

## Year at a Glance (YAG) w/ I Can Statements

**Note: These documents only list the “I Can..” statements which are the Level 3 learner outcomes found in their respective Proficiency Scales. This document works in tandem with the Proficiency Scales as the “I Can..” statements are informed by their Level 2 Essential Elements.**

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| <b>Semester 1</b>   | <b>English III</b>  |
| <b>Unit &amp; Length</b>                                    | <b>S1: 1st 6 Week Unit</b>  |
| <b>Reading<br/>Critical<br/>Concepts</b>                    | <p><b>Citing Evidence (Introduce)</b></p> <ul style="list-style-type: none"> <li>● I can support my analysis of a text with strong and thorough, explicit evidence.</li> <li>● I can support my analysis of a text by determining where the text leaves matters uncertain, when applicable.</li> <li>● I can support my analysis of a text with inferences drawn from the text.</li> </ul> <p><b>Text Development (Introduce)</b></p> <ul style="list-style-type: none"> <li>● I can analyze how an author’s structural choices contribute to a text’s overall meaning.</li> <li>● I can explain how specific individuals, ideas, cultures, or events interact over the course of the text(s).</li> </ul> |
| <b>Writing<br/>Critical<br/>Concepts</b>                    | <p><b>Writing Arguments (Introduce)</b></p> <ul style="list-style-type: none"> <li>● I can develop claim(s) and counterclaim(s) fairly and thoroughly, supplying valid reasoning and relevant evidence for each while pointing out the strengths and limitations of both.</li> </ul>  |
| <b>Speaking and<br/>Listening<br/>Critical<br/>Concepts</b> | <p><b>Collaborative Discussions (Introduce)</b></p> <ul style="list-style-type: none"> <li>● I can initiate and participate effectively in a range of collaborative discussions.</li> </ul>   |
| <b>Language<br/>Critical<br/>Concepts</b>                   | <p><b>Command of Conventions (Introduce)</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate command of the conventions of standard English grammar, usage, and mechanics when writing or speaking.</li> </ul>   |
| <b>Central Text</b>   | <ul style="list-style-type: none"> <li>● Selections from the junior textbook <i>My Perspectives</i></li> <li>● Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 <a href="#">Literature List</a></li> </ul>  |
| <b>Unit Plan</b>  |   |

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| <b>Unit &amp; Length</b>                                    | <b>S1: 2nd 6 Week Unit</b>  |
| <b>Reading<br/>Critical<br/>Concepts</b>                    | <p><b>Word Choice (Assess)</b></p> <ul style="list-style-type: none"> <li>● I can analyze how an author uses and refines the meaning of key terms over the course of a text.</li> <li>● I can analyze the impact of specific word choices on meaning and tone.</li> </ul> <p><b>Text Development (Assess)</b></p> <ul style="list-style-type: none"> <li>● I can analyze how an author’s structural choices contribute to a text’s overall meaning.</li> <li>● I can explain how specific individuals, ideas, cultures, or events interact over the course of the text(s).</li> </ul> |
| <b>Writing<br/>Critical<br/>Concepts</b>                    | <p><b>Writing Arguments (Develop)</b></p> <ul style="list-style-type: none"> <li>● I can write arguments to support debatable claims in an analysis of substantive topics or texts.</li> <li>● I can develop claim(s) and counterclaim(s) fairly and thoroughly, supplying valid reasoning and relevant evidence for each while pointing out the strengths and limitations of both.</li> <li>● I can clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> </ul>   |
| <b>Speaking and<br/>Listening<br/>Critical<br/>Concepts</b> | <p><b>Collaborative Discussions (Develop)</b></p> <ul style="list-style-type: none"> <li>● I can initiate and participate effectively in a range of collaborative discussions.</li> </ul>   |
| <b>Language<br/>Critical<br/>Concepts</b>                   | <p><b>Command of Conventions (Develop)</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate command of the conventions of standard English grammar, usage, and mechanics when writing or speaking.</li> </ul>   |
| <b>Central Text</b>   | <ul style="list-style-type: none"> <li>● Selections from the junior textbook <i>My Perspectives</i></li> <li>● Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 <a href="#">Literature List</a></li> </ul>  |
| <b>Unit Plan</b>  |   |

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| <b>Unit &amp; Length</b>                                    | <b>S1: 3rd 6 Week Unit</b>   |
| <b>Reading<br/>Critical<br/>Concepts</b>                    | <p><b>Citing Evidence (Assess)</b></p> <ul style="list-style-type: none"> <li>● I can support my analysis of a text with strong and thorough, explicit evidence.</li> <li>● I can support my analysis of a text by determining where the text leaves matters uncertain, when applicable.</li> <li>● I can support my analysis of a text with inferences drawn from the text.</li> </ul>  |
| <b>Writing<br/>Critical<br/>Concepts</b>                    | <p><b>Planning and Revision (Assess)</b></p> <ul style="list-style-type: none"> <li>● I can align the organization of ideas and sources for a specific purpose and audience (formal or informal outline).</li> <li>● I can revise, edit, and rewrite drafts to produce clear and coherent grade-appropriate writing.</li> </ul> <p><b>Writing Arguments (Assess)</b></p> <ul style="list-style-type: none"> <li>● I can write arguments to support debatable claims in an analysis of substantive topics or texts.</li> <li>● I can develop claim(s) and counterclaim(s) fairly and thoroughly, supplying valid reasoning and relevant evidence for each while pointing out the strengths and limitations of both.</li> <li>● I can clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>● I can establish and maintain a formal style.</li> <li>● I can use varied sentence structure in my writing.</li> <li>● I can provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |
| <b>Speaking and<br/>Listening<br/>Critical<br/>Concepts</b> | <p><b>Collaborative Discussions (Review)</b></p> <ul style="list-style-type: none"> <li>● I can initiate and participate effectively in a range of collaborative discussions.</li> </ul>   |
| <b>Language<br/>Critical<br/>Concepts</b>                   | <p><b>Command of Conventions (Develop)</b></p> <ul style="list-style-type: none"> <li>● I can demonstrate command of the conventions of standard English grammar, usage, and mechanics when writing or speaking.</li> </ul>  |
| <b>Central Text</b>   | <ul style="list-style-type: none"> <li>● Selections from the junior textbook <i>My Perspectives</i></li> <li>● Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 <a href="#">Literature List</a></li> </ul>   |

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| <b>Unit Plan</b> |  |
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## 1st Semester Requirements

- Grade-level approved novels and texts from the School District 2 [Literature List](#)
  - Significant works by American authors in one or more of the following genres:
    - Poetry
    - Short Stories
    - Novels
    - Speeches
    - Essays
    - Histories
    - Founding Documents
    - Biography and Autobiography
  - Play by American dramatist
- Argument Writing

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| <b>Semester 2</b>                               | <b>English III</b>  |
| <b>Unit &amp; Length</b>                        | <b>S2: 4th 6 Week Unit</b>  |
| <b>Reading Critical Concepts</b>                |   |
| <b>Writing Critical Concepts</b>                | <p><b>Gathering Evidence (Introduce)</b></p> <ul style="list-style-type: none"> <li>• I can perform advanced search types and procedures to narrow or broaden inquiry.</li> <li>• I can assess the strengths and limitations of each source in terms of the task, purpose, and audience.</li> <li>• I can gather relevant information from multiple authoritative grade-appropriate print and/or digital sources.</li> <li>• I can integrate information from multiple sources, through direct quote and paraphrase, into the text selectively, maintaining the flow of ideas, avoiding plagiarism, and following a standard format for citation.</li> </ul> <p><b>Research Writing (Introduce/Develop)</b></p> <ul style="list-style-type: none"> <li>• I can use research to answer a self-generated question or to solve a problem.</li> <li>• I can synthesize multiple sources into original writing.</li> <li>• I can use appropriate in-text citations.</li> <li>• I can create a works cited or reference page that conforms to the appropriate style guide.</li> </ul> |
| <b>Speaking and Listening Critical Concepts</b> | <p><b>Collaborative Discussions (Develop)</b></p> <ul style="list-style-type: none"> <li>• I can initiate and participate effectively in a range of collaborative discussions.</li> </ul> <p><b>Evaluate Presented Information (Develop-Connect to Research Paper)</b></p> <ul style="list-style-type: none"> <li>• I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>   |
| <b>Language Critical Concepts</b>               | <p><b>Command of Conventions (Develop)</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate command of the conventions of standard English grammar, usage, and mechanics when writing or speaking.</li> </ul> <p><b>Vocabulary (Introduce)</b></p> <ul style="list-style-type: none"> <li>• I can acquire and use accurate academic and domain-specific words and phrases.</li> </ul>   |
| <b>Central Text</b>                             | <ul style="list-style-type: none"> <li>• Selections from the junior textbook <i>My Perspectives</i></li> </ul>  |

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|                  | <ul style="list-style-type: none"> <li>Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 <a href="#">Literature List</a></li> </ul> |
| <b>Unit Plan</b> |  |

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| <b>Unit &amp; Length</b>         | <b>S2: 5th 6 Week Unit</b>   |
| <b>Reading Critical Concepts</b> |  |
| <b>Writing Critical Concepts</b> | <p><b>Gathering Evidence (Assess)</b></p> <ul style="list-style-type: none"> <li>I can perform advanced search types and procedures to narrow or broaden inquiry.</li> <li>I can assess the strengths and limitations of each source in terms of the task, purpose, and audience.</li> <li>I can gather relevant information from multiple authoritative grade-appropriate print and/or digital sources.</li> <li>I can integrate information from multiple sources, through direct quote and paraphrase, into the text selectively, maintaining the flow of ideas, avoiding plagiarism, and following a standard format for citation.</li> </ul> <p><b>Research Writing (Assess-Connect to Research Paper)</b></p> <ul style="list-style-type: none"> <li>I can use research to answer a self-generated question or to solve a problem.</li> <li>I can synthesize multiple sources into original writing.</li> <li>I can use appropriate in-text citations.</li> <li>I can create a works cited or reference page that conforms to the appropriate style guide.</li> </ul> <p><b>Writing Arguments (Review with focus on timed writing)</b></p> <ul style="list-style-type: none"> <li>I can write arguments to support debatable claims in an analysis of substantive topics or texts.</li> <li>I can develop claim(s) and counterclaim(s) fairly and thoroughly, supplying valid reasoning and relevant evidence for each while pointing out the strengths and limitations of both.</li> <li>I can clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>I can provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |

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| <p><b>Speaking and Listening Critical Concepts</b></p> | <p><b>Collaborative Discussions (Develop)</b></p> <ul style="list-style-type: none"> <li>I can initiate and participate effectively in a range of collaborative discussions.</li> </ul> <p><b>Evaluate Presented Information (Assess-Connect to Research Paper)</b></p> <ul style="list-style-type: none"> <li>I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>   |
| <p><b>Language Critical Concepts</b></p>               | <p><b>Vocabulary (Assess)</b></p> <ul style="list-style-type: none"> <li>I can acquire and use accurate academic and domain-specific words and phrases.</li> </ul> <p><b>Command of Conventions (Assess)</b></p> <ul style="list-style-type: none"> <li>I can demonstrate command of the conventions of standard English grammar, usage, and mechanics when writing or speaking.</li> <li>I can apply knowledge of language to make effective choices for meaning or style.</li> </ul> |
| <p><b>Central Text</b></p>                             | <ul style="list-style-type: none"> <li>Selections from the junior textbook <i>My Perspectives</i></li> <li>Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 <a href="#">Literature List</a></li> </ul>   |
| <p><b>Unit Plan</b></p>                                |  |

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| <b>Unit &amp; Length</b>                        | <b>S2: 6th 6 Week Unit</b>  |
| <b>Reading Critical Concepts</b>                | <p><b>Point of View (Assess)</b></p> <ul style="list-style-type: none"> <li>• I can analyze how the perspective and background of an author/narrator shapes writing choices.</li> <li>• I can analyze how style and content contribute to the effectiveness of the text.</li> </ul> |
| <b>Writing Critical Concepts</b>                |   |
| <b>Speaking and Listening Critical Concepts</b> | <p><b>Collaborative Discussion (Assess)</b></p> <ul style="list-style-type: none"> <li>• I can initiate and participate effectively in a range of collaborative discussions.</li> </ul>   |
| <b>Language Critical Concepts</b>               |   |
| <b>Central Text</b>                             | <ul style="list-style-type: none"> <li>• Selections from the junior textbook <i>My Perspectives</i></li> <li>• Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 <a href="#">Literature List</a></li> </ul>  |
| <b>Unit Plan</b>                                |   |

## 2nd Semester Requirements

- Research Writing
- Preparation for statewide ACT exam
- Approved IEFA novel or selected readings from the approved School District 2 [Literature List](#)