

English III

Adopted 2017

The student develops oral language through listening, speaking, and discussion. 9-12.1

- A. engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax; 9-12.1.A

- B. follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately; 9-12.1.B

- C. give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and 9-12.1.C

- D. participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. 9-12.1.D

The student uses newly acquired vocabulary expressively. 9-12.2

- A. use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary; 9-12.2.A

- B. analyze context to draw conclusions about nuanced meanings such as in imagery; and 9-12.2.B

- C. determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi. 9-12.2.C

The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 9-12.3

- 3. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 9-12.3

The student uses metacognitive skills to both develop and

- A. establish purpose for reading assigned and self-selected texts; 9-12.4.A

deepen comprehension of increasingly complex texts. 9-12.4

- B. generate questions about text before, during, and after reading to deepen understanding and gain information;** 9-12.4.B
- C. make and correct or confirm predictions using text features, characteristics of genre, and structures;** 9-12.4.C
- D. create mental images to deepen understanding;** 9-12.4.D
- E. make connections to personal experiences, ideas in other texts, and society;** 9-12.4.E
- F. make inferences and use evidence to support understanding;** 9-12.4.F
- G. evaluate details read to understand key ideas;** 9-12.4.G
- H. synthesize information from a variety of text types to create new understanding; and** 9-12.4.H
- I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.** 9-12.4.I

The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 9-12.5

- A. describe personal connections to a variety of sources, including self-selected texts;** 9-12.5.A
- B. write responses that demonstrate analysis of texts, including comparing texts within and across genres;** 9-12.5.B
- C. use text evidence and original commentary to support an analytic response;** 9-12.5.C
- D. paraphrase and summarize texts in ways that maintain meaning and logical order;** 9-12.5.D
- E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;** 9-12.5.E
- F. respond using acquired content and academic vocabulary as appropriate;** 9-12.5.F
- G. discuss and write about the explicit and implicit meanings of text;** 9-12.5.G
- H. respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;** 9-12.5.H
- I. reflect on and adjust responses when valid evidence warrants; and** 9-12.5.I
- J. defend or challenge the authors' claims using relevant text evidence.** 9-12.5.J

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. 9-12.6

- A. analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts; 9-12.6.A
- B. analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme; 9-12.6.B
- C. evaluate how different literary elements shape the author's portrayal of the plot; and 9-12.6.C
- D. analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. 9-12.6.D

The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. 9-12.7

- A. read and analyze American literature across literary periods; 9-12.7.A
- B. analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms; 9-12.7.B
- C. analyze how the relationships among dramatic elements advance the plot; 9-12.7.C
- D. analyze characteristics and structural elements of informational texts such as:
 - i. clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and 9-12.7.D.I
 - ii. the relationship between organizational design and author's purpose; 9-12.7.D.II
- E. analyze characteristics and structural elements of argumentative texts such as:
 - i. clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; 9-12.7.E.I
 - ii. various types of evidence and treatment of counterarguments, including concessions and rebuttals; and 9-12.7.E.II
 - iii. identifiable audience or reader; and 9-12.7.E.III
- F. analyze the effectiveness of characteristics of multimodal and digital texts. 9-12.7.F

The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's

- A. analyze the author's purpose, audience, and message within a text; 9-12.8.A
- B. evaluate use of text structure to achieve the author's purpose; 9-12.8.B
- C. evaluate the author's use of print and graphic features to achieve specific purposes; 9-12.8.C

craft purposefully in order to develop his or her own products and performances. 9-12.8

- D. evaluate how the author's use of language informs and shapes the perception of readers; 9-12.8.D
- E. evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes; 9-12.8.E
- F. evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and 9-12.8.F
- G. analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood. 9-12.8.G

The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. 9-12.9

- A. plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing; 9-12.9.A
- B. develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: 9-12.9.B
 - i. using strategic organizational structures appropriate to purpose, audience, topic, and context; and 9-12.9.B.I
 - ii. developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary; 9-12.9.B.II
- C. revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences; 9-12.9.C
- D. edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and 9-12.9.D
- E. publish written work for appropriate audiences. 9-12.9.E

The student uses genre characteristics and craft to compose multiple texts that are meaningful. 9-12.10

- A. compose literary texts such as fiction and poetry using genre characteristics and craft; 9-12.10.A
- B. compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft; 9-12.10.B
- C. compose argumentative texts using genre characteristics and craft; 9-12.10.C
- D. compose correspondence in a professional or friendly structure; 9-12.10.D
- E. compose literary analysis using genre characteristics and craft; and 9-12.10.E
- F. compose rhetorical analysis using genre characteristics and craft. 9-12.10.F

The student engages in both short-term and sustained recursive

- A. develop questions for formal and informal inquiry; 9-12.11.A

inquiry processes for a variety of purposes. 9-12.11

B. critique the research process at each step to implement changes as needs occur and are identified; 9-12.11.B

C. develop and revise a plan; 9-12.11.C

D. modify the major research question as necessary to refocus the research plan; 9-12.11.D

E. locate relevant sources; 9-12.11.E

F. synthesize information from a variety of sources; 9-12.11.F

G. examine sources for: 9-12.11.G

i. credibility, bias, and accuracy; and 9-12.11.G.I

ii. faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions; 9-12.11.G.II

H. display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and 9-12.11.H

I. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. 9-12.11.I