

## English III

**Standards:**

**MS CCRS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**

<b>Prerequisite Skills</b>
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See standards for Grades 9-10
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Key Terms (Vocabulary)	Definition	Student Friendly Language
Key Verbs (Skills)	Definition	Student Friendly Language
Support, Infer, Analyze		
<b>“I Can” statements in student-friendly language</b>		
I can make references to a piece of writing to prove my point. I can make ideas about writing even when the author leaves the point unclear.		
<b>Essential</b>		
<b>Application</b>		
Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? RL.11-12, RL 11-12, SL.11		

## English III

**Standards:**

MS.CCRS.ELA-Literacy.RL.11-12.2 Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an accurate summary of the text based on this analysis.

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Text Theme Plot development Objective summary		
Key Verbs (Skills)	Definition	Student Friendly Language
Determine, Analyze, Produce		
<b>“I Can” statements in student-friendly language</b>		
I can determine main ideas, or themes, in a piece of writing. I can determine how the different themes interact with each other. I can summarize a piece of writing.		
<b>Essential</b>		
<b>Application</b>		
Select one passage from one of the poems and one from one of the informational texts that treat a similar theme. How are the themes revealed in the different genres? What different techniques/literary devices do the authors use to convey theme? Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (RL.11-12.2, W.11-12.2, W.11-12.9, L.11-12.5)		

## English III

### Standards:

MS CCRS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a literary text. (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed.)

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Author’s choice Elements of a story Elements of a drama Setting of a story Action of the story		
Key Verbs (Skills)	Definition	Student Friendly Language
Determine, Analyze,		
<b>“I Can” statements in student-friendly language</b>		
I can comprehend how different parts of a piece of writing (plot, setting , etc.) make the writing more interesting.		
<b>Essential</b>		
<b>Application</b>		
View a staged or film version of <i>The Crucible</i> . Discuss the question “Is John Proctor a tragic figure? Why or why not?” Compare him to other tragic figures studied in Grade 9, such as Oedipus Rex. Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (RL.11-12.3, RL.11-12.7)		

## English III

**Standards:**

MS CCRS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

<b>Prerequisite Skills</b>
See standards for Grades 9-10

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Text Figurative Language Connotation Word Choice Tone		
Key Verbs (Skills)	Definition	Student Friendly Language
Determine, Analyze		
<b>“I Can” statements in student- friendly language</b>		
I can analyze individual words and phrases and determine why the author used them in the writing. I can analyze the impact of the words and phrases on the tone of the writing.		
<b>Essential</b>		
<b>Application</b>		
After reading James Baldwin’s essay, “If Black English Isn’t a Language, Then Tell Me What Is?” and Zora Neale Hurston’s <i>Their Eyes Were Watching God</i> . Use at least three pieces of textual evidence to support an original thesis. (RL.11-12.1, RL.11-12.4, RL.11-12.6, RL.11-12.9, SL.11-12.4, W.11-12.9a)		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Author's choice Text Comedic resolution Tragic resolution		
Key Verbs (Skills)	Definition	Student Friendly Language
Analyze		
"I Can" statements in student-friendly language		
<p>I can look at the structure (sentence length, paragraph organization) and determine why the author chose this method.</p> <p>I can determine how the structure of a piece of writing makes it enjoyable to the reader.</p>		
Essential		
Application		
<p>What are the effects of the shifting point of view on the reader's understanding of events in <i>As I Lay Dying</i>? Why do you think Faulkner chose to tell the story from different points of view? Use at least three pieces of textual evidence to support an original thesis. (RL.11-12.3, RL.11-12.5, W.11-12.2, W.11-12.9a, L.11-12.5)</p>		

## English III

**Standards:**

MS CCRS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Point of view Satire Sarcasm Irony Understatement		
Key Verbs (Skills)	Definition	Student Friendly Language
Analyze, Distinguish		
<b>“I Can” statements in student-friendly language</b>		
I can analyze a narrator’s words and determine literal meaning. I can analyze a narrator’s words and determine if his/her words are not meant to be taken literally.		
<b>Essential</b>		
<b>Application</b>		
How does Twain address the issue of slavery in <i>The Adventures of Huckleberry Finn</i> ? Use at least three pieces of textual evidence to support an original thesis statement. (RL.11-12.6, W.11-12.2, W.11-12.9)		

## English III

<p><b>Standards:</b>  <u>MS CCRS.ELA-Literacy.RL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>
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Prerequisite Skills
See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Interpretation Story Drama Poem		

Key Verbs (Skills)	Definition	Student Friendly Language
Analyze, Evaluate, Interpret		

“I Can” statements in student- friendly language
I can listen to a recording of a novel, drama, or poem/ view a live performance of a novel, drama, or poem and determine how each version interprets the text.

Essential

Application
Compare a scene from the 1951 film <i>A Streetcar Named Desire</i> with the same scene in the 1995 film or a stage performance. Do you think the film or stage production is faithful to the author’s intent? Why or why not? Cite at least three pieces of evidence to support an original thesis statement. (RL.11-12.7, W.11-12.2, SL.11-12.1)

(RL.11- 12.8 not applicable to literature)

## English III

**Standards:**

MS CCRS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
American literature Texts Theme Topics		
Key Verbs (Skills)	Definition	Student Friendly Language
Demonstrate		
<b>“I Can” statements in student-friendly language</b>		
I can read texts from 18 <sup>th</sup> , 19 <sup>th</sup> , 20 <sup>th</sup> , and 21 <sup>st</sup> century American literature and determine how similar topics are handled differently.		
<b>Essential</b>		
<b>Application</b>		
Make a multimedia presentation in which you define and discuss “The Lost Generation” in American literary history.		



## English III

**Standards:**

**MS CCRS.ELA-Literacy.RL.11-12.10**

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

<b>Prerequisite Skills</b>
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See standards for Grades 9-10
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Key Terms (Vocabulary)	Definition	Student Friendly Language
Literature Stories Dramas Poems		
Key Verbs (Skills)	Definition	Student Friendly Language
Read, Comprehend		
<b>“I Can” statements in student-friendly language</b>		
I can read texts of increasing difficulty and understand the content.		
<b>Essential</b>		
<b>Application</b>		
Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11- 12.1, RL.11-12.10, SL.11-12.1)		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Textual evidence Analysis Inference		
Key Verbs (Skills)	Definition	Student Friendly Language
Cite, support, infer, determine		
<b>“I Can” statements in student- friendly language</b>		
I can make references to the text to support my analysis of the text. I can analyze and infer what the author means when the author leaves matters unclear		
<b>Essential</b>		
Can you cite textual evidence to support your analysis of a text? Can you analyze and infer what the author means in the text?		
<b>Application</b>		
Use the documents from the PBS website to discuss African-American contributions to literature. (RI.11-12.1, RI.11-		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.**

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Central idea Text Analysis Objective summary		
Key Verbs (Skills)	Definition	Student Friendly Language
Analyze, Determine, Summarize		
<b>“I Can” statements in student-friendly language</b>		
I can determine two or more main ideas of a text. I can analyze an idea as it develops throughout the text. I can analyze two or more main ideas and how they build on one another within a text. I can provide an objective summary of a text.		
<b>Essential</b>		
Can you determine the main ideas in a text? Can you analyze how main ideas build on one another within a text? Can you objectively summarize a text?		
<b>Application</b>		
Agree or disagree with this Emerson quote: “What is popularly called Transcendentalism among us is Idealism; Idealism as it appears in 1842.” Use at least three pieces of textual evidence to support an original thesis statement. (RI.11-12.2, SL.11-12.6, W.11-12.9)		

## English III

Standards:

**MS CCRS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Complex set of ideas Sequence of events		
Key Verbs (Skills)	Definition	Student Friendly Language
Analyze, Explain		
<b>“I Can” statements in student-friendly language</b>		
I can analyze a set of ideas or a sequence of events and explain how they develop over the course of a text.		
<b>Essential</b>		
Can you analyze a sequence of events and explain how characters and events develop over the course of a text?		
<b>Application</b>		
Use the National Endowment for the Humanities website to introduce students to the First Great Awakening, as well as to the ways in which religious-based arguments were used both in support of and against the American Revolution. (RI.11-12.2, RI.11-12.3)		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)**

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Figurative language Connotative language Technical meaning Key		
Key Verbs (Skills)	Definition	Student Friendly Language
Analyze, Determine		
<b>“I Can” statements in student-friendly language</b>		
<p>I can determine the meaning of words and phrases in a text.</p> <p>I can understand figurative language, connotative meanings, and technical meanings of words and phrases in a text.</p> <p>I can analyze how the author uses different meanings of a key term or terms over the course of a text.</p>		
<b>Essential</b>		
<p>Can you determine the meanings of words and phrases in a text?</p> <p>Can you understand figurative language in a text?</p> <p>Can you recognize connotative meanings in a text?</p> <p>Can you analyze how an author uses different meanings of key terms within a text?</p>		
<b>Application</b>		
<p>How could contemporary Americans approaches to religion be traced to Puritan origins? Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (RI.11-12.4, RI.11-12.9, W.11-12.2)</p>		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Structure Exposition Argument		
Key Verbs (Skills)	Definition	Student Friendly Language
Analyze, Evaluate		
<b>“I Can” statements in student-friendly language</b>		
<p>I can analyze the effectiveness of the structure an author uses in his/her exposition or argument in a text.</p> <p>I can evaluate the effectiveness of the structure an author uses in his/her exposition or argument in a text. I can evaluate whether a text’s structure is clear, convincing, and engaging.</p>		
<b>Essential</b>		
<p>Can you analyze the effectiveness of structure within a text as it relates to the author’s purpose?</p> <p>Can you evaluate the effectiveness of structure used by the author to promote his/her argument or his/her exposition?</p>		
<b>Application</b>		
<p>Use the National Endowment for Humanities website to complete the following activities: examine the structure of The Declaration: introduction, main, political/philosophical ideas, grievances, assertion of sovereignty. Examine the ideological/political origins of the ideas of The Declaration. )RL.11-12.2, RL.11-12.5)</p>		

## English III

Standards:

**MS CCRS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text**

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Point of view Writer’s Purpose Rhetoric		
Key Verbs (Skills)	Definition	Student Friendly Language
Analyze, Determine		
<b>“I Can” statements in student-friendly language</b>		
I can determine an author’s point of view in a highly effective text. I can determine author’s purpose in a text in which rhetoric is highly effective. I can analyze how the style and content of a text add to its overall power, persuasiveness and beauty.		
<b>Essential</b>		
Can you determine the author’s point of view and purpose within a text? Can you analyze the style and content within a text and determine its overall power?		
<b>Application</b>		
Have students determine Patrick Henry’s point of view or purpose in “The Speech at the Virginia Convention” in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6)		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Media Format		
Key Verbs (Skills)	Definition	Student Friendly Language
Integrate, Evaluate		
<b>“I Can” statements in student- friendly language</b>		
<p>I can use words, pictures, and sounds to communicate a certain point.                      I can combine multiple types of information to effectively address a question or solve a problem.</p>		
<b>Essential</b>		
<b>Application</b>		
<p>Have students evaluate and integrate multiple sources information presented in different media or formats to address the problems of slavery in Colonial literature. (RI.11-12.7)</p>		



## English III

**Standards:**

**MS CCRS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses and dissents) and the premises, and purposes.**

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Seminal U.S. texts Constitutional principles Legal reasoning Supreme Court majority opinions Supreme Court dissents Premise Public advocacy		
Key Verbs (Skills)	Definition	Student Friendly Language
Delineate, evaluate		
“I Can” statements in student-friendly language		
I can interpret important historical documents (U.S. Constitution, the Declaration of Independence, etc.) and determine the purposes for the arguments presented in each document. I can determine the basis for arguments presented in important U. S. historical texts.		
Essential		
Can you interpret historical documents and determine the author’s purpose in the document Can you determine the basis for the arguments presented in historical texts?		
Application		

Have students examine the premises, purposes, and arguments in the works of Benjamin Franklin and Thomas Jefferson. (RI.11-12.8)

### English III

#### Standards:

**MS CCRS.ELA-Literacy.RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

#### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Themes Purpose Rhetorical features		
Key Verbs (Skills)	Definition	Student Friendly Language
Analyze		
<b>“I Can” statements in student-friendly language</b>		
I can analyze the themes, purposes, and rhetorical features of 17 <sup>th</sup> , 18 <sup>th</sup> , and 19 <sup>th</sup> century foundational U. S. documents of historical and literary significance.		
<b>Essential</b>		
Can you analyze themes, purposes, and rhetorical aspects of 17 <sup>th</sup> , 18 <sup>th</sup> , and 19 <sup>th</sup> century foundational U. S. documents?		
<b>Application</b>		
Do The Declaration of Independence and The Constitution share similar tones? Why or why not? Use at least three pieces of textual evidence to support an original thesis statement. (RI.11-12.9, W.11-12.9b, SL.11-12.1)		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.RI.11-12.10**

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades. 11CCR text complexity band independently and proficiently.

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Literary Nonfiction		
Key Verbs (Skills)	Definition	Student Friendly Language
Read, comprehend		
<b>“I Can” statements in student-friendly language</b>		
I can read and comprehend literary nonfiction of increasing text complexity on an independent and proficient level.		
<b>Essential</b>		
Can you read and understand literary nonfiction?		
<b>Application</b>		
Choose two women from among the works studied and compare and contrast their life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use at least three pieces of evidence from the texts to support an original thesis statement. (RL.11-12.1, RI.11-12.10, W.11-12.1, W.11-12.9)		

## English III

<p><b>Standard:</b>  MS <u>CCRS.ELA-Literacy.W.11-12.1</u> Write arguments focused on discipline-specific content.</p>
<p><u>MS CCRS.ELA-Literacy.W.11-12.1a</u> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  <u>MS CCRS.ELA-Literacy.W.11-12.1b</u>  Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>

Prerequisite Skills
See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Claims Counterclaims Reason Evidence		
Key Verbs (Skills)	Definition	Student Friendly Language
Introduce, establish, distinguish, create		
<b>“I Can” statements in student-friendly language</b>		
I can present a claim and acknowledge and distinguish opposing claims. I can logically sequence reasons and evidence.		
<b>Essential</b>		
<b>Application</b>		
Write a research paper, with multimedia component, in which you trace the influence of World War II.		

## English III

**Standards:**

MS CCRS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

MS CCRS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

MS CCRS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

<b>Prerequisite Skills</b>
See standards for Grades 9-10

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Syntax Cohesion d. Formal style Objective tone		
Key Verbs (Skills)	Definition	Student Friendly Language
Use, create, clarify d. Establish formal style, maintain formal style and objective tone, attend to the norms and conventions of a discipline of writing		
<b>“I Can” statements in student-friendly language</b>		
I can utilize words, phrases, and clauses to create cohesion and clarity in my writing I can maintain formal style in my writing. I can maintain an objective tone in my writing.		
<b>Essential</b>		
<b>Application</b>		
Write a research paper, with multimedia component, in which you trace the influence of World War II on.		

## English III

Standards:

**Standard:**

MS CCRS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Concluding statement		
Key Verbs (Skills)	Definition	Student Friendly Language
Provide a conclusion		
<b>“I Can” statements in student-friendly language</b>		
I can compose a conclusion that supports the argument presented.		
Essential		
Are there certain truths that can be considered universal or absolute? What are the consequences of examining “all of the shades of gray”? How does perspective shape or alter truth?		
Application		
Write a research paper, with multimedia component, in which you trace the influence of World War II on American Literature.		

## English III

**Standards:**

MS CCRS.ELA-Literacy.W.11-12.2

Write informative/explanatory texts to examine or convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

MS CCRS.ELA-Literacy.W.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Formatting Graphics Multimedia		
Key Verbs (Skills)	Definition	Student Friendly Language
Introduce, organize		
<b>“I Can” statements in student-friendly language</b>		
I can organize complex ideas, concepts, and information into a unified whole. I can incorporate formatting, graphics, and multimedia to aid in comprehension		
<b>Essential</b>		
How do we know what we know? How does what we know about the world shape the way we view ourselves? How do our personal experiences shape our view of others?		
<b>Application</b>		
Discuss the differences between the way Jay Gatsby and Huck Finn are characterized. Write an essay analyzing these differences, giving three pieces of evidence per character to support your claim.		

## English III

**Standards:**

**MS RS.ELA-Literacy.W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

Prerequisite Skills		
See standards for Grades 9-10		
Key Terms (Vocabulary)	Definition	Student Friendly Language
Relevant facts Extended definitions Concrete details		
Key Verbs (Skills)	Definition	Student Friendly Language
Develop Select relevant facts, extended definitions, concrete details,		
“I Can” statements in student-friendly language		
I can develop the topic with relevant facts, extended definitions, concrete details, quotations, and other appropriate information based on the audience’s knowledge of the topic.		
Essential		
How do we know what we know? How does what we know about the world shape the way we view ourselves? How do our personal experiences shape our view of others?		
Application		
Discuss the differences between the way Jay Gatsby and Huck Finn are characterized. Write an essay analyzing these differences, giving three pieces of evidence per character to support your claim.		



## English III

**Standards:**

**MS.CCRS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**

Prerequisite Skills		
See standards for Grades 9-10		
Key Terms (Vocabulary)	Definition	Student Friendly Language
Transitional sentences Sentence structure Cohesion		
Key Verbs (Skills)	Definition	Student Friendly Language
Use varied transitions and sentence structure Create cohesion Clarify relationships among complex		
“I Can” statements in student-friendly language		
I can construct appropriate and varied transitions and syntax to create cohesion and clarify relationships in my writing.		
Essential		
Application		
Discuss the differences between the way Jay Gatsby and Huck Finn are characterized. Write an essay analyzing these differences, giving three pieces of evidence per character to support your claim.		

## English III

**Standards:**

MS CCRS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

MS CCRS.ELA-Literacy.W.11-12.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

<b>Prerequisite Skills</b>
See standards for Grades 9-10

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Domain-specific vocabulary Metaphor Simile Analogy		
Key Verbs (Skills)	Definition	Student Friendly Language
Use precise language and vocabulary Use literary techniques (metaphors, similes, analogies) Convey a style related to expertise of likely readers.		
<b>“I Can” statements in student-friendly language</b>		
I can utilize precise language and domain-specific vocabulary in my writing.		
<b>Essential</b>		
<b>Application</b>		
Discuss the differences between the way Jay Gatsby and Huck Finn are characterized. Write an essay analyzing these differences, giving three pieces of evidence per character to support your claim.		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).**

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Articulating implications		
Key Verbs (Skills)	Definition	Student Friendly Language
Provide concluding statement Articulate implications		
<b>“I Can” statements in student- friendly language</b>		
I can compose a conclusion that supports the information or explanation presented.		
<b>Essential</b>		
<b>Application</b>		
Discuss the differences between the way Jay Gatsby and Huck Finn are characterized. Write an essay analyzing these differences, giving three pieces of evidence per character to support your claim.		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**MS CCRS.ELA-Literacy.W.11-12.3a:**

**Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experience or events.**

Prerequisite Skills		
Key Terms (Vocabulary)	Definition	Student Friendly Language
Key Verbs (Skills)	Definition	Student Friendly Language
Engage and orient the reader. Establish one or more points of view. Introduce a narrator or characters. Create a smooth progression of events.		
“I Can” statements in student-friendly language		
I can engage and orient readers by establishing one or more multiple points of view. I can introduce a narrator and/or characters. I can create a smooth progression of events.		
Essential		
How do we know what we know? How does what we know about the world shape the way we view ourselves? How do our personal experiences shape our view of others?		
Application		

## English III

**Standards:**  
MS CCRS.ELA-Literacy.W.11-12.3:  
 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
MS CCRS Literacy.W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  
MS CCRS.ELA-Literacy. W.11-12.3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  
MS CCRS.ELA-Literacy. W.11-12.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  
MS CCRS.ELA-Literacy. W.11-12.3d:  
 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  
MS CCRS. Literacy. W.11-12.3e  
 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Narrative techniques Dialogue Pacing Reflection Sensory Language		
Key Verbs (Skills)	Definition	Student Friendly Language
Use narrative techniques Develop experiences, events, and/or characters		
<b>“I Can” statements in student- friendly language</b>		
I can construct narrative techniques to develop experiences in my writing. I can construct narrative techniques to develop events in my writing. I can construct narrative techniques to develop characters in my writing. I can use a variety of techniques to create a coherent whole. I can use a variety of techniques to build toward a particular tone. I can use precise words and phrases to convey a vivid picture I can use sensory language to convey experiences and events. I can use descriptive details to convey experiences and details.		
<b>Essential</b>		
How do we know what we know How does what we know about the world shape the way we view ourselves? How do our personal experiences shape our view of others?		
<b>Application</b>		

## English III

**Standards:**

MS CCRS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

<b>Prerequisite Skills</b>
See standards for Grades 9-10

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Key Verbs (Skills)	Definition	Student Friendly Language
Produce clear and coherent writing		
<b>“I Can” statements in student-friendly language</b>		
I can produce clear and coherent writing that is appropriate to task, purpose, and audience.		
<b>Essential</b>		
How do we know what we know? How does what we know about the world shape the way we view ourselves? How do our personal experiences shape our view of others?		
<b>Application</b>		
Play recordings of two poets reading their work. Make a presentation to the class about how their readings influence one’s interpretation of the poem (e.g. tone, inflection, emphasis, etc).		

## English III

**Standards:**

MS CCRS.ELA-Literacy.W.11-12.5 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. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grades 11-12.)

<b>Prerequisite Skills</b>
See standards for Grades 9-10

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Planning Revising Editing Purpose		
Key Verbs (Skills)	Definition	Student Friendly Language
Develop and strengthen writing		
<b>“I Can” statements in student- friendly language</b>		
I can demonstrate strength in the writing process focusing on addressing the specific purpose and audience.		
<b>Essential</b>		
<b>Application</b>		
Write a research paper, with multi-media component, in which you trace the influence of WWII on.		

## English III

**Standards:**

MS CCRS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

<b>Prerequisite Skills</b>
See standards for Grades 9-10

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Use technology in writing		
Key Verbs (Skills)	Definition	Student Friendly Language
<b>“I Can” statements in student-friendly language</b>		
I can use technology to produce, publish, and update individual or shared writing projects.		
<b>Essential</b>		
<b>Application</b>		



## English III

**Standards:**

MS CCRS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating of the subject under investigation.

Prerequisite Skills		
See standards for Grades 9-10		
Key Terms (Vocabulary)	Definition	Student Friendly Language
Key Verbs (Skills)	Definition	Student Friendly Language
Conduct short research projects Answer/solve/narrow an inquiry Synthesize multiple sources Demonstrate understanding		
“I Can” statements in student-friendly language		
I can utilize several sources to conduct short research projects to demonstrate understanding of the subject under investigation.		
Essential		
How do we know what we know? How does what we know about the world shape the way we view ourselves? How do our personal experiences shape our view of others?		
Application		
Write a research paper, with multimedia component, in which you trace the influence of World War II on American Literature.		

## English III

### Standards:

MS CCRS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Print sources Digital sources Plagiarism Standard format for citation		
Key Verbs (Skills)	Definition	Student Friendly Language
Gather relevant information Use advanced searches effectively Assess strengths and limitations of sources Integrate information into the text Avoid plagiarism Avoid overreliance on one source Follow standard format for citation		
<b>“I Can” statements in student-friendly language</b>		
I can compile relevant information from multiple print and digital sources. I can assess the strengths and limitations of each source. I can integrate information into the text avoiding plagiarism. I can cite sources following standard format for citations.		
<b>Essential</b>		
How do we know what we know? How does what we know about the world shape the way we view ourselves? How do our personal experiences shape our view of others?		
<b>Application</b>		
Write a research paper, with multimedia component, in which you trace the influence of World War II on American Literature.		

## English III

**Standards:**

MS CCRS.ELA-Literacy.W.11-12.9

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

MS CCRS.ELA-Literacy.W.11-12.9a Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Literary texts Informational texts Analysis Reflection Research		
Key Verbs (Skills)	Definition	Student Friendly Language
Draw evidence from literary and informational texts		
<b>“I Can” statements in student-friendly language</b>		
I can demonstrate knowledge of the 18 <sup>th</sup> , 19 <sup>th</sup> , and 20 <sup>th</sup> -century and compare two or more texts from the same period.		
<b>Essential</b>		
How did the time period in which the work was written affect how and why it was written? How would the work be perceived in its own time period? How does placing the piece in the context of our time period affect its meaning and how it is perceived?		
<b>Application</b>		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.W.11-12.9b**

Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

<b>Prerequisite Skills</b>
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See standards for Grades 9-10
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Key Terms (Vocabulary)	Definition	Student Friendly Language
Literary nonfiction Seminal U.S. texts Premise Public advocacy		
Key Verbs (Skills)	Definition	Student Friendly Language
Apply Delineate Evaluate		
<b>“I Can” statements in student-friendly language</b>		
I can apply 11 <sup>th</sup> grade reading standards to nonfiction writing (e.g., seminal U.S. texts, etc.).		
<b>Essential</b>		
<p>How did the time period in which the work was written affect how and why it was written?</p> <p>How would the work be perceived in its own time period?</p> <p>How does placing the piece in the context of our time period affect its meaning and how it is perceived?</p>		
<b>Application</b>		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Prerequisite Skills		
See standards for Grades 9-10		
Key Terms (Vocabulary)	Definition	Student Friendly Language
Research Reflection Revision		
Key Verbs (Skills)	Definition	Student Friendly Language
Write routinely over extended time frames		
“I Can” statements in student-friendly language		
I can write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.		
Essential		
How do authors use the resources of language to impact an audience?		
Application		
Write both long and short essays for various topics.		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.SL.11-12.1**

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

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

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

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

Prerequisite Skills		
Key Terms (Vocabulary)	Definition	Student Friendly Language
Effective conversation discussion		
Key Verbs (Skills)	Definition	Student Friendly Language
Discuss Listen		
“I Can” statements in student- friendly language		
I can talk about texts and ideas with students, groups, and teachers. I can come to discussions prepared, having read and thought about what I’ll say I can listen to my peer and teachers. I can contribute to conversations in a mature manner, even when I disagree		
Essential		
How is our understanding of culture and society constructed through and by language? How can language be powerful? How can you use language to empower yourself? How is language used to manipulate us? In what ways are language and power inseparable? Is it possible to have culture without language? Is it possible to think without language?		
Application		
Participate in a discussion about a current event, such as racial profiling or educational policies.		
See standards for Grades 9-10		

## English III

**Standards:**

MS CCRS.ELA-Literacy.SL.11-12.1

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

<b>Prerequisite Skills</b>
See standards for Grades 9-10

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Information; formats; media; credibility; accuracy; discrepancies		
Key Verbs (Skills)	Definition	Student Friendly Language
Integrate; decide; note		
<b>“I Can” statements in student- friendly language</b>		
I can get information from different places (newspapers, pictures, etc) and, after I figure out whether or not the information is good, use it to prove a point.		
<b>Essential</b>		
How does language influence the way we think, act, and perceive the world? How do authors use the resources of language to impact an audience? How is literature like life? What is literature supposed to do? What influences a writer to create? What is the purpose and function of art in our culture? How does literature reveal the values of a given culture or time period?		
<b>Application</b>		
Use news reports and photographs to discuss a current event, such as American military action overseas.		

## English III

**Standards:**

MS CCRS.ELA-Literacy.SL.11-12.3

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

Prerequisite Skills		
See standards for Grades 9-10		
Key Terms (Vocabulary)	Definition	Student Friendly Language
Point of view; reasoning; evidence, rhetoric; stance; ideas; tone		
Key Verbs (Skills)	Definition	Student Friendly Language
Evaluate		
“I Can” statements in student-friendly language		
I can listen to a speaker, think about his/ her point of view, reasoning, tone, and word choice to determine his or her meaning.		
Essential		
<p>In what ways are all narratives influenced by bias and perspective Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs between them? Can a reader infer an author's intentions based on the text? What are enduring questions and conflicts that writers (and their cultures) grappled with hundreds of years ago and are still relevant today? How do we gauge the optimism or pessimism of a particular time period or particular group of writers?</p>		
Application		
Listen to and discuss Martin Luther King’s “I Have a Dream” speech and discuss the key concepts.		



## English III

**Standards:**

MS CCRS.ELA-Literacy.SL.11-12.4

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

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Information, evidence, perspective, reasoning, substance, style, audience, purpose, tasks		
Key Verbs (Skills)	Definition	Student Friendly Language
Present; convey, oppose		
“I Can” statements in student-friendly language		
I can get a point across by speaking to a group or individual. I can organize my thoughts so they're easy to follow. I can speak to different audiences and still be able to communicate my ideas.		
Essential		
Are there universal themes in literature that are of interest or concern to all cultures and societies? What are the characteristics or elements that cause a piece of literature to endure? What distinguishes a good read from great literature? Who decides the criteria for judging whether or not a book is any good?		
Application		
Give a presentation about their research papers, fielding questions from their peers.		



English III

Standards:

MS CCRS.ELA-Literacy.SL.11-12.5

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

Prerequisite Skills	
See standards for Grades 9-10	

Key Terms (Vocabulary)	Definition	Student Friendly Language
Strategic; digital; reasoning; interest		
Key Verbs (Skills)	Definition	Student Friendly Language
Enhance		
"I Can" statements in student-friendly language		
I can use digital media (such as PowerPoint) to make verbal presentations better.		
Essential		
How do we know what we know? How does what we know about the world shape the way we view ourselves? How do our personal experiences shape our view of others? What does it mean to be an insider or an outsider?		
Application		
Create a multimedia presentation that summarizes a novel and present questions you think the novel raises.		

## English III

**Standards:**

MS CCRS.ELA-Literacy.SL.11-12.6

Adapts speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Contexts; tasks; formal English		
Key Verbs (Skills)	Definition	Student Friendly Language
adapt		
“I Can” statements in student-friendly language		
I can verbally use formal English when it’s appropriate to do so.		
Essential		
<p>What is the course of your life?            Have the forces of good and evil changed over time?            What is the relevance of studying multicultural texts?            How does the media shape our view of the world and ourselves?            In a culture where we are bombarded with other people trying to define us,            How do we make decisions for ourselves?            What turning points determine our individual pathways to adulthood?</p>		
Application		
Understand where the excerpt is from, who wrote it, and why it exemplifies Puritan literature and thought.		

## English III

**Standards:**

**MS CCRS.ELA-Literacy.L.11-12.1**

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

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Conventions; standard; contested usage; references		
Key Verbs (Skills)	Definition	Student Friendly Language
Demonstrate; apply; resolve		
"I Can" statements in student-friendly language		
I can use standard English grammar when speaking and writing. I can understand that language changes over time. I can use sources (dictionaries, etc) to determine standard usage		
Essential		
How is our understanding of culture and society constructed through and by language? How can language be powerful? How can you use language to empower yourself? How is language used to manipulate us? In what ways are language and power inseparable? Is it possible to think without language? How does language influence the way we think, act, and perceive the world? How do authors use the resources of language to impact an audience?		
Application		
Researching the etymology and changes in meaning of common words		

from an Anne Bradstreet poem.

### English III

**Standards:**

MS CCRS.ELA-Literacy.L.11-12.2

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

a. Observe hyphenation conventions.

b. Spell Correctly

#### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Conventions; standard; punctuation; spelling		
Key Verbs (Skills)	Definition	Student Friendly Language
Demonstrate; observe		
"I Can" statements in student-friendly language		
I can capitalize, punctuate, and spell correctly when writing		
Essential		
How is our understanding of culture and society constructed through and by language? How can language be powerful? How can you use language to empower yourself? How is language used to manipulate us? In what ways are language and power inseparable? Is it possible to think without language? How does language influence the way we think, act, and perceive the world? How do authors use the resources of language to impact an audience?		
Application		
Produce work that uses correct capitalization, punctuation, and spelling.		

## English III

**Standards:**

MS CCRS.ELA--Literacy.L.11-12.3

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.

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

<b>Prerequisite Skills</b>
See standards for Grades 9-10

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Function; context; meaning; style; Syntax		
Key Verbs (Skills)	Definition	Student Friendly Language
Comprehend; vary		
<b>“I Can” statements in student-friendly language</b>		
I can understand that language works differently for different audiences. I can vary sentence structure within my own writing to avoid sounding repetitive		
<b>Essential</b>		
How do authors use the resources of language to impact an audience?		
<b>Application</b>		
Produce writing that uses varied syntax, using sentence length and structure from Tim O’Brien’s “The Things The Carried” as examples.		

## English III

### Standards:

**MS CCRS.ELA-Literacy.L.11-12.4**

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

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Meaning; context; patterns;		
Key Verbs (Skills)	Definition	Student Friendly Language
Determine; consult; verify		
<b>“I Can” statements in student-friendly language</b>		
<p>I can use context clues to figure out the meaning of a word or phrase. I can correctly identify parts of speech</p> <p>I can use print and digital reference materials (dictionaries, etc) to find pronunciations and to figure out its part of speech.</p> <p>I can predict a words’ meaning, then look it up in the dictionary to see if I was right.</p>		
<b>Essential</b>		
<p>How can language be powerful?            How can you use language to empower yourself?            How is language used to manipulate us?            In what ways are language and power inseparable?            Is it possible to think without language?            How does language influence the way we think, act, and perceive the world?            How do authors use the resources of language to impact an audience?</p>		
<b>Application</b>		

Keep a running list of “words I didn’t know but know now” while reading a short story or novel.

### English III

**Standards:**

MS CCRS.ELA-Literacy.L.11-12.5

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

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotation.

#### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
Figurative language; relationships; nuances; figures of speech; denotations		
Key Verbs (Skills)	Definition	Student Friendly Language
<b>“I Can” statements in student-friendly language</b>		
I can identify figures of speech in a piece of writing. I can figure out what some figures of speech mean based on how they’re used. I can find differences between words of similar meanings.		
<b>Essential</b>		
How is our understanding of culture and society constructed through and by language? How can language be powerful? How can you use language to empower yourself? How is language used to manipulate us? In what ways are language and power inseparable? Is it possible to think without language? How does language influence the way we think, act, and perceive the world? How do authors use the resources of language to impact an audience?		
<b>Application</b>		
Select one passage from a poem and one informational texts that handle a different theme. Discuss/ analyze he the different themes are revealed in different genres.		



## English III

**Standards:**

**Standard: 11-12.L.6**

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

### Prerequisite Skills

See standards for Grades 9-10

Key Terms (Vocabulary)	Definition	Student Friendly Language
General; domain-specific; independence; comprehension; expression		
Key Verbs (Skills)	Definition	Student Friendly Language
Acquire; demonstrate		
<b>“I Can” statements in student-friendly language</b>		
I can learn and use college-appropriate language that can be applied to general studies (“research,” “evaluate,” etc) and subject-specific (terms that are used for certain subject areas, like math or history).		
<b>Essential</b>		
<b>Application</b>		
General vocabulary quizzes: domain-specific writing assignments (will vary from student to student)		

