

English III 1st Quarter

First Quarter	TN Standards	Skill Focus	Resources
<h3 style="margin: 0;">Reading Complex Texts</h3>	<p style="text-align: center;"><u>Literature and Informational Texts</u></p> <p>11-12.RL. and RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <p>11-12.RL. and RI. KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</p> <p>11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an</p>	<p style="text-align: center;"><u>Literature and Informational Texts</u></p> <p>Theme: What are the themes/central ideas of the text? How do the themes/central ideas interact or build on each other? Write a summary of the text. What makes American Literature American? What is the relationship between literature and place? How does literature shape or reflect society?</p> <p>Citing textual evidence: What does the text explicitly say in relationship to the claim? What does the text infer about the claim? Compare and contrast persuasive techniques using textual evidence.</p> <p>Literary elements/skills: origin myth, themes, archetypes, political documents, persuasive techniques, analyze philosophical assumptions and beliefs (explicit and implicit), author’s purpose, audience, sermon, oratory, speech and types, rhetorical devices from pg 96 (restatement, anaphora, rhetorical questions, repetition, parallelism, antithesis, exclamation), allusions, autobiography, aphorisms, narratives, characterization- direct and indirect.</p>	<p style="text-align: center;"><u>Literature and Informational Texts</u></p> <p><u>Pearson Literature Resources</u></p> <ul style="list-style-type: none"> • <u>A Gathering of Voices: Literature of Early America- -Beginnings to 1800</u> Literature Book Intro Pearson • <i>Earth on Turtle’s Back</i> p.18 begin myths • <i>When Grizzlies Walked Upright</i> • <i>The Navajo Origin Legend</i> • From <i>Of Plymouth Plantation</i>, by William Bradford p.56 • <i>The Devil and Tom Walker</i>, by Washington Irving p. 226 • From <i>Sinners in the Hands of an Angry God</i>, by Jonathan Edwards p. 84 • <i>Speech in the Virginia Convention</i>, Patrick Henry p. 98 • <i>Speech in the Convention</i>, Benjamin Franklin p. 104 • <i>From The Autobiography by Benjamin Franklin</i> p. 136 • <i>Iroquois Constitution</i> p. 40 <p>See Pacing Guide for more writing ideas.</p>

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	<p>author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <p>11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.</p> <p>11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.</p> <p>11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</p> <p>11-12.RL.CS.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</p>	<p>Historical Context: What is the historical or literary significance of the text? What insights does the text give into its specific historical time period?</p> <p>Structure: How does the text’s structure contribute to its overall meaning and aesthetic impact?</p> <p>What are the premises, purposes, and/or arguments of the text(s)?</p>	<p style="text-align: center;"><u>Other Resources</u></p> <ul style="list-style-type: none"> • http://www.usatestprep.com • http://tn.gov/education/topic/tcap-writing-rubrics • http://tn.gov/education/topic/tcap-blueprints • http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/english-practice-test-questions.html?page=0&chapter=0 • http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/reading-practice-test-questions.html?page=0&chapter=0 <p style="text-align: center;">Note: Refer to the Quarter 1 folder on the flash drive for further resources</p>

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	<p>multiple meanings or language that is stylistically poignant and engaging.</p> <p>11.RI. and RL.RRTC.10 Read and comprehend a variety of literary nonfiction and literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p>		

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<p>Language (Vocabulary & Conventions)</p>	<p style="text-align: center;"><u>Language</u></p> <p>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p> <p>11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p>11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.</p> <p>11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.</p>	<p style="text-align: center;"><u>Language</u></p> <p>What does the word mean based on context? What are other possible meanings of the word? What is the part of speech, pronunciation, and/or etymology of a word?</p> <p>How does the author's language choice impact the meaning and tone of the text? What are the implications of the author's use of specific figurative language?</p> <p>What is the connotative meaning of a word and/or figure of speech? Is the word choice appropriate to the academic content of the writing sample and/or speech?</p> <ul style="list-style-type: none"> • Thematic/Unit Vocabulary • Command of the conventions of standard English grammar and usage • Use of correct capitalization, punctuation, hyphenation, and spelling • Use of correct and appropriate tone based on context • Variety of sentence structure • Determine meaning based on context 	<p style="text-align: center;"><u>Language</u></p> <p><u>Pearson Literature Resources</u></p> <p>Introducing the Big Question Learning Big Question Vocabulary Unit Resources for Vocabulary Making Connections: Vocabulary After You Read: Vocabulary Vocabulary Workshop in each Unit</p> <ul style="list-style-type: none"> • http://www.vocabulary.co.il/eleventh-grade-vocabulary-games/ • http://www.nea.org/tools/lessons/spelling-and-vocabulary-9-12.html • http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/ • http://tn.gov/education/topic/tcap-writing-rubrics • http://tn.gov/education/topic/tcap-blueprints • http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/english-practice-test-questions.html?page=0&chapter=0

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	<p>11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p>11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<ul style="list-style-type: none"> • http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/reading-practice-test-questions.html?page=0&chapter=0 <p>Note: Refer to the Quarter 1 folder on the flash drive for further resources</p>
<h3>Writing to Texts</h3>	<p style="text-align: center;"><u>Writing to Texts</u></p> <p>11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and</p>	<p style="text-align: center;"><u>Writing to Texts</u></p> <p>Argumentative/Analytical Writing: How does the argument support the claim? How does the claim differ from alternate or opposing views? Does the claim supply evidence that is relevant to audience interest and knowledge? Is the tone of the essay well-established and appropriate to the type of writing assignment? Do claims and counterclaims take into consideration aspects such as the audience’s knowledge level, interests, values and biases? Do the language and syntax</p>	<p style="text-align: center;"><u>Writing to Texts</u></p> <p style="text-align: center;"><u>Pearson Literature Resources:</u></p> <ul style="list-style-type: none"> • Writing About the Big Question • After You Read • Journal entries • Daily Language Practice • Graphic organizers • Writing Workshop <p>See Pacing Guide for more writing ideas.</p>

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	<p>organization of content.</p> <p>11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.</p> <p>11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing</p>	<p>create cohesion among the ideas in the essay? How does the conclusion support the argument?</p> <p>Informational: Is the information organized in such a way that the text is clear and accurate? Do the ideas build upon one another? Are transitions used to fluidly connect thoughts? Is the language precise and sophisticated enough to complement and manage the complexity of the topic? Does the essay contain a balance of literal and figurative explanation? Is the tone formal and objective? Does the conclusion support the argument?</p> <p>Narrative: Was correct point of view used? Was correct vernacular used for the setting? Is it clear and concise? Does it show the proper amount of emotion for the character? Is it organized and logical? Is there insight into the character's issues?</p> <ul style="list-style-type: none"> • Essay organization & structure • Thesis statement • Topic sentence & supporting details • Citing textual details 	<p style="text-align: center;">Other Resources</p> <ul style="list-style-type: none"> • http://www.usatestprep.com • https://owl.english.purdue.edu • http://www.easybib.com • http://www.misd.net/languageart/GrammarInAction/ProofreadingRevisingEditing.pdf • http://www.nwp.org/cs/public/print/resource_topic/revision • http://tn.gov/education/topic/tcap-writing-rubrics • https://www.esc.edu/online-writing-center/resources/research/ • http://tn.gov/education/topic/tcap-blueprints <p style="text-align: center;">Note: Refer to the Quarter 1 folder on the flash drive for further resources</p>

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	<p>multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <p>11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.</p> <p>11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Analyzing textual details • Writing paragraphs • Varying sentence structure • Analytical writing/elements • Narrative writing/elements 	

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Speaking & Listening	<u>Speaking & Listening</u>		<u>Speaking and Listening</u>		<u>Speaking and Listening</u>	
	<p>11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> • What is the speaker's <u>point of view</u> or reasoning? • What is the speaker's <u>purpose</u> and/or <u>main idea</u>? • How effective is the speaker's use of <u>evidence</u> and rhetoric? • How does the speaker <u>link ideas</u>? • What is the speaker's <u>tone</u>? • How does the speaker use certain words, points of <u>emphasis</u>, or tone? • Who is the target <u>audience</u>? 		<p><u>Pearson Literature Resources/Activities</u></p> <ul style="list-style-type: none"> • Exploring the Big Question • Research and Technology • Presentation of Ideas • Make/present a compare/contrast chart • Communications Workshop <p><u>Suggested Speaking & Listening Activities</u></p> <ul style="list-style-type: none"> • Informal Debate • Interview and Present Student Information • Dramatic Readings • Introductory/Persuasive speeches • Presentation of research/writing • Quick Writes <p style="text-align: center;"><u>Other Resources</u></p> <ul style="list-style-type: none"> • http://www.usatestprep.com • http://study.com/academy/course/common-core-speaking-and-listening-grades-11-12.html <p style="text-align: center;">Note: Refer to the Quarter 1 folder on the flash drive for further resources</p>	
Reading and Writing in Each Quarter						
	Cite Evidence	Analyze Content	Study and Apply	Vocabulary	Discussions	Report Findings
Every Quarter	11-12.RL./RI.KID.1	11-12.RL/RI.KID.1 11-12.SL.CC.2-3	11-12.L.CSE.1-2;11-12.L.KL.3; 11-12.SL.PK.6	11-12.L.VAU.4-6	11-12.SL.CC.1	11-2.SL.PKI.4-6

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