

## **Classroom Activity**

### **English III**

### **Ms. Cooley**

The students are responsible for mastering skills in four different areas in English. Those areas are reading, writing, speaking and listening, and viewing and representing. The following is a list of those skills in which the students will be taught and graded on in each of the aforementioned four areas for the *1<sup>st</sup> six weeks*.

#### **Reading**

- Analyze two or more literary selections for language use, patterns, and dialects (e.g., comparison, contrast, graphic organizers).
- Identify vocabulary necessary to the understanding of text.
- Apply strategies for decoding unfamiliar words.
- Synthesize reading vocabulary into written and oral communication.
- Apply reading strategies (e.g., SQ3R, DRTA, vocabulary self-collection).
- Assess the effectiveness of strategies used during the reading process (e.g., journaling, discussing, coding).
- Participate in a variety of oral reading experiences (e.g., choral reading, jump-in reading, paired reading).
- Read independently to gather information and to expand specific knowledge.
- Read independently for personal enjoyment.
- Analyze the effectiveness of figurative language (e.g., metaphors, similes, allusions, hyperbole) used by authors to create mental images.
- Critique the significance of literary elements (e.g., plot, characterization, setting, theme, point of view, tone, irony).
- Critique the effectiveness of rhetorical devices in persuasion (e.g., logos, pathos, ethos).
- Use evidence from text to support interpretations, to understand relationships, and to validate judgments.
- Investigate an author's background to determine influences (e.g., time period, gender, biases, environment, and ethnicity) demonstrated within the text.
- Apply text information to make connections (e.g., cultural, personal, cross-curricular, Historical literary).

#### **Writing**

- Write persuasively to present valid argument(s) from an established point of view.
- Write for a variety of purposes including persuasion, narration, description, and exposition.
- Use elements of the writing process that are appropriate to the assigned task (e.g., timed writings, out-of-class compositions, published writings).
- Use a variety of prewriting activities (e.g., brainstorming, webbing, listing, discussing, clustering) appropriate to the assigned task.
- Support a thesis statement with documentation from the text and/or examples from personal experiences.
- Support key ideas with well-developed examples.
- Use transitional elements (words, phrases, and sentences) effectively.
- Vary sentence beginnings, lengths, and structures.

- Convey in a writing passage a deliberate style through word choice, specified point of view, tone, and sentence patterns.
- Practice various means of evaluation and revision (e.g., self-analysis, peer review, revision checklist, comparison of drafts).
- Proofread to edit writing in order to ensure standard grammar, usage, and mechanics.
- Respond to literature in a variety of formats (e.g., reading journals, response journals, dialectical journals, investigative papers, learning logs).
- Write reflections to analyze the processes used to create his/her own work.

### **Speaking and Listening**

- Make presentation(s) using or showing an understanding of volume, pitch, rate, diction, inflections, gestures, and body language to facilitate communication in a variety of situations.
- Participate in group discussion by modeling effective interpersonal skills (e.g., restatement, clarification, active listening, and pauses).
- Support, modify, or refute positions or opinions by citing accurate and reliable sources.
- Assess the viewpoints, judgments, and expectations of a speaker.
- Assess the viewpoints, judgments, and expectations for listeners.
- Evaluate speakers through the use of rubrics.

### **Viewing and Representing**

- Use a variety of print and non-print media to research a topic and evaluate the information in order to create a presentation.