

# English III Specialized Programming

## Unit 1: We the People

### Stage 1: Desired Results

#### Standards & Indicators:

## Language Domain

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L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). 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. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range 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. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## Reading Domain

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RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3](#). Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4](#). Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide

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a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4](#). Evaluate the author's choices concerning structure and 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.

RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

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RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

EE.RI.11-12.2 Determine the central idea of a text; recount the text.

EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.

EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.

EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.

EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.

EE.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.

EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.

EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.

EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.

### Writing Domain

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W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. [Writing.Writing Research.11-12.4](#). 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

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appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.RW.11–12.7. **Writing.Range of Writing.9-10.4.** 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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W11-12.2.f Provide a closing or concluding statement.

EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, factual, or multimedia information as appropriate.

EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.

### Speaking and Listening Domain

SL.PE.11–12.1. **Speaking and Listening.Participate Effectively.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### Integration of Climate Change:

RI.CT.11–12.8. **Reading Informational Texts.Comparison of Texts.11-12.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.WR.11–12.5. **Writing.Writing Research.11-12.4.** 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. 🌱

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
<b>Central Idea/Enduring Understanding:</b> <ul style="list-style-type: none"><li>Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</li></ul>		<b>Essential/Guiding Question:</b> <p><b>How does American History influence American Literature?</b> <b>Why is change both good and bad?</b></p> <p><u>Writing:</u> How can technology be used in written communication?</p>

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<ul style="list-style-type: none"> <li>• Use writing to clearly communicate ideas, incorporating technology when appropriate.</li> <li>• Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</li> <li>• Listening skills are critical for learning and communicating.</li> <li>• Visual materials enhance understanding.</li> </ul>	<p>How does having writing as part of my daily routine strengthen my writing?</p> <p>Why is it important to use correct punctuation?</p> <p>How does professional writing differ from personal writing?</p> <p>Why does organized writing cause the writer to appear more competent and able to express himself?</p> <p><u>Reading:</u></p> <p>Why is it important to use background knowledge while reading?</p> <p>Is everything you read on the internet true?</p> <p>How can you tell fact from fiction?</p> <p>How does identifying the main idea help me as a reader gain meaning from the text?</p> <p>How do I figure out a word I do not know?</p> <p>How does literature relate to my life?</p> <p>Why is it important to read/watch news reports?</p> <p>What is propaganda?</p> <p><u>Listening and Speaking:</u></p> <p>How do you listen?</p> <p>How can technology help us communicate with others?</p> <p>Why is it important to speak effectively?</p> <p>What are different ways I can express my ideas and opinions?</p> <p>How can listening and speaking skills be used to improve relationships?</p> <p style="text-align: right;">When is it appropriate to ask questions?</p>
<p><u>Content:</u></p> <p><b>Featured Genres</b>            Fiction            Poetry            Drama            Nonfiction</p> <p><b>Key Reading Skills</b>            Character            Tone            Author's Purpose and Author's Point of View/background            Central or Main Idea            Media/technology</p> <p><b>Key Writing Skills</b>            Supporting Details            Paragraphs and Transitions</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> <li>★ Define vocabulary words using context.</li> <li>★ Acquire and apply academic vocabulary correctly.</li> <li>★ Identify characters</li> <li>★ Identify how a character's decisions advance plot</li> <li>★ Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word.</li> <li>★ Complete a close reading</li> <li>★ Pre-write, plan, and produce clear and coherent writing in response to a prompt.</li> <li>★ Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions.</li> <li>★ Use context clues to determine the meanings of words.</li> <li>★ Apply academic vocabulary correctly.</li> <li>★ Identify the central or main idea.</li> <li>★ Apply knowledge of media in exploring a subject.</li> </ul>
<p><u>Interdisciplinary Connections:</u>            Students will apply knowledge of reading and writing strategies across all content areas.</p>	

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<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>★ Unit Assessments</li> <li>★ DLM/ Alternate Assessment</li> <li>★ electronic assessments quizzes</li> <li>★ Quizzez assessments</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>★ Reading Assignments</li> <li>★ Writing Assignments</li> <li>★ Skill Assignments</li> <li>★ Journal writing activities</li> <li>★ Reading log</li> </ul>
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>★ Daily journal writing with written or visual prompts</li> <li>★ Write basic sentences using capitalization and punctuation.</li> <li>★ Write a paragraph with an introduction and concluding sentence.</li> <li>★ Self-assess and assess peers' writing.</li> <li>★ Retell, reenact, dramatize, or draw stories or parts of stories</li> <li>★ Make a timetable telling sequence of events from a reading</li> <li>★ Make a chart comparing various characters</li> <li>★ Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.</li> <li>★ Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.</li> <li>★ Use the think-pair-share method to answer questions and communicate ideas.</li> <li>★ Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources)</li> <li>★ <b>Learning to learn:</b> Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.</li> <li>★ <b>Repeat and Practice:</b> Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.</li> <li>★ <b>Visuals and Graphic Organizers:</b> Students will use graphic organizers and other visuals to organize materials.</li> <li>★ <b>Connections and background knowledge:</b> Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><a href="#"><u>IXL</u></a> Speaking and Listening Handbook Low- level, high interest readers and modified texts Online assessments such as electronic assessments, Quizziz, Brainpop, and edpuzzle. Journal prompts- written and visual <a href="#"><u>Education.com</u></a> <a href="#"><u>Edhelper.com</u></a> Low level, high interest readers, such as EdCon Publishing books and audio. Nonfiction low level readers, such as Time Magazine Nonfiction reader series. Lower grade level text and novels as per student's IEP, such as Uncle Tom's Cabin Modified texts and novels as per student's IEP. Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.</p> <p><a href="#"><u>GLSEN Educator Resources</u></a> <a href="#"><u>For Educators: Supporting LGBTQIA Youth Resource List</u></a> <a href="#"><u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u></a></p>

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★ <b>Writing Skills:</b> Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.			
<b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended units Extended time Repeated instruction Text to speech Use of visuals, audio, and graphic organizers Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing; Utilize peer buddy system in cooperative learning;	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries  Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction. Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.  IEP Modifications: Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing. Utilize the peer buddy system in cooperative learning. Set short term goals to improve student

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		<p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of the lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p>	<p>success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>
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		<p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>	
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### Unit 2: The Individual

#### Stage 1: Desired Results

#### Standards & Indicators:

### Language Domain

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L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). 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.

- B. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- D. 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.
- E. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- F. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



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## Reading Domain

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RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3](#). Analyze the impact of the author’s choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4](#). Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

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RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

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EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.

EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.

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## Writing Domain

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EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.

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## Speaking and Listening Domain

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### Integration of Climate Change:

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Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</li> <li>Use writing to clearly communicate ideas, incorporating technology when appropriate.</li> <li>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</li> <li>Listening skills are critical for learning and communicating.</li> <li>Visual materials enhance understanding.</li> </ul>		<p><b><u>Essential/Guiding Question:</u></b></p> <p><b>What is a moral code? How do we develop a moral code?</b></p> <p><u>Writing:</u></p> <p>How can technology be used in written communication?</p> <p>How does having writing as part of my daily routine strengthen my writing?</p> <p>Why is it important to use correct punctuation?</p> <p>How does professional writing differ from personal writing?</p> <p>Why does organized writing cause the writer to appear more competent and able to express himself?</p> <p><u>Reading:</u></p> <p>Why is it important to use background knowledge while reading?</p> <p>How does identifying the main idea help me as a reader gain meaning from the text?</p> <p>How do I figure out a word I do not know?</p> <p>How does literature relate to my life?</p> <p>Why is it important to read/watch news reports?</p> <p>What is propaganda?</p> <p>Is everything you read on the internet true?</p> <p>How can you tell fact from fiction?</p> <p>How does reading signs, labels, and directions lead to a healthy lifestyle?</p> <p><u>Listening and Speaking:</u></p> <p>How do you listen?</p> <p>How can technology help us communicate with others?</p> <p>Why is it important to speak effectively?</p> <p>When is it appropriate to ask questions?</p> <p>What are different ways I can express my ideas and opinions?</p> <p>How can listening and speaking skills be used to improve relationships?</p>
<p><b><u>Content:</u></b></p> <p><b>Featured Genres</b>            Fiction            Poetry            Drama            Nonfiction</p> <p><b>Key Reading Skills</b>            Character            Tone</p>		<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>★ Define vocabulary words using context.</li> <li>★ Acquire and apply academic vocabulary correctly.</li> <li>★ Identify characters</li> <li>★ Identify how a character's decisions advance plot</li> <li>★ Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word.</li> <li>★ Complete a close reading</li> <li>★ Pre-write, plan, and produce clear and coherent writing in response to a prompt.</li> </ul>

# English III Specialized Programming

<p>Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology</p> <p><b>Key Writing Skills</b> Supporting Details Paragraphs and Transitions</p>	<ul style="list-style-type: none"> <li>★ Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions.</li> <li>★ Use context clues to determine the meanings of words..</li> <li>★ Apply academic vocabulary correctly.</li> <li>★ Identify the central or main idea.</li> <li>★ Apply knowledge of media in exploring a subject.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b> Students will apply knowledge of reading and writing strategies across all content areas.</p>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>★ Unit Assessments</li> <li>★ DLM/ Alternate Assessment</li> <li>★ electronic assessments quizzes</li> <li>★ Quizzez assessments</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>★ Reading Assignments</li> <li>★ Writing Assignments</li> <li>★ Skill Assignments</li> <li>★ Journal writing activities</li> <li>★ Reading log</li> </ul>
<p><b>Stage 3: Learning Plan</b></p>	
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>★ Daily journal writing with written or visual prompts</li> <li>★ Write basic sentences using capitalization and punctuation.</li> <li>★ Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources)</li> <li>★ Write a paragraph with an introduction and concluding sentence.</li> <li>★ Self-assess and assess peers' writing.</li> <li>★ Retell, reenact, dramatize, or draw stories or parts of stories</li> <li>★ Make a timetable telling sequence of events from a reading</li> <li>★ Make a chart comparing various characters</li> <li>★ Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.</li> <li>★ Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.</li> <li>★ Use the think-pair-share method to answer questions and communicate ideas.</li> <li>★ <b>Learning to learn:</b> Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.</li> </ul>	<p><b><u>Resources:</u></b></p> <p>Online assessments such as electronic assessments, Quizziz, Brainpop, and edpuzzle.</p> <p><a href="#">IXL</a> Speech to text/text to speech and texts on audio Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual Low level, high interest readers, such as EdCon Publishing books and audio.</p> <p><a href="#">Education.com</a> <a href="#">Edhelper.com</a> Nonfiction low level readers, such as Time Magazine Nonfiction reader series. Lower grade level text and novels as per student's IEP, such as Adventure of Huck Finn either pacemaker classic or EdCon Publishing. Modified texts and novels as per student's IEP. Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.</p> <p><a href="#">GLSEN Educator Resources</a> <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a> <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p>

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<ul style="list-style-type: none"> <li>★ <b>Repeat and Practice:</b> Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.</li> <li>★ <b>Visuals and Graphic Organizers:</b> Students will use graphic organizers and other visuals to organize materials.</li> <li>★ <b>Connections and background knowledge:</b> Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives.</li> <li>★ <b>Writing Skills:</b> Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.</li> </ul>	
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction. Modeling and practicing how to use reference material both in print and online. Extended units Extended time Repeated instruction Text to speech Use of visuals, audio, and graphic organizers	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries  Use of Access Path materials: break core instruction down into discrete task, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction. Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core

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		<p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing;</p> <p>Utilize peer buddy system in cooperative learning;</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of the lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p>	<p>assignments alongside their on-grade level classmates.</p> <p>IEP Modifications:</p> <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing.</p> <p>Utilize a peer buddy system in cooperative learning.</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>
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## English III Specialized Programming

		<p>Provide assistance for comprehension of reading assignments. Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>	
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**Unit 3:** Modern Times

### Stage 1: Desired Results

#### Standards & Indicators:

#### Language Domain

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L.KL.11–12.2. **Language. Knowledge of Language.11-12.2.** 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.

- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- G. 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.

# English III Specialized Programming

- H. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- I. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## Reading Domain

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RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3](#). Analyze the impact of the author’s choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4](#). Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4](#). Evaluate the author’s choices concerning structure and 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.

RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

EE.RI.11-12.2 Determine the central idea of a text; recount the text.

EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.

EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.

EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

EE.RL.11-12.5 Determine how the author’s choice of where to end the story contributes to the meaning.

EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.



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EE.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.  
EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.  
EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.  
EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.  
EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.

## Writing Domain

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W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. [Writing.Writing Research.11-12.4](#). 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. 🌱

W.RW.11–12.7. [Writing.Range of Writing.9-10.4](#). 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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.11-12.2.f Provide a closing or concluding statement.

EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.

EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.

## Speaking and Listening Domain

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SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### Integration of Climate Change:

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes,

## English III Specialized Programming

including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

WWR.11–12.5. Writing. Writing Research. 11-12.4. 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. 🌱

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.

### Central Idea/Enduring Understanding:

- Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.
- Use writing to clearly communicate ideas, incorporating technology when appropriate.
- Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.
- Listening skills are critical for learning and communicating.
- Visual materials enhance understanding.

### Essential/Guiding Question:

**How can we use literature and books to describe what happens in our current time?**

#### Writing:

How can technology be used in written communication?  
 How does having writing as part of my daily routine strengthen my writing?  
 Why is it important to use correct punctuation?  
 How does professional writing differ from personal writing?  
 Why does organized writing cause the writer to appear more competent and able to express himself?

#### Reading:

Why is it important to use background knowledge while reading?  
 How does identifying the main idea help me as a reader gain meaning from the text?  
 How does literature relate to my life?  
 Why is it important to read/watch news reports?  
 What is propaganda?  
 Is everything you read on the Internet true?  
 How can you tell fact from fiction?  
 How does reading signs, labels, and directions lead to a healthy lifestyle?  
 How do I figure out a word I do not know?

#### Listening and Speaking:

How do you listen?  
 How can technology help us communicate with others?  
 Why is it important to speak effectively?  
 When is it appropriate to ask questions?  
 What are different ways I can express my ideas and opinions?  
 How can listening and speaking skills be used to improve relationships?

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<p><b><u>Content:</u></b></p> <p><b>Featured Genres</b>  Fiction  Poetry  Drama  Nonfiction</p> <p><b>Key Reading Skills</b>  Character  Tone  Author's Purpose and Author's Point of View/background  Central or Main Idea  Media/technology</p> <p><b>Key Writing Skills</b>  Supporting Details  Paragraphs and Transitions</p>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>★ Define vocabulary words using context.</li> <li>★ Acquire and apply academic vocabulary correctly.</li> <li>★ Identify characters.</li> <li>★ Identify how a character's decisions advance plot</li> <li>★ Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word.</li> <li>★ Complete a close reading.</li> <li>★ Pre-write, plan, and produce clear and coherent writing in response to a prompt.</li> <li>★ Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions.</li> <li>★ Use context clues to determine the meanings of words.</li> <li>★ Apply academic vocabulary correctly.</li> <li>★ Identify the central or main idea.</li> <li>★ Apply knowledge of media in exploring a subject.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b>  Students will apply knowledge of reading and writing strategies across all content areas.</p>	
<p><b>Stage 2: Assessment Evidence</b></p>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>★ Unit Assessments</li> <li>★ DLM/ Alternate Assessment</li> <li>★ electronic assessments quizzes</li> <li>★ Quizzez assessments</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>★ Reading Assignments</li> <li>★ Writing Assignments</li> <li>★ Skill Assignments</li> <li>★ Journal writing activities</li> <li>★ Reading log</li> </ul>
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<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>★ Daily journal writing with written or visual prompts</li> <li>★ Write basic sentences using capitalization and punctuation.</li> <li>★ Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources)</li> <li>★ Write a paragraph with an introduction and concluding sentence.</li> <li>★ Self-assess and assess peers' writing.</li> <li>★ Retell, reenact, dramatize, or draw stories or parts of stories.</li> <li>★ Make a timetable telling a sequence of events from a reading.</li> <li>★ Make a chart comparing various characters</li> <li>★ Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><a href="#">IXL</a>  Low- level, high interest readers and modified texts  Online assessments such as electronic assessments, Quizziz, Brainpop, and edpuzzle.  Speech to text/text to speech and texts on audio  Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.  Journal prompts- written and visual  Low level, high interest readers, such as EdCon Publishing books and audio.  <a href="#">Education.com</a>  <a href="#">Edhelper.com</a>  Nonfiction low level readers, such as Time Magazine Nonfiction reader series.  Lower grade level text and novels as per student's IEP, such as EdCon publishing Little Women and/or Wizard of Oz  Modified texts and novels as per student's IEP.  Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.</p>

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<ul style="list-style-type: none"> <li>★ Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.</li> <li>★ Use the think-pair-share method to answer questions and communicate ideas.</li> <li>★ <b>Learning to learn:</b> Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.</li> <li>★ <b>Repeat and Practice:</b> Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.</li> <li>★ <b>Visuals and Graphic Organizers:</b> Students will use graphic organizers and other visuals to organize materials.</li> <li>★ <b>Connections and background knowledge:</b> Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives.</li> <li>★ <b>Writing Skills:</b> Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.”</li> </ul>	<a href="#">GLSEN Educator Resources</a> <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a> <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a>
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### Differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Modified materials Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology) All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students. Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly. Small group instruction.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries  Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and

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		<p>Modeling and practicing how to use reference material both in print and online.</p> <p>Extended units</p> <p>Extended time</p> <p>Repeated instruction</p> <p>Text to speech</p> <p>Use of visuals, audio, and graphic organizers</p> <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing;</p> <p>Utilize peer buddy system in cooperative learning;</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of the lesson.</p> <p>Break assignments into smaller tasks.</p>	<p>foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction.</p> <p>Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p> <p>IEP Modifications:</p> <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing.</p> <p>Utilize a peer buddy system in cooperative learning.</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p>
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		<p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>	<p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>
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**Unit 4:** Seeking Romance

### Stage 1: Desired Results

**Standards & Indicators:**

Language Domain

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# English III Specialized Programming

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). 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.

- D. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- J. 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.
- K. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## Reading Domain

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RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3](#). Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4](#). Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4](#). Evaluate the author's choices concerning structure and 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.

RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

EE.RI.11-12.2 Determine the central idea of a text; recount the text.

EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.

EE.RI.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.

EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.

EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.

EE.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.

EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.

EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.

EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.

## Writing Domain

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W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. [Writing.Writing Research.11-12.4](#). 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. 🌱

W.RW.11–12.7. [Writing.Range of Writing.9-10.4](#). 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.

EE.W.11-12.2.c Use complete, simple sentences, as well as compound and other complex sentences as appropriate.

EE.W.11-12.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.11-12.2.f Provide a closing or concluding statement.

EE.L.11-12.2.b Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.11-12.2.a Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.

EE.W.11-12.2.b Develop the topic with relevant facts, details, or quotes.

## Speaking and Listening Domain

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

## Integration of Climate Change:

RI.CT.11–12.8. **Reading Informational Texts.Comparison of Texts.11-12.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.WR.11–12.5. **Writing.Writing Research.11-12.4.** 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. 🌱

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.

## Central Idea/Enduring Understanding:

- Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.
- Use writing to clearly communicate ideas, incorporating technology when appropriate.
- Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.
- Listening skills are critical for learning and communicating.
- Visual materials enhance understanding.

## Essential/Guiding Question:

**What is love? How does an opinion on love influence writing and literature?**

### Writing:

How can technology be used in written communication?

How does having writing as part of my daily routine strengthen my writing?

Why is it important to use correct punctuation?

How does professional writing differ from personal writing?

Why does organized writing cause the writer to appear more competent and able to express himself?

### Reading:

Why is it important to use background knowledge while reading?

How do I figure out a word I do not know?

How does literature relate to my life?

Why is it important to read/watch news reports?

How does identifying the main idea help me as a reader gain meaning from the text?

What is propaganda? Is everything you read on the internet true? How can you tell fact from fiction?

How does reading signs, labels, and directions lead to a healthy lifestyle?

### Listening and Speaking:

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	<p>How do you listen?</p> <p>How can technology help us communicate with others?</p> <p>Why is it important to speak effectively?</p> <p>When is it appropriate to ask questions?</p> <p>What are different ways I can express my ideas and opinions?</p> <p>How can listening and speaking skills be used to improve relationships?</p>
<p><b><u>Content:</u></b></p> <p><b>Featured Genres</b>            Fiction            Poetry            Drama            Nonfiction</p> <p><b>Key Reading Skills</b>            Character            Tone            Author's Purpose and Author's Point of View/background            Central or Main Idea            Media/technology</p> <p><b>Key Writing Skills</b>            Supporting Details            Paragraphs and Transitions</p>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>★ Define vocabulary words using context.</li> <li>★ Acquire and apply academic vocabulary correctly.</li> <li>★ Identify characters</li> <li>★ Identify how a character's decisions advance plot</li> <li>★ Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word.</li> <li>★ Complete a close reading</li> <li>★ Pre-write, plan, and produce clear and coherent writing in response to a prompt.</li> <li>★ Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions.</li> <li>★ Use context clues to determine the meanings of words.</li> <li>★ Apply academic vocabulary correctly.</li> <li>★ Identify the central or main idea.</li> <li>★ Apply knowledge of media in exploring a subject.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b>            Students will apply knowledge of reading and writing strategies across all content areas.</p>	
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>★ Unit Assessments</li> <li>★ DLM/ Alternate Assessment</li> <li>★ electronic assessments quizzes</li> <li>★ Quizzez assessments</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>★ Reading Assignments</li> <li>★ Writing Assignments</li> <li>★ Skill Assignments</li> <li>★ Journal writing activities</li> <li>★ Reading log</li> </ul>
<b>Stage 3: Learning Plan</b>	
<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>★ Daily journal writing with written or visual prompts</li> <li>★ Write basic sentences using capitalization and punctuation.</li> <li>★ Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources)</li> <li>★ Write a paragraph with an introduction and concluding sentence.</li> <li>★ Self-assess and assess peers' writing.</li> </ul>	<p><b><u>Resources:</u></b></p> <p><u>IXL</u>            Resources will vary. Modified materials and substitutions may be needed.            Low level, high interest readers, such as EdCon Publishing books and audio.            Nonfiction low level readers, such as Time Magazine Nonfiction reader series.            Lower grade level text and novels as per student's IEP, such as Rip Van Winkle/ Sleepy Hollow by EdCon Publishing            Modified texts and novels as per student's IEP.</p>

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<ul style="list-style-type: none"> <li>★ Retell, reenact, dramatize, or draw stories or parts of stories</li> <li>★ Make a timetable telling sequence of events from a reading</li> <li>★ Make a chart comparing various characters</li> <li>★ Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.</li> <li>★ Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.</li> <li>★ Use the think-pair-share method to answer questions and communicate ideas.</li> <li>★ <b>Learning to learn:</b> Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.</li> <li>★ <b>Repeat and Practice:</b> Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.</li> <li>★ <b>Visuals and Graphic Organizers:</b> Students will use graphic organizers and other visuals to organize materials.</li> <li>★ <b>Connections and background knowledge:</b> Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives.</li> <li>★ <b>Writing Skills:</b> Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.</li> </ul>	<p>Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.</p> <p>Online assessments such as electronic assessments, Quizziz, Brainpop, and edpuzzle.</p> <p><a href="http://Edhelper.com">Edhelper.com</a></p> <p><a href="http://Education.com">Education.com</a></p> <p>Journal prompts- written and visual</p> <p><a href="#">GLSEN Educator Resources</a></p> <p><a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a></p> <p><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around	Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing;	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:

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	<p>these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p>	<p>Utilize peer buddy system in cooperative learning; Set short term goals to improve student success. Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids. Use various techniques and materials to teach a lesson, based on the student's functioning level. Give immediate feedback. Provide correctly completed examples. Provide assistance in note taking by providing note taking templates and study guides. Provide frequent reviews of current concepts and information taught. Highlight major points of the lesson. Break assignments into smaller tasks. Discuss the purpose of each assignment. Use drill and repetition. Relate abstract thinking to students' prior knowledge. Specify material required in notes. Review and explain vocabulary before reading. Provide assistance for comprehension of reading assignments. Frequently check for understanding. Provide direct instruction in editing techniques. Re-teach and review requisite skills before</p>	<p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p> <p>Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction. Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p> <p>IEP Modifications: Give directions through several channels: auditory, visual, kinesthetic, model. Vary grouping arrangements: small, large, and individual. Provide small group instruction for reading/writing. Utilize a peer buddy system in cooperative learning. Set short term goals to improve student success. Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids. Use various techniques and materials to teach a lesson, based on the student's functioning level. Give immediate feedback. Provide correctly completed examples. Provide assistance in note taking by providing note taking templates and study guides. Provide frequent reviews of current concepts and information taught. Highlight major points of a lesson. Break assignments into smaller tasks. Discuss the purpose of each assignment. Use drill and repetition. Relate abstract thinking to students' prior knowledge. Specify material required in notes. Review and explain vocabulary before</p>
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		<p>introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p> <p>Modified materials</p> <p>Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology)</p> <p>All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students.</p> <p>Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly.</p> <p>Small group instruction.</p> <p>Modeling and practicing how to use reference material both in print and online.</p> <p>Extended units</p> <p>Extended time</p> <p>Repeated instruction</p> <p>Text to speech</p> <p>Use of visuals, audio, and graphic organizers</p>	<p>reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p>
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# English III Specialized Programming

## PACING GUIDE

English III	Resources	Standards
MP 1 (Interim 1)		
UNIT 1: We the People  Days 24  Daily IXL Independent Practice  <b>Featured Genres</b> Fiction Poetry Drama Nonfiction  <b>Key Reading Skills</b> Character Tone Author's Purpose and Author's Point of View/background Central or Main Idea Media/technology  <b>Key Writing Skills</b> Supporting Details Paragraphs and Transitions	<a href="#">IXL</a> Speaking and Listening Handbook Low- level, high interest readers and modified texts Online assessments such as electronic assessments, Quizziz, Brainpop, and edpuzzle. Journal prompts- written and visual <a href="#">Education.com</a> <a href="#">Edhelper.com</a> Low level, high interest readers, such as EdCon Publishing books and audio. Nonfiction low level readers, such as Time Magazine Nonfiction reader series. Lower grade level text and novels as per student's IEP, such as Uncle Tom's Cabin Modified texts and novels as per student's IEP. Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.  <a href="#">GLSEN Educator Resources</a> <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a> <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a>	L.KL.11–12.2.A. L.VL.11–12.3.A.B.C. RL.IT.11–12.3. RI.IT.11–12.3. RL.TS.11–12.4. RI.TS.11–12.4. RL.MF.11–12.6. RI.MF.11–12.6. RI.CT.11–12.8. EE.RI.11–12.2 EE.RL.11–12.2 EE.RI.11–12.4 EE.RL.11–12.3 EE.RL.11–12.5 EE.RI.11–12.3 EE.RL.11–12.4 EE.RI.11–12.8 EE.RI.11–12.5 EE.RL.11–12.1 EE.RI.11–12.9 W.WP.11–12.4. W.WR.11–12.5. W.RW.11–12.7. EE.W.11–12.2.C EE.W.11–12.2.D EE.W.11–12.2.F EE.L.11–12.2.B EE.W.11–12.2.A EE.W.11–12.2.B SL.PE.11–12.1. RI.CT.11–12.8. W.WR.11–12.5.
MP 1 (Interim 2)		
UNIT 2: The Individual  Days 22  Daily IXL Independent Practice  <b>Featured Genres</b> Fiction Poetry Drama Nonfiction	Online assessments such as electronic assessments, Quizziz, Brainpop, and edpuzzle. <a href="#">IXL</a> Speech to text/text to speech and texts on audio Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards. Journal prompts- written and visual Low level, high interest readers, such as EdCon Publishing books and audio.	L.KL.11–12.2.A. L.VL.11–12.3.A.B.C. RL.IT.11–12.3. RI.IT.11–12.3. RL.TS.11–12.4. RI.TS.11–12.4. RL.MF.11–12.6. RI.MF.11–12.6. RI.CT.11–12.8. EE.RI.11–12.2 EE.RL.11–12.2 EE.RI.11–12.4

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<p><b>Key Reading Skills</b>  Character  Tone  Author's Purpose and Author's Point of View/background  Central or Main Idea  Media/technology</p> <p><b>Key Writing Skills</b>  Supporting Details  Paragraphs and Transitions</p>	<p><a href="http://Education.com">Education.com</a>  <a href="http://Edhelper.com">Edhelper.com</a>  Nonfiction low level readers, such as Time Magazine Nonfiction reader series.  Lower grade level text and novels as per student's IEP, such as Adventure of Huck Finn either pacemaker classic or EdCon Publishing.  Modified texts and novels as per student's IEP.  Pro-Ed PCI Essential Sight Words  Leveled books and comprehension practice sheets and note cards.</p> <p><a href="#">GLSEN Educator Resources</a>  <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a>  <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p>	<p>EE.RL.11-12.3  EE.RL.11-12.5  EE.RI.11-12.3  EE.RL.1112.4  EE.RI.11-12.8  EE.RI.11-12.5  EE.RL.11-12.1  EE.RI.11-12.9  W.WP.11-12.4.  W.WR.11-12.5.  W.RW.11-12.7.  EE.W.11-12.2.C  EE.W.11-12.2.D  EE.W11-12.2.F  EE.L.11-12.2.B  EE.W.11-12.2.A  EE.W.11-12.2.B  SL.PE.11-12.1.  RI.CT.11-12.8.  W.WR.11-12.5.</p>
MP 2 (Interim 3)		
<p>UNIT 3: Modern Times</p> <p>Days 22</p> <p>Daily IXL Independent Practice</p> <p><b>Featured Genres</b>  Fiction  Poetry  Drama  Nonfiction</p> <p><b>Key Reading Skills</b>  Character  Tone  Author's Purpose and Author's Point of View/background  Central or Main Idea  Media/technology</p> <p><b>Key Writing Skills</b>  Supporting Details  Paragraphs and Transitions</p>	<p><a href="#">IXL</a>  Low- level, high interest readers and modified texts  Online assessments such as electronic assessments, Quizziz, Brainpop, and edpuzzle.  Speech to text/text to speech and texts on audio  Pro-Ed PCI Essential Sight Words  Leveled books and comprehension practice sheets and note cards.  Journal prompts- written and visual  Low level, high interest readers, such as EdCon Publishing books and audio.  <a href="http://Education.com">Education.com</a>  <a href="http://Edhelper.com">Edhelper.com</a>  Nonfiction low level readers, such as Time Magazine Nonfiction reader series.  Lower grade level text and novels as per student's IEP, such as EdCon publishing Little Women and/or Wizard of Oz  Modified texts and novels as per student's IEP.  Pro-Ed PCI Essential Sight Words  Leveled books and comprehension practice sheets and note cards.</p>	<p>L.KL.11-12.2.A.  L.VL.11-12.3.A.B.C.  RL.IT.11-12.3.  RI.IT.11-12.3.  RL.TS.11-12.4.  RI.TS.11-12.4.  RL.MF.11-12.6.  RI.MF.11-12.6.  RI.CT.11-12.8.  EE.RI.11-12.2  EE.RL.11-12.2  EE.RI.11-12.4  EE.RL.11-12.3  EE.RL.11-12.5  EE.RI.11-12.3  EE.RL.1112.4  EE.RI.11-12.8  EE.RI.11-12.5  EE.RL.11-12.1  EE.RI.11-12.9  W.WP.11-12.4.  W.WR.11-12.5.  W.RW.11-12.7.  EE.W.11-12.2.C  EE.W.11-12.2.D  EE.W11-12.2.F  EE.L.11-12.2.B  EE.W.11-12.2.A  EE.W.11-12.2.B  SL.PE.11-12.1.</p>

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		RI.CT.11–12.8. W.WR.11–12.5.
MP 2 (Interim 4)		
UNIT 4: Seeking Romance  Days 22  Daily IXL Independent Practice  <b>Featured Genres</b> Fiction Poetry Drama Nonfiction  <b>Key Reading Skills</b> Character Tone Author’s Purpose and Author's Point of View/background Central or Main Idea Media/technology  <b>Key Writing Skills</b> Supporting Details Paragraphs and Transitions	<a href="#">IXL</a> Resources will vary. Modified materials and substitutions may be needed. Low level, high interest readers, such as EdCon Publishing books and audio. Nonfiction low level readers, such as Time Magazine Nonfiction reader series. Lower grade level text and novels as per student's IEP, such as Rip Van Winkle/ Sleepy Hollow by EdCon Publishing Modified texts and novels as per student's IEP. Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards. Online assessments such as electronic assessments, Quizziz, Brainpop, and edpuzzle. <a href="#">Edhelper.com</a> <a href="#">Education.com</a> Journal prompts- written and visual  <a href="#">GLSEN Educator Resources</a> <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a> <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a>	L.KL.11–12.2.A. L.VL.11–12.3.A.B.C. RL.IT.11–12.3. RI.IT.11–12.3. RL.TS.11–12.4. RI.TS.11–12.4. RL.MF.11–12.6. RI.MF.11–12.6. RI.CT.11–12.8. EE.RI.11–12.2 EE.RL.11–12.2 EE.RI.11–12.4 EE.RL.11–12.3 EE.RL.11–12.5 EE.RI.11–12.3 EE.RL.11–12.4 EE.RI.11–12.8 EE.RI.11–12.5 EE.RL.11–12.1 EE.RI.11–12.9 W.WP.11–12.4. W.WR.11–12.5. W.RW.11–12.7. EE.W.11–12.2.C EE.W.11–12.2.D EE.W.11–12.2.F EE.L.11–12.2.B EE.W.11–12.2.A EE.W.11–12.2.B SL.PE.11–12.1. RI.CT.11–12.8. W.WR.11–12.5.