

# English III Reading and Writing

## Units of Instruction

### 2024-2025



#### BCS Core Values for Literacy Instruction

##### **Core Action 1: Align each task on high-quality text(s)**

- A majority of the class time is spent reading, writing, or discussing text(s).
- The anchor text(s) are at or above the complexity level expected for the grade-level

##### **Core Action 2: Align questioning and tasks with grade-level expectations**

- Are the majority of the questions and tasks text-dependent and/or text-specific, requiring students to read closely and/or go back to the text?
- Does the task give students an opportunity to engage with grade-level standard(s) to the depth and rigor intended?

##### **Core Action 3: Provide all students with authentic opportunities to engage in the work of the lesson.**

- Do the students do the majority of the reading, writing, thinking, and discussing?
- Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?

## At a Glance Units of Study and Pacing for 24-25 school year.

\*Prioritized Standards are in black ink; supporting standards are bulleted under the Literacy Strands they support

UNIT 1: Analyze Text Across Genres *including Poetry	UNIT 2: Rhetoric and Persuasion	UNIT 3: Literary Analysis
<p><u>Reading Literature</u> Key Ideas and Details: <b>RL.11.1</b></p> <p>Craft and Structure: <b>RL.11.4</b></p> <p>Integration of Knowledge: ● RL.11.9</p> <p><u>Reading Informational</u> Key Ideas and Details: <b>RI.11.1</b></p> <p>Craft and Structure: <b>RI.11.4</b> ● RI.11.5 ● RI.11.6</p> <p>Reading Range/ Text Complexity Level: ● RI.11.10</p> <p><u>Composition</u> Text Types and Purposes: <b>C.11.1</b> ● C.11.3</p> <p>Production and Distribution ● C.11.4</p> <p>Range of Writing: ● C.11.7</p> <p><u>Language</u> Conventions of Standard English: ● L.11.1 ● L.11.2</p> <p>Vocabulary Acquisition &amp; Use: ● L.11.4</p> <p style="text-align: center;"><b>10 weeks /5 weeks</b></p>	<p><u>Reading Informational</u> Key Ideas and Details: <b>RI.11.2</b> ● RI.11.3</p> <p>Craft and Structure: ● <b>RI.11.5</b> ● RI.11.6</p> <p>Integration of Knowledge: <b>RI.11.8</b> ● RI.11.7 ● RI.11.9</p> <p>Reading Range/ Text Complexity Level: ● RI.11.10</p> <p><u>Composition</u> Text Types and Purposes: <b>C.11.1</b></p> <p>Research to Build &amp; Present Knowledge: ● C.11.5 <b>C.11.6</b></p> <p><u>Language</u> Conventions of Standard English: ● L.11.1 ● L.11.2</p> <p>Knowledge of Language ● L.11.3</p> <p style="text-align: center;"><b>12 weeks /6 weeks</b></p>	<p><u>Reading Literature</u> Key Ideas and Details: <b>RL.11.1</b> <b>RL.11.2</b> ● RL.11.3</p> <p>Craft and Structure: <b>RL.11.4</b> ● RL.11.5 ● RL.11.6</p> <p>Integration of Knowledge: ● RL.11.7 <b>RL.11.9</b></p> <p>Reading Range/ Text Complexity Level: ● RL.11.10</p> <p><u>Composition</u> Text Types and Purposes: <b>C.11.2</b></p> <p>Production and Distribution: ● C.11.4</p> <p><u>Language</u> Vocabulary Acquisition &amp; Use: ● L.11.5</p> <p style="text-align: center;"><b>14 weeks /7 weeks</b></p>

# English III Reading and Writing



## Priority Standards and Instructional Unit 1

## Unit 1: Analyzing Text Across Genres

### Pacing Guide: Block Schools: 5 Weeks Semester: 10 Weeks

**\*\* This unit is designed to build the foundational skills necessary for students to demonstrate the ability to determine the central ideas found in a text, cite relevant textual evidence to support analysis, and understand the use of word choice and the meaning of words used in a text.**

**\*\* Priority standards will be *summatively assessed*. All supporting standards are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

#### Reading Literature Texts

#### Key Ideas and Details

<p>RL.9-10.1</p> <p>Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RL.11-12.1</b></p> <p>CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to <b>support analysis</b> of what the text says explicitly as well as <b>inferences drawn</b> from the text.</p>
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Priority Standard

#### Craft and Structure

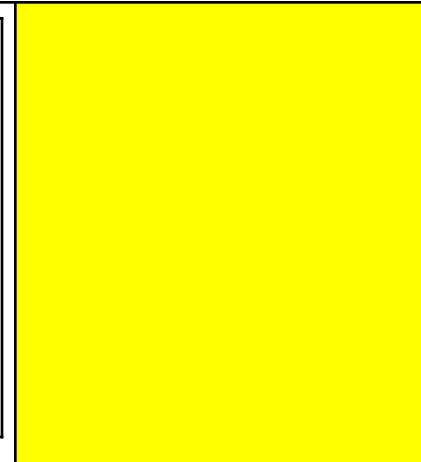
<p>RL.9-10.4</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative</p>	<p><b>RL.11-12.4</b></p> <p>Determine the meaning of words and phrases as they are used in the text, including <b>figurative and connotative meanings</b>; <b>analyze the cumulative</b></p>
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Priority Standard

<p>impact of specific word choices on meaning and tone.</p>	<p><b>impact of specific</b> WORD CHOICES on <b>meaning and TONE</b> and on the text as a whole.</p>	<p style="background-color: yellow;"></p>
<p><b>Integration of Knowledge and Ideas</b></p>		
<p>RL.9-10.9</p>	<p><b>RL.11-12.9</b></p>	<p><b>Supporting Standard</b></p>
<p>Analyze how an author draws on and transforms source material in a specific work.</p>	<p><i>Demonstrate knowledge of various time periods</i> to <b>analyze how TWO OR MORE TEXTS FROM THE SAME PERIOD treat similar themes or topics.</b></p>	
<p><b><i>Reading Informational Texts</i></b></p>		
<p><b>Key Ideas and Details</b></p>		
<p>RI.9-10.1</p>	<p><b>RI.11-12.1</b></p>	<p><b>Priority Standard</b></p>
<p>Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to <b>support analysis</b> of what the text says explicitly as well as <b>inferences drawn</b> from the text.</p>	
<p><b>Craft and Structure</b></p>		

RI.9-10.4	RI.11-12.4	Priority Standard
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including <b>figurative, connotative</b> and <b>technical meanings; analyze how an author uses and refines THE MEANING OF A KEY TERM OR TERMS</b> over the course of a text.	
RI.9-10.6	RI.11-12.6	Supporting Standard
Determine an author's point of view, perspective and purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<i>Determine an author's POINT OF VIEW, PERSPECTIVE and PURPOSE</i> in a text in which the RHETORIC is particularly effective, <b>analyzing how style and content contribute to the effectiveness of the text.</b>	
<b>Reading Range/ Text Complexity Level</b>		
RI.9-10.10	RI.11-12.10	Supporting Standard
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade -level appropriate, complex informational texts independently and proficiently.	By the end of the year, <b>flexibly use a variety of comprehension strategies</b> (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i> ) <b>to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently</b>	

<b>Composition</b>		
<b>Text Types and Purposes</b>		
<b>C.9-10.1</b>	<b>C.11-12.1</b>	<b>Priority Standard</b>
<p>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim (s), counterclaims, reasons and evidence.</p> <p>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter -claims, reasons and evidence.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and</p>	<p><b>Compose ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p><b>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b></p> <p><b>b. 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 claim(s), counterclaims, reasons and evidence.</b></p> <p><b>c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.</b></p> <p>d. 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</p>	

<p>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>claim (s) and opposing claims.  <b>e. Establish and maintain a task appropriate writing style.</b>  <b>f. Provide a concluding statement or section that follows from and supports the argument presented.</b>  <b>g. 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</b></p>	
<p>C.9-10.3</p>	<p>C.11-12.3</p>	
<p>Use narratives strategically in other modes of writing, utilizing effective technique, well chosen details and well structured sequences for an intended purpose including but not limited to introducing an idea and/or supporting a claim.  a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.  b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.  c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events</p>	<p><b>Use NARRATIVES strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.</b>  <b>a. Produce clear and coherent writing in which the development, organization and style</b> <i>are appropriate to task, purpose and audience.</i>  <b>b. 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.</b>  <b>c. Use narrative techniques, such as</b></p>	



<p>and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p>f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.</p> <p>g. 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>dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</b></p> <p><i>d. 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.</i></p> <p><i>e. Use precise words and phrases, telling details and sensory language <b>to convey a vivid picture</b> of the experiences, events, setting and/or characters.</i></p> <p><b>f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.</b></p> <p><b>g. 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.</b></p>	<p style="text-align: center;">Supporting Standard</p>
<p><b>Production and Distribution</b></p>		
<p>C.9-10.4</p>	<p>C.11-12.4</p>	<p style="text-align: center;">Supporting Standard</p>
<p>Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</p>	<p><i>Use <b>DIGITAL RESOURCES to create, publish, and update individual or shared products,</b> taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</i></p>	
<p><b>Range of Writing</b></p>		

C.9-10.7	C.11-12.7	<b>Supporting Standard</b>
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences	<b>Compose routinely over extended time frames and shorter time frames</b> for a variety of task, purposes and audiences	
<b>Language</b>		
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
L.9-10.1	L.11-12.1	<b>Supporting Standard</b>
In both written and oral expression: a. Demonstrate appropriate use of parallel structure. b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<b>In both written and oral expression:</b> <b>a.</b> <i>Demonstrate the understanding that usage is a matter of convention, can change over time, and may be contested.</i> <b>b.</b> <b>Resolve issues of complex or contested usage,</b> <i>consulting references as needed.</i>	
L.9-10.2	L.11-12.2	<b>Supporting Standard</b>
When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.	<b>When writing:</b> <i>a. Demonstrate command of the CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION AND SPELLING</i>	

b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

**VOCABULARY ACQUISITION AND USE**

L.9-10.4

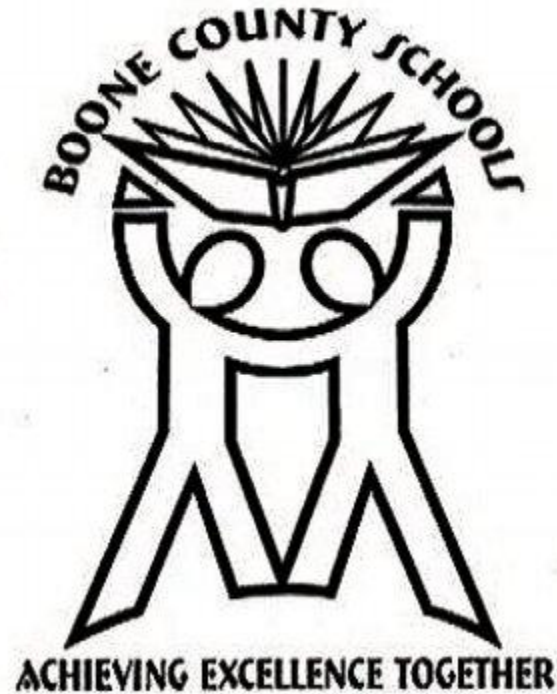
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue 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. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. 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.

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 an array 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. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.* **d. 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.***

**Supporting Standard**

# English III Reading and Writing



## Priority Standards and Instructional Unit 2

## Unit 2: Rhetoric and Persuasion

### Pacing Guide: Block Schools: **6 Weeks Semester: 12 weeks**

**\*\* This unit is designed to build the foundational skills necessary for students to demonstrate solid rhetorical and persuasive skills when composing and analyzing an argument.**

**\*\* Priority standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -  
*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

#### Reading Informational Texts

#### Key Ideas and Details

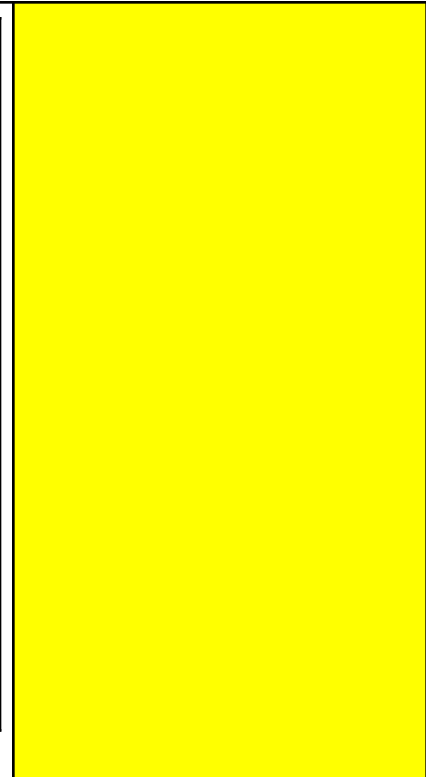
RI.9-10.2	<b>RI.11-12.2</b>	<b>Priority Standard</b>
Determine central ideas of a text and analyze in detail their development over the course of the text, including how they emerge and are shaped and refined by specific details.	<b>Determine</b> TWO OR MORE CENTRAL IDEAS OF A TEXT <b>and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.</b>	
RI.9-10.3	<b>RI.11-12.3</b>	<b>Supporting Standard</b>
Analyze how the author unfolds an analysis or series of ideas or events over the course of a	<b>Analyze a</b> COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS <b>and explain how</b>	

<p>text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.</p>	<p><b>specific individuals, ideas or events interact and develop</b> <i>over the course of the text</i></p>	
<p align="center"><b>Craft and Structure</b></p>		
<p align="center">RI.9-10.5</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.</p>	<p align="center"><b>RI.11-12.5</b></p> <p><b>Analyze and evaluate the effectiveness of</b> the <i>structure an author uses</i> in his or her <b>EXPOSITION</b> or <b>ARGUMENT</b>.</p>	<p align="center"><b>Supporting Standard Revised for 24-25</b></p>
<p align="center">RI.9-10.6</p> <p>Determine an author's point of view, perspective and purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p align="center"><b>RI.11-12.6</b></p> <p><i>Determine an author's POINT OF VIEW, PERSPECTIVE and PURPOSE</i> in a text in which the <b>RHETORIC</b> is particularly effective, <b>analyzing how style and content contribute to the effectiveness of the text.</b></p>	<p align="center"><b>Supporting Standard</b></p>
<p align="center"><b>Integration of Knowledge and Ideas</b></p>		

RI.9-10.7	<b>RI.11-12.7</b>	<b>Supporting Standard</b>
Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.	<b>Integrate and evaluate</b> MULTIPLE SOURCES OF INFORMATION <i>presented in different print and non-print formats</i> <b>in order to address a question or solve a problem.</b>	
RI.9-10.8	<b>RI.11-12.8</b>	<b>Priority Standard</b>
Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	<b>Evaluate the ARGUMENT, specific CLAIMS and EVIDENCE in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and FALLACIOUS REASONING.</b>	
RI.9-10.9	<b>RI.11-12.9</b>	<b>Supporting Standard</b>
Analyze documents of historical and literary significance, including how they address related themes and concepts.	<b>Analyze</b> DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE <b>for their themes, purposes and rhetorical features.</b>	
<b>Reading Range/ Text Complexity Level</b>		
RI.9-10.10	<b>RI.11-12.10</b>	<b>Supporting Standard</b>
RI.9-10.10 By the end of the year, flexibly use a	RI.11-12.10 By the end of the year, <b>flexibly use a</b>	

<p>variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	<p><b>variety of comprehension strategies</b> (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) <b>to read, comprehend, and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</b></p>	<p></p>
<p><b>Composition</b></p>		
<p><b>Text Types and Purposes</b></p>		
<p><b>C.9-10.1</b></p>	<p><b>C.11-12.1</b></p>	<p><b>Priority Standard</b></p>
<p>Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim (s), counterclaims, reasons and evidence.</p> <p>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>	<p><b>Compose ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p><b>a. Produce clear and coherent writing in which the development, organization and style</b> are appropriate to task, purpose and audience.</p> <p><b>b. 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 claim(s), counterclaims, reasons and evidence.</b></p> <p><b>c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing</b></p>	



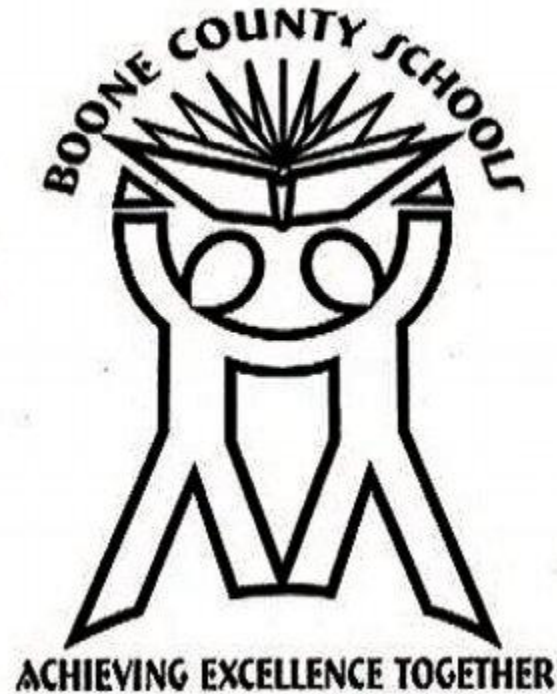
<p>d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter -claims, reasons and evidence.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented. g. 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>out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.</b></p> <p>d. 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 opposing claims.</p> <p><b>e. Establish and maintain a task appropriate writing style.</b></p> <p><b>f. Provide a concluding statement or section that follows from and supports the argument presented.</b></p> <p><b>g. 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</b></p>	
<b>Research to Build &amp; Present Knowledge</b>		
<b>C.9-10.5</b>	<b>C.11-12.5</b>	<b>Supporting Standard</b>
<p>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 understanding of the subject under investigation.</p>	<p><b>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 understanding of the</b></p>	

	<i>subject under investigation.</i>	
<b>C.9-10.6</b>	<b>C.11-12.6</b>	<b>Priority Standard</b>
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation	<i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <b>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</b> and following a standard format for citation.</i>	
<b>Language</b>		
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
<b>L.9-10.1</b>	<b>L.11-12.1</b>	<b>Supporting Standard</b>
In both written and oral expression: a. Demonstrate appropriate use of parallel structure. b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<b>In both written and oral expression:</b> <b>a.</b> <i>Demonstrate the understanding that usage is a matter of convention, <b>can change over time, and may be contested.</b></i> <b>b. Resolve issues of complex or contested usage,</b> <i>consulting references as needed.</i>	

<p>L. 9-10.2 When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</p>	<p>L. 11-12.2 <b>When writing:</b>  <i>a. Demonstrate command of the CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION AND SPELLING</i></p>	<p><b>Supporting Standard</b></p>
<p><b>L.9-10.4</b></p> <p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array 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. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. 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</p>	<p><b>L.11-12.4</b></p> <p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11 -12 reading and content, <b>choosing flexibly from an array of strategies.</b></i> a. <b>Use context</b> (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) <b>as a clue to the meaning of a word or phrase.</b> b. <i>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i> d. <b>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</b></p>	

<p>knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	
<p><b>KNOWLEDGE OF LANGUAGE</b></p>		
<p><b>L.9-10.3</b></p>	<p><b>L.11-12.3</b></p>	<p><b>Supporting Standard</b></p>
<p><i>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. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</i></p>	<p><b>Apply <i>knowledge of language</i> 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.</b></p> <p><b>a. Apply an <i>understanding of syntax</i> to the study of complex texts when reading.</b></p> <p><b>b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.</b></p>	

# English III Reading and Writing



## Priority Standards and Instructional Unit 3

## Unit 3: Literary Analysis

### Pacing Guide: Block Schools: 7 Weeks Semester: 14 Weeks

**\*\* This unit is designed to build the foundational skills necessary for students to demonstrate the ability to analyze an author's craft and style when reading a variety of literature.**

**\*\* Priority standards will be *summatively assessed*. All supporting standards are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

*Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

#### Reading Literature Texts

#### Key Ideas and Details

RL.9-10.1	<b>RL.11.12.1</b>
Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to <b>support analysis</b> of <i>what the text says explicitly</i> as well as <b>inferences drawn</b> from the text.

**Priority Standard**

RL.9-10.2	<b>RL.11-12.2</b>
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.	<b>Determine</b> TWO OR MORE THEMES OR CENTRAL IDEAS <b>of a text and analyze their development</b> <i>over the course of the text,</i> <b>including how they interact and build on one another to produce</b> a <i>complex account.</i>

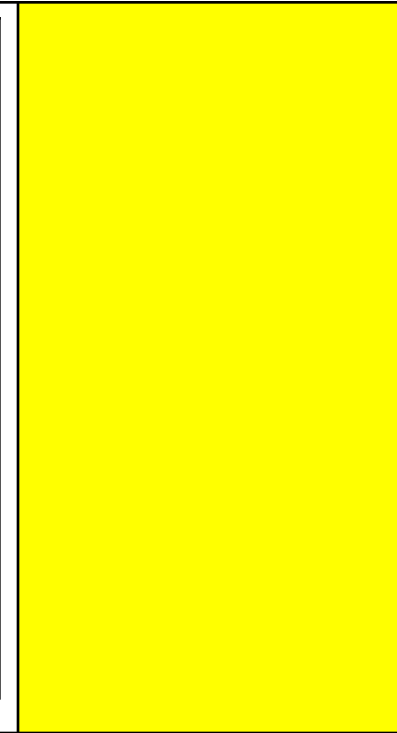
**Priority Standard**

RL.9-10.3	<b>RL.11-12.3</b>	<b>Supporting Standard</b>
Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	<b>Analyze the IMPACT OF THE AUTHOR'S CHOICES over the course of a text regarding how to develop and relate elements of a story or drama.</b>	
<b>Craft and Structure</b>		
RL.9-10.4	<b>RL.11-12.4</b>	<b>Priority Standard</b>
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in the text, including <b>figurative and connotative meanings; analyze the cumulative impact of specific WORD CHOICES on meaning and TONE</b> and on the text as a whole.	
RL.9-10.5	<b>RL.11-12.5</b>	<b>Supporting Standard</b>
Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise	<b>Analyze how an author's choices concerning how to STRUCTURE SPECIFIC PARTS OF A TEXT contribute to its overall structure and meaning as well as its aesthetic impact.</b>	
RL.9-10.6	<b>RL.11-12.6</b>	<b>Supporting Standard</b>
<i>Analyze a particular author's perspective or cultural experience reflected in a work of</i>	<b>Analyze how POINT OF VIEW AND PERSPECTIVE are used to manipulate the</b>	

<p><i>literature by drawing on a wide reading of world literature.</i></p>	<p><b>reader for a specific purpose or effect,</b> including but not limited to <b>SATIRE, SARCASM, IRONY AND UNDERSTATEMENT.</b></p>	
<b>Integration of Knowledge and Ideas</b>		
RL.9-10.7	<b>RL.11-12.7</b>	<b>Supporting Standard</b>
<p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p>	<p><b>Analyze DIVERSE MEDIA INTERPRETATIONS OF A STORY, DRAMA OR POEM, evaluating how</b> <i>each version interprets the source text.</i></p>	
RL.9-10.9	<b>RL.11-12.9</b>	<b>Priority Standard</b>
<p>Analyze how an author draws on and transforms source material in a specific work.</p>	<p><i>Demonstrate knowledge of various time periods to analyze how</i> <b>TWO OR MORE TEXTS FROM THE SAME PERIOD treat similar themes or topics.</b></p>	
<b>Reading Range/ Text Complexity Level</b>		
RL.9-10.10	<b>RL.11-12.10</b>	<b>Supporting Standard</b>
<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade -level</p>	<p>By the end of the year, <b>flexibly use a variety of comprehension strategies</b> (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) <b>to read, comprehend and analyze</b></p>	



appropriate, complex informational texts independently and proficiently.	GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS <b>independently and proficiently</b>	
<b>Composition</b>		
<b>Text Types and Purposes</b>		
<b>C.9-10.2</b>	<b>C.11-12.2</b>	<b>Priority Standard</b>
<p>Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>a. Produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with well -chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.</p>	<p><b>Compose</b> INFORMATIVE/EXPLANATORY TEXTS to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and of content.</p> <p><b>a. Produce clear and coherent writing in which the development, organization and style</b> <i>are appropriate to task, purpose and audience.</i></p> <p><b>b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.</b></p> <p><b>c. Develop the topic thoroughly by selecting the most significant and relevant</b> <i>facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.</i></p> <p><b>d. Use appropriate and varied transitions and syntax to link the major sections of the</b></p>	

<p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. 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><i>text, create cohesion and clarify the relationships among complex ideas and concepts.</i></p> <p><i>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.</i></p> <p><b>f. Establish and maintain a formal style and objective tone</b> <i>while attending to the norms and conventions of the discipline in which they are writing.</i></p> <p><b>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</b></p> <p><b>h. 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.</b></p>	
<b>Production and Distribution</b>		
<p style="text-align: center;"><b>C.9-10.4</b></p> <p>Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</p>	<p style="text-align: center;"><b>C.11-12.4</b></p> <p><i>Use <b>DIGITAL RESOURCES to create, publish, and update individual or shared products,</b> taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</i></p>	<b>Supporting Standard</b>

**Language**

**VOCABULARY ACQUISITION AND USE**

L.9-10.5	L.11-12.5	<b>Supporting Standard</b>
<p>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</b></p> <p><b>a. Interpret FIGURES OF SPEECH in context,</b> including but not limited to <b>HYPERBOLE</b> and <b>PARADOX,</b> and <b>analyze their rhetorical function in the text.</b></p> <p><b>b. Analyze nuances in the meaning of words with similar denotations</b></p>	

**Interdisciplinary Literacy Practices**

*The ten interdisciplinary literacy practices are further clarified by possible teacher and student actions. These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.*

<b>1</b>	<b><i>Recognize that text is anything that communicates a message.</i></b>
<b>2</b>	<b><i>Employ, develop, and refine schema to understand and create text.</i></b>
<b>3</b>	<b><i>View literacy experiences as transactional, interdisciplinary, and transformational.</i></b>
<b>4</b>	<b><i>Utilize receptive and expressive language arts to better understand self, others and the world.</i></b>
<b>5</b>	<b><i>Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</i></b>
<b>6</b>	<b><i>Collaborate with others to create new meaning.</i></b>

<b>7</b>	<i>Utilize digital resources to learn and share with others.</i>
<b>8</b>	<i>Engage in specialized, discipline-specific literacy practices.</i>
<b>9</b>	<i>Apply high-level cognitive processes to think deeply and critically about text.</i>
<b>10</b>	<i>Develop a literacy identity that promotes lifelong learning.</i>