deleting explanations, clarifying difficult passages, rearranging words, sentences, and paragraphs to improve or clarify meaning, sharpening the focus, reconsidering the organizational structure, rethinking and/or rewriting the piece in light of different audiences and purposes.

4. Instructional Delivery Model

Reader's Workshop	Writer's Workshop
<ul style="list-style-type: none"> • annotated reading list • reader response journals • book sharing • reading conferences • author studies • reading discussion groups • oral presentations 	<ul style="list-style-type: none"> • writer's notebook (craft lessons) • report • response to literature • narrative account • persuasive essay • reflective essay • revising • editing • writing conferences • genre studies

Pacing Guide English III: Semester One, Quarter One

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; teacher reading conferences; viewing of film and video representative of time and place	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text: Glencoe Reader's Choice: Native American mythology, early Puritan writings and related texts; relevant nonfiction selections via Internet, other print sources; non-print media	Dialectical journal; E2b/E5a Response to Literature Book shares
3-4	Writing Workshop: E2b/E5a: Response to Literature: reading text appropriate to time and place, analyzing, and writing a critical response; Craft lessons: reading and analyzing professional models of response to literature, critical essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Glencoe Reader's Choice: early settlers personal narratives, religious rhetoric; relevant nonfiction selections via Internet, other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2b/E5a Response to Literature
5-6	Reading Workshop: Selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions;	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively.	Independent reading in a genre appropriate to time and place; core text: Glencoe Reader's	Dialectical journal;

	conferences	LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Choice: early political writings, drama: Arthur Miller's <i>The Crucible</i> ; novels: <i>The Scarlet Letter</i> short stories, the Fireside poets; nonfiction selections via Internet, other print sources; non-print media	E2b/E5a Response to Literature Book shares
7-8	Writing Workshop: E2a Report: reading text on history, culture appropriate to time and place, analyzing, and writing a report; Craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Glencoe Reader's Choice: the transcendentalists, Edgar Allan Poe; relevant nonfiction selections via Internet, other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2a Report
9	Writing Workshop: E2f: Reflective Essay : reading text appropriate to time and place, analyzing, and writing a personal response; Craft lessons: reading and analyzing professional models of reflective essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms.	Independent reading in a genre appropriate to time and place; core text: Glencoe Reader's Choice relevant nonfiction selections via Internet, other print sources	Writer's notebook; craft lessons E2a Reflective Essay On-demand essay: responding to text selection Oral reports Unit Test

		LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.		
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Pacing Guide English III: Semester One, Quarter Two

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; teacher reading conferences; viewing of film and video representative of time and place	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text: Civil War slave songs, personal narratives, short stories and political addresses; relevant nonfiction selections via Internet, other print sources; non- print media	Dialectical journal; E2b/E5a Response to Literature Book shares
3-4	Writing Workshop: E2b/E5a: Response to Literature: reading text appropriate to time and place, analyzing, and writing a critical response; Craft lessons: reading and analyzing professional models of response to literature, critical essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Walt Whitman/Emily Dickinson; relevant nonfiction selections via Internet, other print sources; non- print media; professional models of responses to literature	Writer's notebook; craft lessons E2b/E5a Response to Literature
5-6	Reading Workshop: Selected readings from core text, informational texts, Internet; dialectical journals;	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively.	Independent reading in a genre appropriate to time and place; core text:	Dialectical journal;

	reading group discussions; conferences	LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Regionalism: the short stories of Mark Twain, Bret Harte, and Jack London; relevant nonfiction selections via Internet, other print sources; non-print media	E2b/E5a Response to Literature Book shares
7-8	Writing Workshop: E2a Report: reading text on history, culture appropriate to time and place, analyzing, and writing a report; Craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Realism; the short stories and novels of Kate Chopin and Stephen Crane; relevant nonfiction selections via Internet, other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2a Report
9	Writing Workshop: E2f: Reflective Essay : reading text appropriate to time and place, analyzing, and writing a personal response; Craft lessons: reading and analyzing professional models of reflective essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text relevant nonfiction selections via Internet, other print sources	Writer's notebook; craft lessons E2f Reflective Essay On-demand essay: responding to text selection Oral reports Semester exam

Pacing Guide English III: Semester Two, Quarter Three

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; teacher reading conferences; viewing of film and video representative of time and place	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text: Modernism: poetry: Ezea Pound through Robert Frost; relevant nonfiction selections via Internet, other print sources; non-print media	Dialectical journal; E2b/E5a Response to Literature Book shares
3-4	Writing Workshop: E2b/E5a: Response to Literature: reading text appropriate to time and place, analyzing, and writing a critical response; Craft lessons: reading and analyzing professional models of response to literature, critical essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: F. Scott Fitzgerald and Ernest Hemingway: short stories and novels; relevant nonfiction selections via Internet, other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2b/E5a Response to Literature
5-6	Reading Workshop: Selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively.	Independent reading in a genre appropriate to time and place; core text: poetry: The Harlem Renaissance; novelists: Richard	Dialectical journal; E2b/E5a

		LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Wright, James Baldwin, Alice Walker; relevant nonfiction selections via Internet, other print sources; non-print media	Response to Literature Book shares
7-8	Writing Workshop: E2a Report: reading text on history, culture appropriate to time and place, analyzing, and writing a report; Craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: short stories and novels of John Steinbeck and William Faulkner, Bernard Malamud, relevant nonfiction selections via Internet, other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2a Report
9	Writing Workshop: E2f: Reflective Essay : reading text appropriate to time and place, analyzing, and writing a personal response; Craft lessons: reading and analyzing professional models of reflective essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text relevant nonfiction selections via Internet, other print sources	Writer's notebook; craft lessons E2f Reflective Essay On-demand essay: responding to text selection Oral reports Unit Exam

Pacing Guide English III: Semester Two, Quarter Four

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; teacher reading conferences; viewing of film and video representative of time and place	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text: contemporary American fiction: short story; relevant nonfiction selections via Internet, other print sources; non- print media	Dialectical journal; E2b/E5a Response to Literature Book shares
3-4	Writing Workshop: E2b/E5a: Response to Literature: reading text appropriate to time and place, analyzing, and writing a critical response; Craft lessons: reading and analyzing professional models of response to literature, critical essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: contemporary American poetry; relevant nonfiction selections via Internet, other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2b/E5a Response to Literature
5-6	Reading Workshop: Selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively.	Independent reading in a genre appropriate to time and place; core text: contemporary American drama; nonfiction selections	Dialectical journal; E2b/E5a

		LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	via Internet, other print sources; non-print media	Response to Literature Book shares
7-8	Writing Workshop: E2a Report: reading text on history, culture appropriate to time and place, analyzing, and writing a report; Craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: contemporary American nonfiction; relevant nonfiction selections via Internet, other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2a Report
9	Writing Workshop: E2f: Reflective Essay : reading text appropriate to time and place, analyzing, and writing a personal response; Craft lessons: reading and analyzing professional models of reflective essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text relevant nonfiction selections via Internet, other print sources	Writer's notebook; craft lessons E2f Reflective Essay On-demand essay: responding to text selection Oral reports Semester exam

Appendices: