

# Boone County Schools Standards-Based Units English III Boone County High School

<b>Unit Title: I</b>	Evidence and Arguments: Early American Literature
<b>Grade Level/ Content Area/ Course:</b>	English III/English III Honors

**Essential Question(s):**

- How do writers effectively develop and support arguments?
- How do a writer's purpose and audience determine choices in format, rhetoric, and diction?
- How can a reader use textual evidence within and across texts to make inferences and draw conclusions?
- How can a reader evaluate the quality and logic behind evidence used in a text?

**Standards Addressed:**

Literature 1, 2  
 Information 1, 2, 7, 9  
 Writing 1a, b, c, d, and e  
 Language 1a, b; 5a, b; 2a, b  
 Speaking and Listening 2, 3

**Vocabulary Addressed in Unit:**

Paradox	Tone
Tone	Diction
Allegory	Syntax
Inference	Ambiguity
Thesis	Calvinism
Purpose	Communism
Audience	Drama (relevant terms, i.e. aside, etc.)
Symbol	
Connotation/Denotation	
Persuasion (and relevant terms, i.e. slippery slope, etc.)	

## **Learning Targets Students will Master through this Unit:**

Observe conventions of capitalization, punctuation, and spelling:

- Use hyphens to correctly join words
- Spell words correctly

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 things uncertain:

- Analyze what the text says
- Citing Evidence from text to support analysis
- Determine where the text leaves things uncertain

Observe conventions of grammar and usage:

- Consult references to resolve usage issues

Understand word relationships:

- Trace the uses and meanings of words and the relationship between these words
- Determine relationships between words with similar denotations and different connotations

Evaluate the information conveyed and rhetoric used by a speaker or presenter, identifying logical errors in reasoning and exaggerated or distorted evidence:

- Identify logical errors in reasoning, exaggerated or distorted evidence
- Evaluate logical errors in evidence in a text

Write arguments:

- Introduce substantive claims
- Organize writing that clearly establishes relationships between claims, reasons, and evidence
- Use concrete languages and complex syntax to express relationships
- Use discipline-specific technical language
- Write from an objective viewpoint while maintaining a suitable tone
- Tailor writing to address an audience's knowledge, values, and biases
- Write concluding paragraphs that support their purpose

Integrate multiple streams of data presented through various mediums, evaluating the reliability and credibility of each source in order to answer questions, solve problems, or build knowledge:

- Identify various mediums needed
- Evaluate reliability and credibility of each source
- Integrate data to serve its purpose

Analyze how multiple ideas in a text interact, build on, and in some cases, conflict with one another:

- Identify multiple ideas

- Analyze how they relate to each other: interact, build on, conflict

- Analyze the interdependency of multiple themes or central ideas

- Analyze how multiple themes or central ideas may conflict in a text

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 things uncertain:

- Infer meaning and analyze text

- Support analysis with strong and thorough evidence from text

- Determine where the author intentionally leaves details unexplained

Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information

Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information:

- Synthesize information from diverse sources to provide a clear account of events

- Resolve conflicting information from diverse sources

### **Pre-Assessment(s):**

PLAN and ACT scores (linkage and item analysis)

Semester Goal Setting/Learning Objective Previews

Grammar Bytes pretests: capitalization, punctuation, spelling of commonly confused words, parts of speech, word choice, etc.

ACT practice passages/“cold” reads

Flashbacks

KWL exercises

Journaling

Nancy Dean “Voice” lessons

“Poll Everywhere” surveys/ Smart Response

**On-Going Assessment(s):**

<p>Flashbacks</p> <p>Nancy Dean Voice Lessons</p> <p>ACT practice passages/"cold" reads</p> <p>Observation</p> <p>Small/large group discussion</p> <p>Literature circle work/other differentiated activities</p> <p>In-class writing/application of skill sets</p> <p>ACT Online Prep</p> <p>Springboard applications</p> <p>Gradcam Item Analysis/Benchmark work</p>
---

**Large Group/ Small Group Instructional Activities:**

Learning Target(s)	Description of Strategy	Preparation/ Materials Needed	Notes:
<p>Use hyphens correctly to join words</p> <p>Students will spell words correctly</p>	<p>ACT-like assessment practice/application of correct capitalization, punctuation, and spelling through Grammar Bytes pretests, presentations, and extension exercises</p> <p>Flashbacks</p> <p>Wordskills units due weekly</p>	<p>PowerPoint resources</p> <p>Grammar Bytes website</p> <p>Grammar books for extension activities</p> <p>Flashback items</p> <p>Wordskills Books</p>	
<p>Analyze what the text says</p> <p>Citing evidence from text to support analysis</p>	<p>"Identifying Inferences" activity with various passages</p> <p>Photograph/painting inference</p>	<p>Inference passages</p> <p>Photos and</p>	

<p>Determine where the text leaves things uncertain</p>	<p>activity on SmartBoard</p> <p>Think-Tank strategy activity with artwork on SmartBoard</p> <p><i>Old Man and the Sea</i> passage activity</p> <p>“Wandering” inference application</p> <p>Springboard application activities</p> <p>Application to “The Crucible” exercises and discussion</p> <p>Annotation station activity to encourage marginalia</p>	<p>artwork for SmartBoard activities</p> <p>Passages from various works</p> <p>highlighters</p>	
<p>Consult references to resolve usage issues</p>	<p>“Oxford Comma” application activity</p> <p>Social Networking grammar issues activity</p> <p>ACT grammar and usage practice tests</p>	<p>Resources on SmartBoard from OWL at Purdue</p>	
<p>Trace the uses and meanings of words and the relationship between words</p> <p>Determine relationships between words with similar denotations and different connotations</p>	<p>“Tying a Tie” and “Drawing Blind” activities as intro to word precision and emotional association</p> <p>Visual Thesaurus activity</p> <p>“Language Thermometer” and “Emotive Language” activities</p> <p>“Word Choice” and “Commonly Confused/Misused Words” Grammar Bytes pretest, presentation, and extension activities</p> <p>“Choice of Diction” activity</p> <p>“A Tale of Two Articles” tone application</p> <p>Red Jacket’s “Lecture to a Missionary” adjective and verb</p>	<p>Two neckties</p> <p>Random object for blind drawing</p> <p>SmartBoard websites and documents</p> <p>Handouts</p> <p>Passages/ Texts</p> <p>Markers</p> <p>AP “Tone Word Bank” resource</p>	

	<p>analysis and tone rewrite in groups</p> <p>Springboard text applications (Steve Earl song lyrics, etc.).</p>		
<p>Identify logical errors in reasoning, exaggerated or distorted evidence</p> <p>Evaluate logical errors in evidence in a text</p>	<p>Application of Persuasive tactics to Edwards' sermon</p> <p>Ethos, logos, pathos activities</p> <p>Springboard texts for application</p> <p>Youtube clips to illustrate</p> <p>Writing prompt examining McCarty's speech</p>	<p>Slips of paper with various passages for group activity</p> <p>Graphic organizer with persuasive devices for Edwards activity</p> <p>Handouts, texts</p> <p>Smartboard, internet access</p>	
<b>Learning Target(s)</b>	<b>Description of Strategy</b>	<b>Preparation/ Materials Needed</b>	<b>Notes:</b>
<p>Write arguments that introduce substantive claims</p> <p>Organize writing that clearly establishes relationship between claims, reasons, and evidence</p> <p>Use concrete language and complex syntax to express relationships</p> <p>Use discipline-specific technical language</p> <p>Write from an objective viewpoint while maintaining a suitable tone</p> <p>Tailor writing to address an audience's knowledge,</p>	<p>Equiano audience application</p> <p>Persuasive letter to parents (co-development of rubric together)</p> <p>"Idea Development" card activity</p> <p>Persuasive scripts for digital story project involving authentic teen topics</p> <p>Stop, Drop &amp; Write prompts</p> <p>On-Demand writing practice</p> <p>SCOPE magazine application activities</p>	<p>Equiano passages</p> <p>Writing prompts for parent vs. friend writing activity</p> <p>Persuasive devices handout from Edwards activity</p> <p>Review of basic 3.5 organization and letter formats</p> <p>Diction review as related to audience</p> <p>Technology for</p>	

<p>values, and biases</p> <p>Write concluding paragraphs that support their purpose</p>		<p>digital story project</p> <p>Kentucky Virtual Library</p>	
<p>Identify various mediums needed</p> <p>Evaluate reliability and credibility of each source</p> <p>Integrate data to serve its purpose</p>	<p>Subvertisement digital activity/presentations</p> <p>KYVL research for digital story project</p>	<p>Subvertisement examples for SmartBoard</p> <p>Student computer access</p> <p>Persuasive Devices handout from previous Edwards activity</p> <p>Various websites for evaluation</p> <p>KYVL</p>	
<p>Identify multiple ideas</p> <p>Analyze how they relate to each other: interact, build on, conflict</p>	<p>Declaration of Independence analysis</p> <p>Various documents on 1950's/McCarthy during Crucible study</p> <p>Political Cartoon analysis activity</p>	<p>Passages</p> <p>SmartBoard, internet</p> <p>Texts, handouts</p>	
<p>Infer meaning and analyze text</p> <p>Support analysis with strong and thorough evidence from text</p> <p>Determine where the author intentionally leaves details unexplained</p>	<p>Analysis of "The Crucible" through literature circles and various activities/writing prompts</p>	<p>Passages</p> <p>Film interpretation clips</p> <p>Audio CD's</p> <p>Handouts</p> <p>Lit Circle roles/work</p>	
<p>Analyze the</p>	<p>Order vs. Freedom Activity:</p>	<p>Passages</p>	

<p>interdependency of multiple themes or central ideas</p> <p>Analyze how multiple themes or central ideas may conflict in a text</p>	<p>Steinbeck’s essay, “The Trial of Author Miller” and graphic organizer for play application</p> <p>Analysis of various articles from CNN and Newsweek relating to conflicting themes from the play</p>	<p>Handouts</p> <p>Play Text</p> <p>Markers</p>	
<p>Synthesize and apply multiple sources presented in different formats in order to resolve conflicting viewpoints</p> <p>Synthesize information from diverse sources to provide a clear account of events</p> <p>Resolve conflicting information from diverse sources</p>	<p>“Museum” AP writing prompt</p> <p>“Space Exploration” AP writing prompt</p>	<p>Passages</p>	

**Differentiated Instructional Strategies:**

- Targeting a variety of readiness levels, learning styles/ intelligences and interests
- Incorporates both teacher-selected and student-selected strategies
- Strategies may be used in individual, small group or large group settings

<p><b>Creating</b></p>	<p><b>Small groups based on PLAN scores in reading (pairing score of 9 with a score of 24, etc)</b></p>	<p><b>Literature Circles</b></p>	<p><b>Choice in product and medium: visual, written, verbal, etc.</b></p>
<p><b>Evaluating</b></p>	<p><b>Use of graphic organizers to map information</b></p>	<p><b>Literature Circles</b></p>	<p><b>Tactile activities (use of post-its, markers, manipulatives, etc. to highlight relevant passages or demonstrate relevant ideas/themes, etc.)</b></p>

<b>Analyzing</b>	<b>Scaffolding with lower-level texts</b>	<b>Literature Circles for prose</b>	<b>TPFASTT poetry analysis tool</b>
<b>Applying</b>	<b>Modeling for student application of skill sets to own writing</b>	<b>Literature Circles</b>	<b>Student-teacher generated rubrics for assignments</b>
<b>Understanding</b>	<b>Journaling to make connections between prior knowledge and new knowledge</b>	<b>Literature Circles</b>	<b>Visual note-taking to accompany text</b>
<b>Remembering</b>	<p><b>KWL and other reading strategies for use before, during, after reading</b></p> <p><b>Flashbacks with appropriate extension activities</b></p>	<b>Literature Circles</b>	<b>Summary/note-taking strategies</b>

**Preparation/ Materials Needed for Differentiated Menu Activities:**

Literature Circle front-loading (roles, responsibilities, expectations, etc)

Handouts

Technology (SmartBoard, Projector, visuals, websites, online resources and documents)

Markers, post-its, etc.

PLAN scores/linkage document for grouping

Relevant graphic organizers

Options for student choice in medium/product and relevant rubrics

**Plan for students who are not successful on final assessment:**

Remediation based on specific skill set acquisition

Tutoring

Parent collaboration and suggested extension activities

Specified roles/texts in both group and independent situations based on individual student needs

**Final Assessment:**

**Attached ACT practice passage (with emphasis on inferences based on arguments/evidence)**

**Attached AP essay with focus on analysis of a writer's argument and use of evidence**

# Boone County Schools Standards-Based Units English III Boone County High School

<b>Unit Title: IV</b>	Author Main Idea & Craft: Modernism and Postmodernism
<b>Grade Level/ Content Area/ Course:</b>	English III/English III Honors

## **Essential Question(s):**

How do authors draw on, interpret, and transform other source materials?

What are the ways writers organize and develop informative/explanatory texts in relation to their intended audiences and purposes?

How can a reader determine source reliability and credibility?

How can digital media be used to enhance the sharing of information?

## **Standards Addressed:**

Literature 9, 7  
Information 6  
Language 6  
Writing 7, 8, 2a,b,c,d,e  
Speaking and Listening 2, 5

## **Vocabulary Addressed in Unit:**

Modernism  
Postmodernism  
Sentence variety (types)  
Stream of Consciousness  
Allusion  
Specific types of irony  
Southern Gothic  
Harlem Renaissance  
MLA style/related research terminology

## **Learning Targets Students will Master through this Unit**

Use grade appropriate general academic vocabulary and English language arts-specific words and phrases taught directly and gained through reading and responding to texts:

- Use grade level academic language from instruction and reading in Responding to texts

Analyze how an author draws on and transforms fictional source material in a specific work:

- Analyze author's use of allusions to other fiction
- Analyze how an author transforms other fiction in his or her own works

Make strategic use of digital media elements and visual displays of data to enhance understanding:

- Identify and assemble effective digital media elements and visual displays
- Enhance understanding through effective choices of elements

Analyze documents of historical and literary significance for their premises, purposes, and structure.

Perform short, focused research projects and more sustained research:

- Pose and answer question or problem
- Research multiple sources
- Evaluate credibility of sources
- Synthesize multiple sources

Analyze evidence gathered from multiple authoritative print and digital sources:

- Locate information from multiple authoritative sources relevant to the task, purpose, and audience
- Assess the credibility, accuracy, and relevance of sources and specific information
- Use a style guide

Write informative/explanatory texts in which they:

- Identify information that will support a complex topic
- Use appropriate organizational strategies that may include text features
- Sequence information to provide a unified whole
- Purposefully select best evidence to develop the topic
- Use varied transitional words and phrases
- Use sentence structure that creates cohesiveness
- Use language that meets style of writing and audience
- Use figurative language to manage a text complexity specific to varied disciplines
- Write concluding paragraphs that highlight implications or significance

Compare and contrast multiple interpretations of a drama or story:

- Distinguish how each distinct version of a play/story interprets the source text

**Pre-Assessment(s):**

PLAN and ACT scores (linkage and item analysis)

Semester Goal Setting/Learning Objective Previews

Grammar Bytes pretests: capitalization, punctuation, spelling of commonly confused words, parts of speech, word choice, etc.

ACT practice passages/"cold" reads

Flashbacks

KWL exercises

Journaling

Nancy Dean "Voice" lessons

"Poll Everywhere" surveys/ Smart Response

**On-Going Assessment(s):**

Flashbacks

Nancy Dean Voice Lessons

ACT practice passages/"cold" reads

Observation

Small/large group discussion

Literature circle work/other differentiated activities

In-class writing/application of skill sets

ACT Online Prep

Springboard applications

Gradcam Item Analysis/Benchmark work

**Large Group/ Small Group Instructional Activities:**

Learning Target(s)	Description of Strategy	Preparation/ Materials Needed	Notes:
Use grade appropriate academic language from instruction and reading in responding to texts	Analysis of various works, including “A Rose for Emily” (stream of consciousness, irony), “Recitatif” (ambiguity), <i>The Great Gatsby</i> (theme, character, irony, stream of consciousness, syntax, allusion, etc.)	Passages Handouts SmartBoard Markers Film Clips	
Analyze author’s use of allusions to other fiction Analyze how an author transforms other fiction in his or her own works	Close reading of Eliot’s “Prufrock” (Dante, Hamlet, Bible, etc.)  <i>Fitzgerald’s The Great Gatsby</i> (Trimalchio, etc.)	Texts  Graphic Organizer for close reading	
Identify and assemble effective digital media elements and visual displays  Enhance understanding through effective choices of elements	TPFASTT analysis of poems from the Harlem Renaissance in form of multimedia presentation  Persuasive Digital Story Project  Class blogs	Poems YA titles  Computer Access  KYVL  SmartBoard/ Projector for presentations	
Analyze documents of historical and literary significance in terms of premises, purposes, and structure	Association of Motion Pictures Producer’s censorship guidelines for the 1920’s (as part of historical context for the study and analysis of <i>Gatsby</i> )	Text  Markers	
Pose and answer question or problem  Research multiple sources  Evaluate credibility of sources	Bookcards assignment (honors classes) and layer projects (general classes) for in-depth analysis and research on <i>The Great Gatsby</i>  Persuasive Digital Story Project  Annotated Bibliography assignment	Film and internet clips  KYVL for research  MLA stylebook through OWL at	

<p>Synthesize multiple sources</p> <p>Locate information from multiple authoritative sources relevant to the task, purpose, and audience</p> <p>Assess the credibility, accuracy, and relevance of sources and specific information</p> <p>Use a style guide</p> <p>Identify information that will support a complex topic</p> <p>Use appropriate organizational strategies that may include text features</p> <p>Sequence information to provide a unified whole</p> <p>Purposefully select best evidence to develop the topic</p> <p>Use varied transitional words and phrases</p> <p>Use sentence structure that creates cohesiveness</p> <p>Use language that meets style of writing and audience</p> <p>Use figurative language to manage a text complexity specific to varied disciplines</p> <p>Write concluding paragraphs that highlight implications or significance</p>	<p>SCOPE writing prompts</p> <p>Paraphrasing practice activities</p> <p>Class blogs</p>	<p>Purdue</p> <p>Resources on source credibility and avoiding plagiarism</p> <p>Handouts</p> <p>Passages</p> <p>Art supplies</p> <p>Computer access</p> <p>PowerPoint and Smartboard technologies</p> <p>Research databases</p>	
--	---	---	--

<p>Compare/contrast multiple interpretations of a drama/story</p> <p>Distinguish how each distinct version of a play/story interprets the source text</p>	<p>Analysis of <i>The Great Gatsby</i> through various film adaptations (Robert Redford version, "G," etc.) and through various song references</p>	<p>Film clips</p> <p>Audio CD's</p> <p>Graphic organizers</p> <p>Passages</p>	
---	---	---	--

**Differentiated Instructional Strategies:**

- Targeting a variety of readiness levels, learning styles/ intelligences and interests
- Incorporates both teacher-selected and student-selected strategies
- Strategies may be used in individual, small group or large group settings

<b>Creating</b>	<p>Small groups based on PLAN scores in reading (pairing score of 9 with a score of 24, etc)</p>	<b>Literature Circles</b>	<b>Choice in product and medium: visual, written, verbal, etc.</b>
<b>Evaluating</b>	<p>Use of graphic organizers to map information</p>	<b>Literature Circles</b>	<b>Tactile activities (use of post-its, markers, manipulatives, etc. to highlight relevant passages or demonstrate relevant ideas/themes, etc.)</b>
<b>Analyzing</b>	<p>Scaffolding with lower-level texts</p>	<b>Literature Circles for prose</b>	<b>TPFASTT poetry analysis tool</b>
<b>Applying</b>			

	<b>Modeling for student application of skill sets to own writing</b>	<b>Literature Circles</b>	<b>Student-teacher generated rubrics for assignments</b>
<b>Understanding</b>	<b>Journaling to make connections between prior knowledge and new knowledge</b>	<b>Literature Circles</b>	<b>Visual note-taking to accompany text</b>
<b>Remembering</b>	<p><b>KWL and other reading strategies for use before, during, after reading</b></p> <p><b>Flashbacks with appropriate extension activities</b></p>	<b>Literature Circles</b>	<b>Summary/note-taking strategies</b>

**Preparation/ Materials Needed for Differentiated Menu Activities:**

- Literature Circle front-loading (roles, responsibilities, expectations, etc)
- Handouts
- Technology (SmartBoard, Projector, visuals, websites, online resources and documents)
- Markers, post-its, etc.
- PLAN scores/linkage document for grouping
- Relevant graphic organizers
- Options for student choice in medium/product and relevant rubrics

**Plan for students who are not successful on final assessment:**

Remediation based on specific skill set acquisition

Tutoring

Parent collaboration and suggested extension activities

Specified roles/texts in both group and independent situations based on individual student needs

**Final Assessment:**

**Attached ACT practice passage (with assessment items related to identification and application of academic vocabulary)**

**Attached AP essay with focus on analysis of various devices and conventions**

# Boone County Schools Standards-Based Units English III Boone County High School

<b>Unit Title: III</b>	Structure of the Text: Realism
<b>Grade Level/ Content Area/ Course:</b>	English III/English III Honors

## Essential Question(s):

How do a writer's choices concerning text structure shape the meaning of a text?

How do a writer's choices concerning text structure relate to intended audience and purpose?

What techniques can be used through text organization to enhance the impact and purpose of a piece?

## Standards Addressed:

Literature 3, 5  
Information 5  
Writing 3a, b, c, d, c and 9  
Speaking and Listening 1

## Vocabulary Addressed in Unit:

Realism  
Regionalism  
Suspense  
Stance  
Naturalism  
Descriptive Prose  
Active/passive verbs and voice  
Fragments/clauses  
Paralepsis  
Basic text structures (sequential, cause-effect, etc), and related "signal" words  
Narrative (and related vocab, i.e., conclusion, etc.)  
Syntax  
Sentence structures (compound, complex, etc.)

## **Learning Targets Students will Master through this Unit:**

Initiate and participate effectively in group discussions on topics, texts, and issues being studied in class:

- Prepare for discussions by critically reading and annotating material prior to discussion

- Identify ground rules for decision-making

- Set group norms and cooperate to set clear goals, deadlines, establish roles, and decision-making process

- Initiate group discussions, ask effective questions, and share comments to enrich discussions

- Create a rubric to guide and evaluate group effectiveness

Analyze how an author's choices concerning how to structure a text shape the meaning of the text:

- Identify text structure

- Analyze how the structure impacts the meaning

Analyze the impact of the author's choices regarding how to develop and relate Elements of a story or drama:

- Analyze the author's intentional use of literary elements to develop a story or drama

- Analyze the impact of the author's choices regarding how the author relates elements of a story or drama

Analyze how an author's choices concerning how to structure a text shape the meaning of the text:

- Analyze how text structure impacts the meaning

Write in response to literary or information sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:

- Describe, analyze, and reflect on text

- Use evidence from the text to support analysis of the argument

Write narratives in which they engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences; develop narrative elements with purposefully selected details that call readers' attention to what is most distinctive or worth noticing; use a variety of techniques to build toward a particular impact; use precise language to develop the events, experiences, and ideas clearly and to reinforce the style; provide satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative:

- Write an effective lead that establishes significance

- Organize a narrative logically and purposefully

- Use purposefully selected supporting details to develop setting, characters, situations or problems to draw readers' attention to key elements

Use appropriate organizational strategies/techniques to impact reader  
Use precise language to develop writing and reinforce style  
Write concluding paragraphs that support their purpose

**Pre-Assessment(s):**

PLAN and ACT scores (linkage and item analysis)

Semester Goal Setting/Learning Objective Previews

Grammar Bytes pretests: capitalization, punctuation, spelling of commonly confused words, parts of speech, word choice, etc.

ACT practice passages/"cold" reads

Flashbacks

KWL exercises

Journaling

Nancy Dean "Voice" lessons

"Poll Everywhere" surveys/ Smart Response

**On-Going Assessment(s):**

Flashbacks

Nancy Dean Voice Lessons

ACT practice passages/"cold" reads

Observation

Small/large group discussion

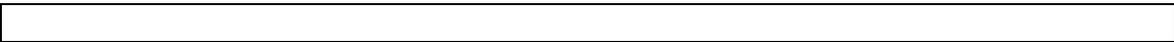
Literature circle work/other differentiated activities

In-class writing/application of skill sets

ACT Online Prep

Springboard applications

Gradcam Item Analysis/Benchmark work



**Large Group/ Small Group Instructional Activities:**

Learning Target(s)	Description of Strategy	Preparation/ Materials Needed	Notes:
<p>Prepare for discussions by critically reading and annotating material prior to discussion</p> <p>Identify ground rules for decision-making</p> <p>Set group norms and cooperate to set clear goals, deadlines, establish roles, and decision-making process</p> <p>Initiate group discussions, ask effective questions, and share comments to enrich discussions</p> <p>Create a rubric to guide and evaluate group effectiveness</p>	<p>Literature Circles</p> <p>Annotation Stations</p> <p>Persuasive Digital Story Projects</p> <p>Class blogging assessment</p> <p>Facebook/social media site evaluation activities from Springboard</p>	<p>Art supplies</p> <p>Passages</p> <p>Roles/Rubric</p> <p>Internet</p> <p>KYVL</p> <p>Texts, handouts</p> <p>highlighters</p>	
<p>Identify text structure</p> <p>Analyze how the structure impacts meaning</p>	<p>PowerPoint presentation defining sequential, comparative, and cause-effect relationships in text and linking sample passages, “signal” words, and ACT items to those organizational structures</p> <p>Random object partner activity in which three textual relationships are written for two unrelated objects</p> <p>Outlining and categorizing activity to determine relationships</p> <p>Order of importance, chronological, and parts of a whole practice with</p>	<p>PowerPoint and SmartBoard resources</p> <p>Objects for partner activity</p> <p>Graphic organizers and sample passages</p> <p>Markers</p> <p>Post-Its</p>	

	<p>sample passages and student rewrites</p> <p>Sample organizational texts from Robert Benchley and Russell Baker to demonstrate repetition and paralepsis</p> <p>Frederick Douglass 4<sup>th</sup> of July speech and Francis Ellen Watkins Harper “Slave Mother” poem as examples of intentional structural choices (comparison and shift in point of view/pronoun usage)</p> <p>New York Times article station activity with graphic organizers</p>		
<p>Analyze the author’s intentional use of literary elements to develop a story or drama</p> <p>Analyze the impact of the author’s choices regarding how the author relates elements of a story or drama</p>	<p>Analysis of Bierce’s “An Occurrence at Owl Creek Bridge” with emphasis on intentional shifts in point of view and tone, and choices in sequential structure</p> <p>Springboard activities involving syntax and sentence structure (Dan Rather piece, etc.)</p>	<p>Film</p> <p>Passages, texts</p> <p>Markers</p> <p>Graphic Organizer</p>	
<p>Analyze how text structure impacts the meaning of a text</p>	<p>Analysis of “Story of an Hour” and/or “The Yellow Wallpaper” with emphasis on intentional choices in cause-effect structure and on shifts in diction and syntax as related to text structure</p> <p>Passive/active voice physical activity and sample passage from Annie Dillard</p> <p>Misplaced modifier review of previous unit through Grammar Bytes and extension exercises</p>	<p>Film clips</p> <p>Passages</p> <p>Markers</p> <p>Graphic Organizers</p> <p>Sentence cards for physical passive voice activity</p>	
<p>Describe, analyze, and reflect on text</p>	<p>Group analysis of Crane’s poetry (“War is Kind,” etc) with emphasis on</p>	<p>Markers</p>	

Use evidence from the text to support analysis of the argument	using textual evidence to determine intended meaning (versus irony conveyed)	Passages Graphic organizer	
<p>Write an effective lead that establishes significance</p> <p>Organize a narrative logically and purposefully</p> <p>Use purposefully selected supporting details to develop setting, characters, situations or problems to draw readers' attention to key elements</p> <p>Use appropriate organizational strategies/techniques to impact reader</p> <p>Use precise language to develop writing and reinforce style</p> <p>Write concluding paragraphs that support their purpose</p>	<p>Persuasive Digital Story project</p> <p>Various in-class writings: Stop, Drop and Write prompts, On-Demand practice, Formal Unit Assessments, etc.</p>	<p>Student-teacher generated rubric</p> <p>Sample passages</p> <p>Texts, handouts</p>	

**Differentiated Instructional Strategies:**

- Targeting a variety of readiness levels, learning styles/ intelligences and interests
- Incorporates both teacher-selected and student-selected strategies
- Strategies may be used in individual, small group or large group settings

<b>Creating</b>	Small groups based on PLAN scores in reading (pairing score of 9 with a score of 24, etc)	Literature Circles	Choice in product and medium: visual, written, verbal, etc.
-----------------	---	--------------------	---

<b>Evaluating</b>	<b>Use of graphic organizers to map information</b>	<b>Literature Circles</b>	<b>Tactile activities (use of post-its, markers, manipulatives, etc. to highlight relevant passages or demonstrate relevant ideas/themes, etc.)</b>
<b>Analyzing</b>	<b>Scaffolding with lower-level texts</b>	<b>Literature Circles for prose</b>	<b>TPFASTT poetry analysis tool</b>
<b>Applying</b>	<b>Modeling for student application of skill sets to own writing</b>	<b>Literature Circles</b>	<b>Student-teacher generated rubrics for assignments</b>
<b>Understanding</b>	<b>Journaling to make connections between prior knowledge and new knowledge</b>	<b>Literature Circles</b>	<b>Visual note-taking to accompany text</b>
<b>Remembering</b>	<p><b>KWL and other reading strategies for use before, during, after reading</b></p> <p><b>Flashbacks with appropriate extension activities</b></p>	<b>Literature Circles</b>	<b>Summary/note-taking strategies</b>

**Preparation/ Materials Needed for Differentiated Menu Activities:**

Literature Circle front-loading (roles, responsibilities, expectations, etc)

Handouts

Technology (SmartBoard, Projector, visuals, websites, online resources and documents)

Markers, post-its, etc.

PLAN scores/linkage document for grouping

Relevant graphic organizers

Options for student choice in medium/product and relevant rubrics

**Plan for students who are not successful on final assessment:**

Remediation based on specific skill set acquisition

Tutoring

Parent collaboration and suggested extension activities

Specified roles/texts in both group and independent situations based on individual student needs

**Final Assessment:**

**Attached ACT practice passage (with assessment items related to text structure)**

**Attached AP essay with focus on analysis of a writer's choices in text structure**

# Boone County Schools Standards-Based Units English III Boone County High School

<b>Unit Title: II</b>	Language & Diction: Romanticism
<b>Grade Level/ Content Area/ Course:</b>	English III/English III Honors

**Essential Question(s):**

- How do a writer's language and diction shape the impact and tone of a piece?
- How do a writer's language and diction relate to intended purpose and audience?
- How do writers develop and refine ideas through sentences, paragraphs and larger portions of a text?
- What are different strategies for determining word meaning and layers of meaning in a text?
- What is the writing/revising process and how can writers craft pieces suitable for their intended audience, purpose, and format?

**Standards Addressed:**

- Literature 4, 6
- Information 3, 4,8
- Writing 4, 5, 6
- Language 4a, b, c, 3
- Speaking and Listening 4, 6

**Vocabulary Addressed in Unit:**

satire	Romanticism	Dark Romanticism (Gothic)
sarcasm	Transcendentalism	irony
understatement	dialogue	lead
imagery	aphorism	modifiers
figurative language	symbol	
annotated bibliography (and other MLA terminology)		

## **Learning Targets Students will Master through this Unit:**

Determine word meanings:

- Interpret various figures of speech
- Analyze the role of figures of speech in impacting meaning
- Determine word meanings at appropriate grade level
- Clarify meaning of unknown or multiple meaning words using appropriate strategy

Analyze in detail an author's ideas by describing how the ideas are developed and refined by specific sentences, paragraphs, and larger portions of a text:

- Identify author ideas
- Describe how ideas are developed

Interpret how an author uses and refines the meaning of a key term or terms over the course of a text:

- Identify key terms
- Interpret author's refinement of key terms

Analyze in detail the condensed language of poems, determining how specific word choices and multiple meanings shape the impact and tone:

- Determine word choice and its impact on tone
- Determine multiple meaning and its impact on tone
- Analyze condensed language of poems

Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.

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:

- Participate in a wide range of writing experiences using the writing process

Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information:

- Use technology tools to produce writing
- Evaluate feedback and new information in making revisions

Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning:

Evaluate reasoning/rhetoric that support an argument

Assess the relevance of evidence

Identify false statements and/or fallacious reasoning

Analyze an author's use of satire, sarcasm, irony, understatement, or other means that require a reader to understand various layers of meaning in a text:

Identify satire, sarcasm, irony, understatement, etc.

Analyze impact of satire, sarcasm, irony, understatement, etc to construct layers of meaning

Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes

Ask and determine a research question

Choose a perspective, line of reasoning, and supportive source

Identify and locate alternative perspectives

Adjust presentation to audience and purpose

Adapt a speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate:

Apply correct diction and syntax based on audience

Adapt speech as needed for purpose

Demonstrate a command of formal standard English

Make effective choices about language

Write and edit works that conform to the appropriate style manual

### **Pre-Assessment(s):**

PLAN and ACT scores (linkage and item analysis)

Semester Goal Setting/Learning Objective Previews

Grammar Bytes pretests: capitalization, punctuation, spelling of commonly confused words, parts of speech, word choice, etc.

ACT practice passages/"cold" reads

Flashbacks

KWL exercises

Journaling

Nancy Dean "Voice" lessons

“Poll Everywhere” surveys/ Smart Response

**On-Going Assessment(s):**

Flashbacks

Nancy Dean Voice Lessons

ACT practice passages/”cold” reads

Observation

Small/large group discussion

Literature circle work/other differentiated activities

In-class writing/application of skill sets

ACT Online Prep

Springboard applications

Gradcam Item Analysis/Benchmark work

**Large Group/ Small Group Instructional Activities:**

Learning Target(s)	Description of Strategy	Preparation/ Materials Needed	Notes:
Interpret various figures of speech	Affrilachian poetry analysis through TPFASST instrument	Texts	
Analyze the role of figures of speech in impacting meaning	Jay-Z lyrics/analysis Various romantic poetry analysis	TPFASTT instrument	
Determine word meanings at appropriate grade level	“Quickdraw” activity using visuals to break down root, prefixes, and suffixes as strategy for unlocking unfamiliar vocabulary	Markers	
Clarify meanings of unknown or multiple meaning words using	Grammar Bytes PowerPoint	Paper and handouts Dictionaries	

appropriate strategies	<p>exercises for context clue strategies</p> <p>Weekly Wordskills unit (in-context vocab practice)</p> <p>Misplaced modifier activity (draw two possible meanings and correct misplaced modifier)</p>	<p>Wordskills</p> <p>SmartBoard and projector</p> <p>Internet access</p>	
<p>Identify author ideas</p> <p>Describe how ideas are developed</p>	<p>Cold read of Emerson’s “Nature” and related ACT-like multiple choice questions with emphasis on main idea and idea development</p> <p>Jay-Z article/writing prompt</p> <p>Thoreau Civil Disobedience analysis/graphic</p> <p>Critical stance activity involving aphorism and imagery as ways to develop Emerson’s meaning</p>	<p>Passages</p> <p>Handouts</p> <p>Markers</p> <p>Post-its</p>	
<p>Identify key terms</p> <p>Interpret author’s refinement of key terms</p>	<p>Analysis of Thoreau’s “Civil Disobedience” with emphasis on ways Thoreau defines key terms such as civil disobedience, patriot, and the main ways to serve the state</p> <p>Analysis of Madison’s definition of “faction” in Federalist No. 10 and No. 51</p>	<p>Passages</p> <p>Markers</p> <p>Post-its</p>	
<p>Determine word choice and its impact and tone</p> <p>Determine multiple meaning and its impact and tone</p> <p>Analyze condensed language of poems</p>	<p>Affrilachian poetry analysis through TPFASST instrument</p> <p>Jay-Z lyrics/analysis</p> <p>Various romantic poetry analysis</p>	<p>TPFASTT instrument</p> <p>Passages</p> <p>Film clips</p> <p>Markers</p>	
<p>Produce writing in which the organization, development, substance, style are appropriate to task, purpose, and audience</p>	<p>Persuasive Digital Story project-student choice of topic</p> <p>Peer editing sessions for drafting and revising</p>	<p>Essay drafts</p> <p>Peer editing tool</p> <p>Conference documentation</p>	

<p>Participate in a wide range of writing experiences using the writing process</p> <p>Use technology tools to produce writing</p> <p>Evaluate feedback and new information in making revisions</p>	<p>Student-teacher conferencing</p> <p>“Leads are seeds” presentation and partner activity</p> <p>“Turning the knob” sensory detail presentation and activity</p> <p>Dialogue-writing crash-course and extension activities</p>	<p>PowerPoint presentations</p> <p>Handouts</p> <p>Markers</p> <p>Smartboard and PowerPoints</p>	
<p>Evaluate reasoning/rhetoric that support an argument</p> <p>Assess the relevance of evidence</p> <p>Identify false statements and/or fallacious reasoning</p>	<p>Satire study: Springboard materials (Cheerleading article, Of Mice and Men Cliffsnotes article)</p> <p>Bias study (Billy Collins interview, Springboard materials- Football article)</p> <p>Youtube clips illustrating bias/fallacies</p>	<p>Passages, handouts</p> <p>Markers</p> <p>Smartboard, internet</p>	
<p>Identify and analyze impact of satire, sarcasm, irony, understatement, etc to construct layers of meaning</p>	<p>Satire study: Springboard materials (Cheerleading article, Of Mice and Men Cliffsnotes article)</p> <p>Bias study (Billy Collins interview, Springboard materials- Football article)</p> <p>Youtube clips illustrating bias/fallacies</p>	<p>Passages, handouts</p> <p>Markers</p> <p>Smartboard, internet</p>	
<p>Ask and determine a research question</p> <p>Choose a perspective, line of reasoning, and supportive source</p> <p>Identify and locate alternative perspectives</p> <p>Adjust presentation to audience and purpose</p> <p>Apply correct syntax and diction based on audience</p>	<p>Persuasive Digital Story project</p> <p>Zombie allegory synthesis activity</p>	<p>MLA resources through OWL at Purdue</p> <p>Internet access</p> <p>Student-generated topics</p> <p>KYVL for research</p> <p>Teacher-student developed rubric and template for</p>	

<p>Adapt speech as needed for purpose</p> <p>Demonstrate a command of formal standard English</p> <p>Make effective choices about language</p> <p>Write and edit works that conform to the appropriate style manual</p>		<p>speech</p> <p>Youtube clips</p>	
---	--	------------------------------------	--

**Differentiated Instructional Strategies:**

- Targeting a variety of readiness levels, learning styles/ intelligences and interests
- Incorporates both teacher-selected and student-selected strategies
- Strategies may be used in individual, small group or large group settings

<b>Creating</b>	<b>Small groups based on PLAN scores in reading (pairing score of 9 with a score of 24, etc)</b>	<b>Literature Circles</b>	<b>Choice in product and medium: visual, written, verbal, etc.</b>
<b>Evaluating</b>	<b>Use of graphic organizers to map information</b>	<b>Literature Circles</b>	<b>Tactile activities (use of post-its, markers, manipulatives, etc. to highlight relevant passages or demonstrate relevant ideas/themes, etc.)</b>
<b>Analyzing</b>	<b>Scaffolding with lower-level texts</b>	<b>Literature Circles for prose</b>	<b>TPFASTT poetry analysis tool</b>
<b>Applying</b>	<b>Modeling for student application of skill sets to own writing</b>	<b>Literature Circles</b>	<b>Student-teacher generated rubrics for assignments</b>

<b>Understanding</b>	<b>Journaling to make connections between prior knowledge and new knowledge</b>	<b>Literature Circles</b>	<b>Visual note-taking to accompany text</b>
<b>Remembering</b>	<p><b>KWL and other reading strategies for use before, during, after reading</b></p> <p><b>Flashbacks with appropriate extension activities</b></p>	<b>Literature Circles</b>	<b>Summary/note-taking strategies</b>

**Preparation/ Materials Needed for Differentiated Menu Activities:**

- Literature Circle front-loading (roles, responsibilities, expectations, etc)
- Handouts
- Technology (SmartBoard, Projector, visuals, websites, online resources and documents)
- Markers, post-its, etc.
- PLAN scores/linkage document for grouping
- Relevant graphic organizers
- Options for student choice in medium/product and relevant rubrics

**Plan for students who are not successful on final assessment:**

- Remediation based on specific skill set acquisition
- Tutoring
- Parent collaboration and suggested extension activities

Specified roles/texts in both group and independent situations based on individual student needs

**Final Assessment:**

**Attached ACT practice passage (with language and idea development assessment items)**

**Attached AP essay with focus on analysis of a writer's language and diction**