

Grade: LHS
Course: English 3
Year: 2018-2019 Adoption



Mission Statement

In partnership with our families and community, Lakewood City Schools will develop responsible citizens, who are critical and creative thinkers, committed to life-long learning, invested in a diverse society, and prepared for technological and global opportunities.

Thinking Skills - The student demonstrates:

1. Critical Thinking Skills include the ability to analyze, criticize, advocate ideas, reason inductively and deductively, and to reach factual and judgemental conclusions.
2. Creative Problem Solving by identifying and analyzing a problem, thinking divergently and evaluating the implementation of possible solutions.
3. Research skills by compiling, evaluating and presenting data.
4. Communication Skills

[Literacy Goals](#) for Lakewood High School Students and the Ohio Department of Education [Model Curriculum](#) utilized within this document

Anchor Standards:

Reading Literature:

- **RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

Reading Informational:

- **RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

- **W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
- **W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research
- **W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Speaking and Listening:

- **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Language:

- **L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- **L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Suggested Pacing	Content Standards	Learning and Performance Expectations	Assessment of Learning Options	Learning Resources Options
Quarter 1				
	RL. 11-12.2 Analyze literary text development. a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Produce a thorough analysis of the text.	-Students will examine the way an author carefully positions details that support the theme in a literary text.	-Socratic Seminar -Informative/Explanatory Writing	<i>Falling in Love with Close Reading</i> by Christopher Lehman & Kate Roberts Commonlit.org Graphic organizers Questions

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	<p>RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.11-12.2 Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.</p> <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</p>	<p>-Students will examine the author’s purpose and development of story elements and literary devices that shape the plot and, ultimately, the theme.</p> <p>-Students will identify two or more central ideas and discuss how the author develops them in the beginning, middle, and end sections of the text. Students should also analyze how the central ideas support each other or how they are related to each other.</p> <p>-Students will examine other components of a text. (For example: how the speaker of a text is changed by an event in the text.</p> <p>-Students will develop a clear thesis/topic, which is supported by facts, extended definitions, concrete details, quotations, or other</p>	<p>Discussion/Writing Prompts: Why did the author write this story? How does setting (time and place) influence the story? How are specific characters dynamic or how do they change by the end of the story?</p> <p>Nonfiction Analysis/ Rhetorical Precis Informative Abstract</p> <p>Response to Literature</p>	<p>-Discussion/Writing Prompt Questions -Plot Pyramid</p> <p>Nonfiction Analysis Template Commonlit.org News ELA Owl Purdue: Abstract Construction</p> <p>Graphic organizers, models, prewriting outline, TIQA</p>
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	<p>clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Establish a clear and thorough thesis to present and explain information.</p> <p>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 (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.</p> <p>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal</p>	<p>information and examples that will support and clarify the thesis/topic that is appropriate for the intended audience.</p> <p>-Students will create coherence and completeness through varied sentence structure/syntax and effective transitional strategies.</p> <p>-Students will write with an evident organizational structure from introduction to conclusion based on purpose and audience while developing and maintaining a consistent style and objective tone.</p>		
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	<p>style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>			
Quarter 2				
	<p>RL.11-12.4 Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.</p> <p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>-Students will reflect on the connotative meanings of words and phrases in texts as a tool by which they discover the meaning, tone, mood, and theme of a text.</p> <p>-Students will explore various works using multiple perspectives and varied literary critical theories to determine the author's overall intention.</p> <p>-Students will experience stories, dramas, and poems in multiple forms.</p>	<p>-Socratic Seminar -Writing Prompts (Tone Analysis, Figurative Language) - Response to Close Reading Passages</p> <p>-Socratic Seminar -Writing Prompts (Compare text to other interpretations) -Film Analysis -Create movie or trailer</p>	<p>Word Choice Analysis Handout</p> <p>http://www.readwritetink.org/files/resources/WordChoiceAnalysisHandout.pdf</p> <p>Commonlit.org TP-CASTT</p> <p>Graphic Organizer</p>

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	<p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present a complex argument. 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</p>	<p>-Students will consider that words and phrases might have multiple meanings and that authors select specific language (emotive, evocative, formal, informal, etc.) -Students will use specific organizational and rhetorical devices and strategies to convey ideas.</p> <p>-Students will identify the organizational pattern(s) an author uses in his/her exposition or argument. -Students will analyze the effectiveness of the author's choice of structure in relation to his/her overall purpose.</p> <p>-Students will establish a clear and thorough thesis -Students will 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. -Students will develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each</p>	<p>-Socratic Seminar -Writing Prompts (Tone Analysis, Figurative Language) - Response to Close Reading Passages</p> <p>Rhetorical Analysis/ Precis</p> <p>Persuasive Essay</p>	<p>Word Choice Analysis Handout http://www.readwritetink.org/files/resources/WordChoiceAnalysisHandout.pdf Commonlit.org <i>Falling in Love with Close Reading</i> by Christopher Lehman & Kate Roberts Rhetorical Triangle SOAPStone Graphic organizers, models, prewriting outline</p>
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	<p>logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>c. Develop claim(s) and counterclaims 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.</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 counterclaims.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g.,</p>	<p>-Students will use words, phrases, and clauses as well as varied syntax</p> <p>-Students will establish and maintain a formal style and objective tone</p> <p>-Students will provide a concluding statement or section that follows from and supports the argument presented.</p> <p>-Students will analyze syntax, textual clues, word relationships to determine differences between literal and figurative language.</p>	<p>-Socratic Seminar</p> <p>-Writing Prompts (Tone Analysis, Figurative Language)</p> <p>- Response to Close Reading</p>	<p>Word Choice Analysis Handout</p> <p>http://www.readwritetink.org/files/resource</p>
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	hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.		Passages	es/WordChoiceAnalysisHandout.pdf Commonlit.org
Quarter 3				
	<p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>	<p>-Students will understand that an author's perspective impacts choices made about the text and acknowledge the point of view from which the narrative is told.</p> <p>-Students will identify the author's purpose or perspective and also characterize an author's style by examining features, such as structure, diction, and syntax.</p> <p>-Students will analyze how the author's style impacts the audience or the text.</p> <p>-Students will identify the rhetorical situation (premises, purposes, and arguments) in U.S. seminal texts, then describe and explain the logic used.</p> <p>-Students will evaluate the effectiveness of the logic in</p>	<p>-Writing Prompts: Change the structure of the story or change the perspective</p> <p>-Writing Prompts & Discussion Questions</p> <p>-Rhetorical Analysis/Precis</p> <p>-Gallery Walk</p> <p>-Socratic Seminar</p> <p>-Time Period Comparison</p> <p>-Rhetorical Analysis</p>	<p>-Graphic Organizers</p> <p>-Plot Pyramid</p> <p>-Commonlit.org</p> <p>-Rhetorical Triangle</p> <p>-SOAPstone</p> <p>-Rhetorical Triangle</p>

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	<p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a</p>	<p>relationship to the author’s purpose of influencing or supporting a particular cause or group (public advocacy).</p> <p>-Students will analyze a variety of U.S. foundational documents (ones that established or influenced the basis of our nation’s ideology) for the text’s central idea, purpose, and rhetorical features.</p> <p>-Students will create a sequence of events to build a strategic plot, to develop a theme, and to create engaging characters.</p> <p>-Students will develop more complex conflicts, developments, and resolutions.</p> <p>-Students will engage the audience with individual style and tone, utilizing techniques such as imagery, authentic dialogue, and varied point of view.</p>	<p>-Gallery Walk -Socratic Seminar -Time Period Comparison -Rhetorical Analysis</p> <p>-Memoir -Narrative Essay</p>	<p>-Rhetorical Triangle</p> <p>-Graphic Organizers -Exemplar Texts -Models -Prewriting Outline Writing Rubric AIR</p>
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	<p>coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed. b. Apply an understanding of</p>	<p>-Students will evaluate a speaker's perspective by analyzing reasoning and use of rhetoric.</p> <p>-Students will use their knowledge of language to establish meaning, develop style, and edit for clarity, interest, and precision. -Students will comprehend the nuances of multiple modes of communication</p>	<p>-Rhetorical Analysis</p> <p>Sentence Composing Assignment</p>	<p>-SOAPstone -American Rhetoric</p> <p><i>Grammar for High School: A Sentence Composing Approach</i> by Don and Jenny Killgallon</p> <p><i>Image Grammar</i> by Harry Noden</p>
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	<p>syntax to the study of complex texts when reading.</p>			
Quarter 4				
	<p>RL.11-12.6 Analyze a case in which grasping a point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>-Students will understand that an author's perspective impacts choices made about the text and acknowledge the point of view from which the narrative is told.</p> <p>-Students will analyze information from different media formats to answer a specific question.</p> <p>-Students will conduct research to answer a specific question -Students will determine the extent of research needed for the topic, considering the complexity of topic, student's prior knowledge, and audience's familiarity with the topic, to create new and additional understandings and knowledge.</p>	<p>-Using Current Events to Inspire Satire -Writing Prompts</p> <p>Research project Gallery Walk</p> <p>-Research Paper -Debate</p>	<p>-Graphic Organizers <i>-The Onion, The Daily Show, The Simpsons</i></p> <p>-Notetaking Graphic Organizer -Double-Entry Journals</p> <p>-Graphic Organizers -Models -Prewriting Outline</p>

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	<p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>-Students will conduct research using specific search terms within multiple source -Students will understand the validity and strength of a source, considering timeliness, bias, and credibility</p> <p>-Students will use various digital, audio, and print sources for transmitting and receiving information.</p> <p>-Students will use various forms of digital media to help convey ideas during a presentation.</p>	<p>-Research Paper/Project</p> <p>Presentation</p> <p>Presentation</p>	<p>-Links to databases -Primary sources -Notetaking Graphic Organizer -OWL Purdue</p> <p>Google Slides, Power Point, Prezi</p> <p>Google Slides, Power Point, Prezi</p> <p>Rubrics for Presentations http://www.readwritetink.org/classroom-resources/printouts/oral-presentation-rubric-30700.html</p>
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	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	<p>Students will use the elements of effective oral, visual, and multimedia presentations and their effects increases the potential to inform, entertain, or persuade an audience and students will consider alternative and opposing perspectives.</p> <p>Students will adapt their speech to the requirements and purpose of each assignment.</p>	<p>Persuasive Presentation Debate</p> <p>Presentation</p>	<p>Analytical Research Project Information https://owl.english.purdue.edu/owl/resource/750/1</p> <p>Graphic organizers</p> <p>Graphic Organizers Guidelines for Oral Presentations</p> <p>http://go.owu.edu/~dapeople/ggpresnt.html</p>
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