



# Power Standards for English III **Grade 11**

## I. Read and Comprehend Fiction.

(Required Text: Frederick Douglass or Into the Wild)

- \*1.1 Read, discuss, respond in literal/critical/evaluative ways to themes of American literature: “American dream” and “social justice.”

*Student Work:* written/oral responses that evaluate and analyze themes.

- \*1.3 Read and respond orally/in writing to variety of genres in American literature with emphasis on novels, poetry, and drama: demonstrate initial understanding/critical stance/interpretation /connections.

*Student Work:* oral/ written responses; discussions/presentations.

## II. Interpret and Evaluate Informational Texts.

- \*2.3 Evaluate textual structure as it shapes meaning: cause and effect, problem/solution, comparison-contrast, persuasion, fact and opinion, sequence, and process analysis.

*Student Work:* discussions/presentations on text structures/meaning.

## III. Produce Written Texts.

- \*3.1 Compose written texts using structure and elements of description.

*Student Work:* written descriptions.

- \*3.2 Compose written texts that demonstrate understanding of purpose, audience, point-of-view, and voice.

*Student Work:* drafts of essays with revision focus on purpose, audience, point-of-view, and voice.

- \*3.5 Plan/compose/revise/edit writing for publication and/or presentation.

Revision Goals: effectiveness of thesis statement; connection of evidence to thesis statement; textual evidence. Editing Goals: structure and mechanics of sentence patterns—simple, compound, complex, compound-complex; syntax; diction; usage—pronouns (pronoun agreement).

*Student Work:* CAPT Editing and Revising tasks, multiple-draft essays; writing conferences; self-reflections; editing checklists.

## IV. Employ Research Skills.

- \*4.3 Evaluate independently the validity and authenticity of sources.

- \*4.4 Use print/auditory/visual media in research.

- \*4.5 Document secondary sources using MLA style.

*Student Work:* required research essay/ project with note cards and MLA Works Cited page.

## V. Communicate Effectively.\*\*

- \*5.1 Apply effective listening/speaking skills in a variety of settings.

*Student Work:* debates, performances, discussions, reports, projects.

\*The numbered power standards above represent essential and enduring core knowledge and skills. View entire curriculum at [www.cttech.org](http://www.cttech.org).

\*\*See full curriculum for the College Career Pathways requirements in speech communication.

## Grade 10- English II

### I. Read and Comprehend Fiction.

(Required Text: **A Raisin in the Sun** or **A Book of Plays**)

- \* 1.2 Apply before/during/after reading strategies to facilitate comprehension; set purpose; generate questions; make/confirm/revise predictions, connections, and inferences; self-monitor/correct when understanding breaks down; develop vocabulary.

*Student Work:* reader responses, graphic organizers.

- 1.3 Read and respond orally/in writing to a variety of genres with emphasis on short story and drama: demonstrate initial understanding/critical stance/interpretation/connections.

*Student Work:* CAPT Response to Literature tasks; discussions/presentations.

### II. Interpret and Evaluate Informational Texts.

- 2.2 Apply before/during/after reading strategies: set purpose; generate questions; predictions, connections, and inferences; self-monitor/correct for understanding; develop vocabulary.

*Student Work:* reader responses, graphic organizers, CAPT Reading For Information test passages, written summaries.

### III. Produce Written Texts.

- 3.1 Compose written texts using structure and elements of persuasion.

*Student Work:* persuasive essays.

- 3.5 Plan/compose/revise/edit writing for publication and/or presentation.

Revision Goals: essay structure—introduction paragraph, support paragraphs, conclusion paragraph; effectiveness of thesis statement; transitions within and between paragraphs.

Editing Goals: structure/mechanics of compound sentence patterns; usage—subject-verb agreement, commonly confused words.

*Student Work:* CAPT Editing and Revising tasks, multiple-draft essays; writing conferences; self-reflections; editing checklists.

### IV. Employ Research Skills.

- 4.4 Use print/auditory/visual media in research.

*Student Work:* info searches in LMC; MLA Works Cited page.

### V. Communicate Effectively.

- 5.1 Apply effective listening/speaking skills in a variety of settings.

- 5.4 Communicate to interpret and evaluate oral/written/visual texts.

*Student Work:* debates, performances, discussions, reports, projects.

## Grade 12- English IV

### I. Read and Comprehend Fiction.

(Required Text: **Animal Farm, 1984**, or **Things Fall Apart**)

- \*1.1 Read, discuss, respond in literal/critical/evaluative ways to themes of world literature: “world view” and “use and abuse of power.”

*Student Work:* written/oral responses that evaluate and analyze themes.

- \*1.3 Read and respond orally/in writing to variety of genres in world literature: short story, novels, poetry, literary essay, and drama: demonstrate initial understanding/critical stance/interpretation/connections.

*Student Work:* facilitation of group discussions and presentation of analysis and evaluation of world literature.

### II. Interpret and Evaluate Informational Texts.

- \*2.4 Critique informational text by identifying and analyzing propaganda, stereotypes, and bias.

*Student Work:* written analyses of various media.

### III. Produce Written Texts.

- \*3.1 Compose written texts in blended form (an essay that purposefully incorporates the structures or elements of more than one mode of writing—description, narration, exposition, persuasion.

*Student Work:* blended form essay.

- \*3.2 Compose written texts that demonstrate understanding of purpose, audience, point-of-view, and voice.

*Student Work:* drafts of essays with revision focus on purpose, audience, point-of-view, and voice; the college essay.

- \*3.5 Plan/compose/revise/edit writing for publication and/or presentation.

Revision Goals: fluency, clarity, and elaboration; coherence and unity; logical arrangement of ideas.

Editing Goals: structure and mechanics of sentence patterns—simple, compound, complex, compound-complex; standard English in appropriate context; usage—modifiers.

*Student Work:* multiple-draft essays; writing conferences; self-reflections; editing checklists.

### IV. Employ Research Skills.

- \*4.4 Use print/auditory/visual media in research.

*Student Work:* info searches in LMC; MLA Works Cited page.

### V. Communicate Effectively.\*\*

- \*5.1 Apply effective listening/speaking skills in a variety of settings.

*Student Work:* debates, performances, discussions, reports, projects.

\*The numbered power standards above represent essential and enduring core knowledge and skills. View entire curriculum at [www.cttech.org](http://www.cttech.org).

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