

## English III 2nd Quarter

Second Quarter	TN Standards	Skill Focus	Resources
Reading Complex Texts	<p style="text-align: center;"><b><u>Literature and Informational Texts</u></b></p> <p><b>11-12.RL. and RI.KID.1</b> 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><b>11-12.RL. and RI. KID.2</b> Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p><b>11-12.RL.KID.3</b> 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><b>11-12.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p> <p><b>11-12.RL.CS.5</b> Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure,</p>	<p style="text-align: center;"><b><u>Literature and Informational Texts</u></b></p> <p><b><u>Theme:</u></b> 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? What are the themes/central ideas of Acts 1, 2, 3, 4. How do the themes/central ideas interact to achieve to achieve an overall purpose?</p> <p><b><u>Setting:</u></b> How does setting, order of events, and/or characters impact the story or drama? How do these key elements interact and change throughout the course of the text?</p> <p><b><u>Literary elements:</u></b> themes, archetypes, persuasive techniques, author's purpose, audience, symbolism, plot, dramatic exposition, allusions, internal and external conflict, irony, characterization-direct and indirect, tragedy, tragic hero, tragic flaw, allegory, point of view, stream of consciousness, Gothic Literature.</p> <p><b><u>Historical Context:</u></b> What is the historical or literary significance of the text? What insights</p>	<p style="text-align: center;"><b><u>Literature and Informational Texts</u></b></p> <p><b><u>Pearson Literature Resources</u></b>  <b>Extended Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>The Crucible</i> by Arthur Miller p. 1118</li> <li>• <i>Good Night and Good Luck</i> excerpt p. 1240</li> <li>• <i>The Scarlet Letter</i> by Nathaniel Hawthorne outside reading</li> </ul> <p><b>Short Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>The Fall of the House of Usher</i> by Edgar Allen Poe p. 291</li> <li>• <i>The Raven</i> by Edgar Allen Poe p. 311</li> <li>• <i>An Occurrence at Owl Creek Bridge</i> by Ambrose Bierce p. 478</li> </ul> <p>See Pacing Guide for more writing ideas.</p> <p style="text-align: center;"><b><u>Other Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.usatestprep.com">http://www.usatestprep.com</a></li> <li>• <a href="http://www.elacommoncorelessonplans.com/literature-reading-standards/exemplars-g-9-10/the-crucible-teachers-guide-with-lesson-ideas.html">http://www.elacommoncorelessonplans.com/literature-reading-standards/exemplars-g-9-10/the-crucible-teachers-guide-with-lesson-ideas.html</a></li> </ul>

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	<p>meaning, and aesthetic impact.</p> <p><b>11-12.RL.CS.6</b> Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</p> <p><b>11-12.RI.IKI.7</b> Evaluate the topic or subject in multiple diverse formats and media.</p>	<p>does the text give into its specific historical time period?</p> <p><b>Citing textual evidence:</b> 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>	<ul style="list-style-type: none"> <li>• <a href="https://sophomores1314.files.wordpress.com/2013/10/how-to-spot-a-witch-p-11-12.pdf">https://sophomores1314.files.wordpress.com/2013/10/how-to-spot-a-witch-p-11-12.pdf</a></li> <li>• <a href="http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/reading_comprehension/">http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/reading_comprehension/</a></li> <li>• <a href="https://www.cps.k12.in.us/Page/1311">https://www.cps.k12.in.us/Page/1311</a></li> </ul> <p><b>Note: Refer to the Quarter 2 folder on the flash drive for further resources</b></p>

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<p><b>Language (Vocabulary &amp; Conventions)</b></p>	<p style="text-align: center;"><u>Language</u></p> <p><b>11-12.L.CSE.1</b> 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><b>11-12.L.CSE.2</b> 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><b>11-12.L.KL.3</b> 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><b>11-12.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11<sup>th</sup> -12<sup>th</sup> 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"> <li>• Thematic/Unit Vocabulary</li> <li>• Command of the conventions of standard English grammar and usage</li> <li>• Use of correct capitalization, punctuation, hyphenation, and spelling</li> <li>• Use of correct and appropriate tone based on context</li> <li>• Variety of sentence structure</li> <li>• Determine meaning based on context</li> </ul>	<p style="text-align: center;"><u>Language</u></p> <p><b>Pearson Literature Resources</b></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"> <li>• <a href="http://www.vocabulary.co.il/eleventh-grade-vocabulary-games/">http://www.vocabulary.co.il/eleventh-grade-vocabulary-games/</a></li> <li>• <a href="http://www.nea.org/tools/lessons/spelling-and-vocabulary-9-12.html">http://www.nea.org/tools/lessons/spelling-and-vocabulary-9-12.html</a></li> <li>• <a href="http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/">http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/</a></li> <li>• <a href="http://tn.gov/education/topic/tcap-writing-rubrics">http://tn.gov/education/topic/tcap-writing-rubrics</a></li> <li>• <a href="http://tn.gov/education/topic/tcap-blueprints">http://tn.gov/education/topic/tcap-blueprints</a></li> <li>• <a href="http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/english-practice-test-questions.html?page=0&amp;chapter=0">http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/english-practice-test-questions.html?page=0&amp;chapter=0</a></li> </ul>

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	<p><b>11-12.L.VAU.5</b> 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><b>11-12.L.VAU.6</b> 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"> <li>• <a href="http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/reading-practice-test-questions.html?page=0&amp;chapter=0">http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/reading-practice-test-questions.html?page=0&amp;chapter=0</a></li> </ul> <p><b>Note: Refer to the Quarter 2 folder on the flash drive for further resources</b></p>
<h3 style="margin: 0;">Writing to Texts</h3>	<p style="text-align: center;"><b><u>Writing to Texts</u></b></p> <p><b>11-12.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>11-12.W.TTP.2</b> Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately</p>	<p style="text-align: center;"><b><u>Writing to Texts</u></b></p> <p><b>Argumentative/Analytical Writing:</b>            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;"><b><u>Writing to Texts</u></b></p> <p style="text-align: center;"><b><u>Pearson Literature Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Writing About the Big Question</li> <li>• After You Read</li> <li>• Journal entries</li> <li>• Daily Language Practice</li> <li>• Graphic organizers</li> <li>• Writing Workshop</li> </ul> <p>See Pacing Guide for more writing ideas.</p>

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	<p>through the effective selection and organization of content.</p> <p><b>11-12.W.TTP.3</b> 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><b>11-12.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>1-12.W.PDW.5</b> 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><b>11-12.W.PDW.6</b> 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><b>11-12.W.RBPK.7</b> 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><b>Informational:</b> 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><b>Narrative:</b> 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"> <li>• Essay organization &amp; structure</li> <li>• Thesis statement</li> <li>• Topic sentence &amp; supporting details</li> <li>• Citing textual details</li> </ul>	<p style="text-align: center;"><b><u>Other Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.usatestprep.com">http://www.usatestprep.com</a></li> <li>• <a href="https://owl.english.purdue.edu">https://owl.english.purdue.edu</a></li> <li>• <a href="http://www.easybib.com">http://www.easybib.com</a></li> <li>• <a href="http://www.misd.net/languageart/GrammarInAction/ProofreadingRevisingEditing.pdf">http://www.misd.net/languageart/GrammarInAction/ProofreadingRevisingEditing.pdf</a></li> <li>• <a href="http://www.nwp.org/cs/public/print/resource_topic/revision">http://www.nwp.org/cs/public/print/resource_topic/revision</a></li> <li>• <a href="http://tn.gov/education/topic/tcap-writing-rubrics">http://tn.gov/education/topic/tcap-writing-rubrics</a></li> <li>• <a href="https://www.esc.edu/online-writing-center/resources/research/">https://www.esc.edu/online-writing-center/resources/research/</a></li> <li>• <a href="http://tn.gov/education/topic/tcap-blueprints">http://tn.gov/education/topic/tcap-blueprints</a></li> </ul> <p style="text-align: center;"><b>Note: Refer to the Quarter 2 folder on the flash drive for further resources</b></p>

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	<p>multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <p><b>11-12.W.RBPK.9</b> 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><b>11-12.W.RW.10</b> 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"> <li>• Analyzing textual details</li> <li>• Writing paragraphs</li> <li>• Varying sentence structure</li> <li>• Sentence combining</li> <li>• Revision &amp; editing</li> </ul>	

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<b>Speaking &amp; Listening</b>	<p style="text-align: center;"><b><u>Speaking &amp; Listening</u></b></p> <p><b>11-12.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11<sup>th</sup> - 12<sup>th</sup> grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>11-12.SL.CC.2</b> Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.</p> <p><b>11-12.SL.PKI.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p style="text-align: center;"><b><u>Speaking and Listening</u></b></p> <p>Did group members engage in a discussion that included various points of view?</p> <p>Did group members express ideas clearly and persuasively?</p> <p>Were group members prepared for the discussion?</p> <p>Had the group members read and researched the material?</p> <p>Did group members refer to evidence from the text and other research throughout the discussion?</p> <p>Was the discussion a thoughtful, well-reasoned exchanged of ideas?</p> <p>Were goals and individual roles established prior to the discussion?</p> <p>Did group members offer probing questions that furthered the discussion?</p>	<p style="text-align: center;"><b><u>Speaking and Listening</u></b></p> <p><b><u>Pearson Literature Resources/Activities</u></b></p> <ul style="list-style-type: none"> <li>• Exploring the Big Question</li> <li>• Research and Technology</li> <li>• Presentation of Ideas</li> <li>• Make/present a compare/contrast chart</li> <li>• Communications Workshop</li> </ul> <p><b><u>Suggested Speaking &amp; Listening Activities</u></b></p> <ul style="list-style-type: none"> <li>• Group roles and responsibility</li> <li>• Accountable Talk</li> <li>• Dramatic Readings</li> <li>• Delivering an oral summary/news story</li> <li>• Presentation of research/writing</li> <li>• Quick Writes</li> </ul> <p style="text-align: center;"><b><u>Other Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.usatestprep.com">http://www.usatestprep.com</a></li> <li>• <a href="http://www.webenglishteacher.com/speech.html">http://www.webenglishteacher.com/speech.html</a></li> </ul> <p><b>Note: Refer to the Quarter 2 folder on the flash drive for further resources</b></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	t

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