

English Language Arts Course of Study 2014



Wickliffe City School District
2221 Rockefeller Road
Wickliffe, Ohio 44092

Wickliffe City Schools
Grade or Course K (subject) English Language Arts -Pacing Guide

Quarter 1	
Unit	Standards
Unit 1- September	<p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. <p>RF.K.2</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. <p>RF.K.3</p> <ol style="list-style-type: none"> b. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

Unit 2- October

- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - e. Use the most frequently occurring prepositions (e.g. to, from, in, out, on , off, for, of, by, with).
- L.K.2
- a. Capitalize the first word in a sentence and the pronoun I.
- L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.3
- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not

	<p>understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>L.K.1</p> <p>a. Print many upper- and lowercase letters.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Recognize and name end punctuation.</p> <p>L.K.4</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.5</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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Quarter 2

Unit	Standards
Unit 3- November	<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>RF.K.1</p> <p>c. Understand that words are separated by spaces in print.</p> <p>RF.K.2</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade level phonics and word analysis skills and decoding words.</p> <p>L.K.1</p>

Unit 4- December	<p>f. Produce and expand complete sentences in shared language activities.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>L.K.1</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.5</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>
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Quarter 3	
Unit	Standard
Unit 5- January Unit 6- February Unit 7- March	<p>RL.K.5. Recognize common types of texts (e.g. storybooks, poem).</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.K.4</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, in collaboration with peers.</p>
Quarter 4	
Unit	Standard
Unit 8- April Unit 9- May	

Wickliffe City Schools
Grade or Course : First Grade Language Arts Pacing Guide

Quarter 1	
Unit	Standards
Unit 1-September	<p>L 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. (ongoing)</p> <p>L 1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (through March)</p> <p>L 1.2b Use end punctuation for sentences. (ongoing)</p> <p>L 1.1c Use singular and plural nouns with matching verbs in basic sentences. (ongoing)</p> <p>RL 1.1 Ask and answer questions about key details in a text. (ongoing)</p> <p>RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RF 1.2a Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF 1.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p>RF 1.2d Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p>RI 1.1 Ask and answer questions about key details in a text. (ongoing)</p> <p>RF 1.1a Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation)</p> <p>L 1.1a Print all upper- and lowercase letters.</p>
Unit 2-October	<p>L 1.1f Use frequently occurring adjectives.</p> <p>L 1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>RF 1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF 3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF 1.3b Decode regularly spelled one-syllable words.</p> <p>SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL 5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>L 1.1e Use verbs to convey a sense of past, present, and future.</p> <p>SL 1.6 Produce complete sentences when appropriate to task and situation.</p>

	<p>SL 2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Quarter 2	
Unit	Standards
Unit 3-November	<p>L 1.1b Use common, proper, and possessive nouns.</p> <p>RF 1.3e Decode two-syllable words following basic patterns by breaking words into syllables.</p> <p>L 1.2a Capitalize dates and names of people.</p> <p>RL 1.6 Identify who is telling the story at various points in a text.</p> <p>RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RF 1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>RF 1.3a Know the spelling-sound correspondences for common consonant digraphs.</p>
Unit 4- December	<p>W 1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>RL 9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RF 1.3c Know final _e and common vowel team conventions for representing long vowel sounds.</p>
Unit 5-January	<p>RL 1.7 Use illustrations and details in a story to describe its characters, settings, or events.</p> <p>RL 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RL 1.3 Describe characters, settings, and major events in a story using key details.</p> <p>L 1.2c Use commas in dates and to separate single words in a series.</p> <p>L 1.1d Use personal, possessive, and indefinite pronouns.</p> <p>W 1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>RF 1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF 1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>

Quarter 3	
Unit	Standard
Unit 6-February	<p>W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>L 1.1h Use determiners (a, an, the, this, that, these, etc.)</p> <p>L 1.5a Sort words into categories (colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L 1.5b Define words by category and by one or more key attributes. (e.g. a duck is a bird that swims, a tiger is a large cat with stripes.)</p> <p>RI 1.5 Know and use various text features (headings, table of contents, glossaries, etc) to locate key facts or information in a text.</p> <p>L 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>
Unit 7-March	<p>RF 1.4a Read grade level text with purpose and understanding.</p> <p>RI 1.2 Identify the main topic and retell key details of a text.</p> <p>RF 1.4c Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>RI 1.8 Identify the reasons an author gives to support the points in a text.</p> <p>RI 4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>W 1.7 Participate in shared research and writing projects (e.g. explore a number of how to books on a given topic and use them to write a sequence of instructions.</p> <p>W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Quarter 4	
Unit	Standard

Unit 8-April	<p>L 1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>RI 1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>SL 1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions; B. Build on others' talk in conversations; C. Ask questions to clear up any confusion about the topic.</p>
Unit 9-May	<p>L1.1g Use frequently occurring conjunctions (but, and, so, or, because).</p> <p>W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>RI 4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI 9 Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)</p> <p>L 1.4c Identify frequently occurring root words and their inflectional forms (e.g. looks, looked, looking)</p> <p>L 1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L 1.1i Use frequently occurring prepositions (during, beyond, toward)</p> <p>W 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI 1.10 With prompting and support, read informational text of appropriate complexity for grade 1.</p> <p>RF 1.3f Read words with inflectional endings.</p> <p>RF 1.3e Decode two-syllable words following basic patterns by breaking words into syllables.</p>

WICKLIFFE CITY SCHOOLS
Grade 2 English Language Arts – Pacing Guide

Quarter 1	
Unit	Standards
Unit 1 – August 6 weeks	<p>RL. 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>RL 2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL 2.4 Describe how words and phrase (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.</p> <p>RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</p> <p>RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words. (a.) Distinguish long and short vowels when reading spelled one-syllable words.</p> <p>RF 2.4 Read with sufficient accuracy and fluency to support comprehension. (a.) Read on-level text with purpose and understanding. (b.) Read on-level text with accuracy, appropriate rate and expression on successive readings. (c.) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W 2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (a.) Follow agreed-upon rules for discussions (e.g, gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion. (b.) Build on others’ talk in conversations by linking their comments to the remarks of others. (c.) Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a.) Use collective nouns.</p> <p>L 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. (b.) Use commas in greetings and closings of letters.</p> <p>L 2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. (a.) Compare formal and informal uses of English.</p> <p>L 2.4 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (c.) Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>RI 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p>

<p>Unit 2- October 6 weeks</p>	<p>RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words. (b.) Know spelling-sound correspondences for additional common vowel teams. (c.) Decode regularly spelled two-syllable words with long vowels.</p> <p>W 2.2 Write informative/explanatory texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W 2.3 Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>SL 2.4 Tell a story or recount an experience with appropriate fact and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>L. 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (b.) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (d.) Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, and told). (f.) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie. The action movie was watched by the little boy).</p> <p>L 2.5 Demonstrate understanding of word relationships and nuances in word meanings. (b.) Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
<p>Quarter 2</p>	
<p>Unit</p>	<p>Standards</p>
<p>Unit 3 – December 4 weeks</p>	<p>RL. 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>RL 2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue.</p> <p>RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words. (b.) Know spelling-sound correspondences for additional common vowel teams. (f.) Recognize and read grade-appropriate irregularly spelled words.</p>

	<p>W 2.3 Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p> <p>L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (b.) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. (a.) Capitalize holidays, product names and geographic names.</p>
Quarter 3	
Unit	Standards
Unit 4 – January 6 weeks	<p>RI 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI 2.6 Identify the main purpose of a text including what the author wants to answer, explain or describe.</p> <p>RF2.3b Know and apply grade-level phonics and word analysis skill in decoding words. b. Know spelling –sound correspondences for additional common vowel teams.</p> <p>W 2.2 Write informative/expository texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>SL 2.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>L2.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce, expand, and rearrange complete simple and compound sentences</p> <p>L 2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (a.) Use sentence-level context as a clue to the meaning of a word or phrase.</p>
Unit 5 – middle of February 6 weeks	<p>RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RF 2.3d Know and apply grade-level phonics and word analysis skills in decoding words.</p>

	<p>d. Decode words with common prefixes and suffixes.</p> <p>W 2.2 Write informative/expository texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>L2.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessive.</p> <p>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p>
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Quarter 4

Unit	Standards
Unit 6 – April 4 weeks	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.</p> <p>RL 2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL2.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p>RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue.</p> <p>RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</p> <p>RF 2.3e Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p>S/L2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>S/L2.5 Create audio recordings of stories or poems: add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Use reflexive pronouns</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L2.5 Demonstrate understanding of figurative, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use</p>

	L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe
Unit 7 May/June Four weeks	<p>RI 2.3 Describe the connection between a series of historical events, scientific ideas, or steps in technical procedures in a text.</p> <p>RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area.</p> <p>RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI 2.6 Identify the main purpose of a text including what the author wants to answer, explain or describe.</p> <p>RI2.8 Describe how reasons support specific points the author makes in a text.</p> <p>RI2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W2.7 Participate in shared research and writing projects.</p> <p>S/1 2.2 Recount or describe key ideas or details form a text read aloud or information presented orally or through other media.</p> <p>S/L 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L2.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.</p>
Ongoing throughout year	<p>RL.1.10. By the end of the year read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.1.10. By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L2.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Generalize learned spelling patterns when writing words.</p> <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>

Wickliffe City Schools
Grade 3 English Language Arts - Pacing Guide

Quarter 1	
Unit	Standards
September	<p>RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Produce simple, compound, and complex sentences. <p>L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. <p>W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>SL3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
Quarter 2	
Unit	Standards

<p>October</p>	<p>R L3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RI 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
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November	<p>RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>W1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons). d. Provide a concluding statement or section. <p>L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> b. Use commas in addresses h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. <p>SL 2 Determine the main ideas and understanding in light of the discussion</p>
December	<p>RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>L. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> c. Use commas and quotation marks in dialogue. <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. <p>d. Provide a sense of closure.</p>

Quarter 3

February, 2014

Unit	Standard
JANUARY	RL 6. Distinguish their own point of view from that of the narrator or those of the characters. RI 6. Distinguish his or her own point of view from that of the author of a text. W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. L. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and <u>adverbs</u> in general and their functions in particular sentences. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.
Quarter 4	
Unit	Standards
FEBRUARY	RL 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic W. 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use abstract nouns (e.g., childhood). RL.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
MARCH	RI 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. L. 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)

	<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
APRIL	<p>W.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives</p> <p>RL5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W.7 Conduct short research projects that build knowledge about a topic.</p> <p>W8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>L 2 e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
MAY	<p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>RL. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>W3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>

ALL YEAR

- RFS,PHONICS 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes. c. Decode multi-syllable words.
 - d. Read grade-appropriate irregularly spelled words.
- RFS, FLUENCY 4. Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W10. 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 discipline-specific tasks, purposes, and audiences.
- L 3 Use knowledge of language and its conventions when writing, speaking, reading or listening. A) Choose words and phrases for effect. B) Recognize and observe differences between the conventions of spoken and written standard English.
- L 4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- SL 1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic. b. follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. explain their own ideas and understanding in light of the discussion.
- SL 5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Wickliffe City Schools
Grade 4 English Language Arts -Pacing Guide

Quarter 1	
Unit	Standards
September/October	<p>September</p> <p><u>Reading</u> LIT-KID-2: Determine the theme of a story, drama, or poem from details in the text; summarize the text. LIT-KID-3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions). PWR-RF-4.3 a: Know and apply grade-level phonics and word analysis skills in decoding words. (a) use combined knowledge of all letter-sound correspondences, syllabifications patterns, and morphology (b) (eg. Roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Read with sufficient accuracy and fluency to support comprehension. A)Read grade-level text with purpose and understanding; b)Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression; c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u> RBPk-9a: Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 4 Reading standards to literature.</p> <p><u>Language</u> CSE-4.2a: Use correct capitalization. CSE-4.2d: Spell grade-appropriate words correctly, consulting references as needed.</p> <p><u>Speaking/Listening</u> SL-4.1: Engage effectively in a range of collaborative discussions: (a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; (b) Follow agreed-upon rules for discussion and carry out assigned roles.</p> <p>October</p> <p><u>Reading</u> RFI-KID-3: Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RFI-IKI-8: Explain how an author uses reasons and evidence to support particular points in a text. RFI-KID-2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><u>Writing</u> RBPk-9b: Apply grade 4 reading standards to informational text. PDW-5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

	<p><u>Language</u> 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 discipline-specific tasks, purposes and audiences. L-CSE-1f: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Produce complete sentences recognizing and correcting inappropriate fragments and run-ons. L-CSE-1h: Use coordinating and subordinating conjunctions. L-CSE-2c: Use a comma before a coordinating conjunction in a compound sentence.</p> <p><u>Speaking/Listening</u> S L 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly; c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion</p>
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Quarter 2

Unit	Standards
November/December	<p>November</p> <p><u>Reading</u> LIT-KID-1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RFI-KID-1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Writing</u> TTP- 4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 3a): Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. PDW-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. TTP - 3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations. TTP-3c: Use a variety of transitional words and phrases to manage the sequence of events. TTP-3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>Language</u> L-CSE-1i: Produce simple, compound and complex sentences. L-CSE-2b: Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><u>Speaking/Listening</u> SL-CC-2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL-CC-3 Identify the reasons and evidence a speaker provides to</p>

	<p>support particular points.</p> <p>December</p> <p><u>Reading</u></p> <p>LIT-CS-6: Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.</p> <p>RFI-CS-6 Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided</p> <p><u>Writing</u></p> <p>TTP-3e: Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>Language</u></p> <p>KL-L 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) Choose words and phrases to convey ideas precisely. (b) choose punctuation for effect. (c) differentiate between contexts that call for formal English (presenting ideas) and situations where informal discourse is appropriate (small-group discussion).</p> <p><u>Speaking/Listening</u></p> <p>Differentiate between contexts that call for formal English (presenting ideas) and situations where informal discourse is appropriate (small-group discussion); use formal English when appropriate to task and situation.</p> <p>January</p> <p>PKI-SL-4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>PKI-SL-5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
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Quarter 3	
Unit	Standard
January/February/March	<p><u>Reading</u></p> <p>RFI-CS-5: Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. LIT-CS-4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. RFI-CS-4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><u>Writing</u></p> <p>TTP-1(a-d): Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><u>Language</u></p> <p>CSL-1-Demonstrate the command of the conventions of standard English grammar and usage when writing</p>

or speaking.

- A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- B. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Speaking/Listening

February

Reading

LIT-IKI-9: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. RFI-IKI-9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

RBPK-7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. RBPK-8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. TTP-2 (a-c): Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a. introduce a topic clearly, b. develop the topic, c. link ideas using words and phrases)

Language

CSE-L-1; Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. E. Form and use prepositional phrases. G. Correctly use frequently confused words (e.g. to, too, two, there, their).*

March

Reading

LIT-CS-5: Explain major differences between poems, drama and prose and refer to the structural elements of poems and drama when writing or speaking about a text. LIT-IKI-7: Make connections between the text of a story or drama and a visual or oral presentation of the same text, identifying where each version reflects specific descriptions and directions in the text.

Writing

TTP-2d-e: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (d. precise language, e. concluding statement)

Language

CCR-l-4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases base on grade 4 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g. definitions, examples, ore restatements in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph,

autograph). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. VAU-L 4.5 c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

Quarter 4

Unit	Standard
April/May	<p>April</p> <p><u>Reading</u> RFI-IKI-7: Interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p><u>Writing</u> PDW-6: With some guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><u>Language</u> Demonstrate understanding of figurative language, word relationships, and nuances in words meanings; A. Explain the meaning of simple similes and metaphors (eg., as pretty as a picture)in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>May</p> <p><u>Reading</u> RFI-RRTC-10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. LIT-RRCT-10: By the end of the year, read and comprehend literature including stories, dramas and poetry in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Writing</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. TTP-W 4.2 d) Use precise language and domain-specific vocabulary to inform about or explain the topic. TTP-W 4.2 e) Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>Language</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed whined, stammered) and that are basic to a particular topic (e.g., wildlife, conversation, and endangered when discussing animal preservation).</p>

Wickliffe City Schools
Grade 5 Language Arts - Pacing Guide

Quarter 1	
Unit	Standards
<p>Quarter 1 Unit 1</p>	<p>W.5.2 – Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.a – introduce a topic clearly, provide a general observation and focus, and group related information logically: include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.b – develop the topic with facts, definitions, concrete details, quotations, or other information and Examples related to the topic.</p> <p>W.5.2.c – Link ideas within and across categories of information using words, phrases and clauses.</p> <p>W.5.2.d – Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.e – Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and re-writing or trying a new approach.</p> <p>W.5.6 – With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboard skills to type a minimum of two pages in a single setting.</p> <p>W5.10 – Write routinely over extended time frames and shorter time frames for a range of disciplines-specific tasks, purposes and audiences.</p> <p>L.5.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor) <p>L.5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you) to set off a tag question from the rest of the

- sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?)
- d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Quarter 2

Unit	Standards
Unit 2	<p>R.5.1 – Read to infer/interpret and cite text evidence.</p> <p>R.5.3 – Integrate ideas from diverse media formats to evaluate arguments and resolve conflicting views</p> <p>RL.5.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (ie: graphic novel; multimedia presentation of fiction, folktale, myth or poem)</p> <p>RL.5.9 – Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>RI.5.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.3 – Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>W.5.3.a – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize and event sequence that unfolds naturally.</p> <p>W.5.3.b – Use narrative techniques, such as dialogue, description and pacing to develop experiences and events or show the response of characters to situations.</p> <p>W.5.3.c – Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.d – Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.e – Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>W.5.5 – With guidance and support from adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 – With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</p> <p>W.5.8 – Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>W.5.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10 – Write routinely over extended time frames and shorter time frames for a range of disciplines-specific tasks, purposes and audiences.</p>

S.L.5.1 - Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

S.L.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

S.L.5.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

S.L.5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

S.L.5.5 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

S.L.5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1 – Demonstrate command of English grammar and usage when writing or speaking.

Quarter 3	
Unit	Standard
Unit 3	<p>R.5.1 – Read to infer/interpret and cite text evidence</p> <p>RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic: summarize the text.</p> <p>RL.5.3 – Compare and contrast two or more characters; setting, or events in a story or drama, drawing on specific details in the text.</p>

RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6 – Describe how a narrator’s or speaker’s point of view influences how events are described.

RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 – Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RF.5.4 – Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a – Read grade-level text with purpose and understanding.

RF.5.4.b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

W.5.1.a – Introduce a topic or text clearly, state an opinion, and create an organized structure in which ideas are logically grouped to support the writer’s purpose.

W.5.1.b – Provide logically ordered reasons that are supported by facts and details.

W.5.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

W.5.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, Revising, editing and re-writing or trying a new approach.

W.5.6 – With some guidance and support from adults, use technology, including the internet, to produce and writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.

W.5.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 – Write routinely over extended time frames and shorter time frames for a range of disciplines-specific tasks, purposes and audiences.

L.5.1 – Demonstrate command of English grammar and usage when writing or speaking.

L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or

poems.

Quarter 4

Unit

Standard

Unit 4

RL.5.4 – Read and Comprehend complex literary and informational text independently and proficiently.
RL.5.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text- complexity band independently and proficiently.
R.5.3 – Integrate ideas from diverse media formats to evaluate arguments and resolve conflicting views
W.5.7 – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
SL.5.6 – Adapt speech to a variety of context and tasks, using formal English when appropriate to task and situation.
L.5.4 -Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RF.5.3 - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
L.5.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figurative language, including similes and metaphors, in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
L.5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

WICKLIFFE CITY SCHOOLS
Grade 6 English Language Arts – Pacing Guide

Quarter 1	
Unit	Standards
Unit 1 – August- Oct.	<p>6.RL/RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p> <p>6.RL 6.9 Compare and contrast texts in different forms or genres (i.e. stories, poems, historical novels and fantasy stories) in terms of their approaches to similar themes or topics.</p>
All Year	<p>W 6.1 a- Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W 6.1 b- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W 6.4 c- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>W. 6.6 Use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</p> <p>W 6.2 b- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W 6.2 c- Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W 6.2 d- Use precise language and domain-specific vocabulary to inform or explain about or explain a topic.</p> <p>W 6.2 e- Establish and maintain a formal style.</p> <p>W 6. 2 f- Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W 6. 4- Produce clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose and audience.</p> <p>W 6.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by</p>

	<p>planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 6.10- Write routinely over extended time frames and shorter time frames for a range of purposes and audiences.</p> <p>SL 6.1 a- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.</p> <p>SL 6.1 c- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL 6.1 d- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>L. 6.2. a-b Ensure that capitalization, punctuation, and spelling are used correctly. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L. 6.4 a Use context as a clue to the meaning of the word.</p> <p>L. 6.4 c Consult reference materials both digital and print, to find the pronunciation, meaning and part of speech.</p> <p>L 6.4 d Verify the preliminary determination of the meaning of a word or phrase.</p> <p>L 6.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Quarter 2

Unit	Standards
Unit 1 (continued from QTR 1)	-W. 6.3 a-Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Unit 2 November-December	<p>-W. 6.3 b- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>-W.6.3.c-Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>-W.6.3.d-Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>-W. 6.3.e-Provide a conclusion that follows from the narrated experiences or events.</p> <p>-W. 6.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>-W. 6.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>-W. 6.10 -Write routinely over extended time frames for specific purposes and tasks.</p> <p>-L.6.2.a-b-Ensure that capitalization, punctuation, and spelling are used correctly.</p> <p>-L.6.3.a-Vary sentence patterns for meaning, reader/listener interest and style.</p> <p>-L.6.3.b- Maintain consistency in style and tone.</p>

	<p>-SL.6.1.a- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>-SL. 6.1.b- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>-SL.6.1.c- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue.</p> <p>-SL.6.1.d-Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.</p> <p>L.6.2 a-b- Ensure that capitalization, punctuation, and spelling are used correctly.</p> <p>L. 6.3 a- Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.3 b- Maintain consistency in style and tone.</p> <p>L.6.6. - Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.6.5 c- Distinguish among the connotations (associations) of words with similar denotations (definitions).</p>
Quarter 3	
Unit	Standards
<p>Unit 3</p> <p>January</p>	<p>RL 6.3-Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RI 6.2- Determine a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.</p> <p>RI. 6.3- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text, (through examples or anecdotes).</p> <p>RL. 6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, and connotative meanings; analyze the impact of a specific word choice, meaning and tone.</p> <p>RL 6.6- Explain how an author develops the point of view (perspective/view point) of the narrator or speaker in a text.</p> <p>RI 6.4- Determine the meaning of words, and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI. 6.5- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI 6.6- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RL 6.7- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL 6.9- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>RL/RI 6.10- By the end of the year, read and comprehend literature, including stories, dramas, and poems and</p>

literary nonfiction, in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.

W. 6.1a- Introduce claim(s) and organize reasons and evidence clearly.

W. 6.1b- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W. 6.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W. 6.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W. 6.9- Draw evidence from literary or informational texts to support analysis, reflection and research.

W. 6.10- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

W. 6.2.a- Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.

W. 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W. 6.5- With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W. 6.6- Use technology including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting

W. 6.10- Write routinely over extended time frames and shorter time frames for a variety of purposes.

SL 6.1 a- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, issue, text, or probe and reflect ideas under discussion.

SL 6.1b- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL 6.1 c- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL 6.1 d- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL 6.5 Include multimedia components (graphics, sound, images, music) and visual displays in presentations to clarify knowledge.

SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated and appropriate.

L 6.1 e Recognize variations from standard English in their own and others; writing and speaking, and identifying and use strategies to improve expression in conventional language.

Quarter 4	
Unit	Standards
	<p>L 6.4b- Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>L 6.4c- Consult materials (dictionaries, thesauruses, glossaries) both print and digital, to find the pronunciation of a word or to determine or clarify its meaning or part of speech.</p> <p>L 6.6- Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>I.T. 6.1-Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.</p> <p>I.T. 6.2- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>I.T.6.3- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>I.T. 6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>I.T. 6.5- Analyze how a particular sentence, chapter, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>I.T. 6.6- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>I.T. 6.7- Integrate information presented in different media or formats as well as in words to develop a coherent understanding of the topic or issue.</p> <p>I.T. 6.8- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>I.T. 6.9- Compare and contrast one author's presentation of events with that of another</p> <p>I.T. 6.10- By the year's end, read and comprehend literary nonfiction in grades 6-8 text complexity band proficiently, with scaffolding as needed, at the high end of the range.</p> <p>S.L. 6.2- Interpret information presented in diverse media and formats</p> <p>S.L. 6.3- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W. 6.7- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W. 6.8- Gather relevant information from multiple print sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>

Wickliffe City Schools
7th Grade Language Arts Pacing Guide

Quarter 1	
Unit	Standards
<p>Literary Elements Unit August - October</p> <p>Language (Grammar) Unit All Year</p> <p>Independent Reading Unit All Year</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7 Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL. 7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems and literary nonfiction, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.7.4a Use context as a clue to the meaning of a word or phrase.</p> <p>L.7.4d Verify the preliminary determination of the meaning of a word or phrase.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. <p>L. 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a comma to separate coordinate adjectives. b. Spell correctly.

	<p>L. 7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
Quarter 2	
Unit	Standards
Unit	<p>L. 7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult general and specialized reference materials.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p> <p>L. 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonyms, antonyms, analogies) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions).</p> <p>L. 7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

<p>Poetry/Drama Unit October-November</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other</p>
<p>Historical Fiction Unit November-December</p>	<p>repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL. 7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. SL. 7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>

Quarter 3	
Unit	Standard
<p>Informational Text Unit January – February</p>	<p>RI. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI. 7.2 Determine two or more central ideas in a text and analyze their development over the course of</p>

<p>Diverse Media Formats for Informational Text Unit March</p>	<p>the text; provide an objective summary of the text. RI. 7.3 Analyze the interactions between individuals, events, and ideas in a text. RI. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI. 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Persuasion Unit March</p>	<p>RI. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI. 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI. 7.3 Analyze the interactions between individuals, events, and ideas in a text. RI. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI. 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI. 7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI. 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. SL.7.2 Analyze the main idea and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>

Quarter 4	
Unit	Standard
<p>Informative/Explanatory Writing Unit April</p>	<p>RI. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI. 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI. 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI. 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI. 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI. 7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>
<p>Narrative Writing Unit April-May</p>	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W. 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W. 7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W. 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

RI. 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI. 7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI. 7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI. 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI. 7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W. 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

- f. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- g. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- h. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- i. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- j. Establish and maintain a formal style.
- k. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

SL. 7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL. 7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

<p>SL. 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL. 7.6 Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none">l. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.m. Use narrative techniques, such a dialogue, pacing, and description, to develop experiences, events, and/or characters.n. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.o. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.p. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>
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Wickliffe City Schools
Grad 8 English Language Arts -Pacing Guide

Quarter 1	
Units	Standards
Mystery and Suspense	8.RL/RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 8.RL.5 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 8.W.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 8.W.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 8.W.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 8.W.1.d Establish and maintain a formal style. 8.W.1.e Provide a concluding statement or section that follows from and supports the argument presented. 8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 8.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. 8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research 8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 8.SL.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
Personal Honor and Social Acceptance: <u>The Outsiders</u>	

discussion.

8.SL.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8.SL.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

8.SL.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

8.SL. 2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

8.SL.4 Presenting claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact adequate volume, and clear pronunciation.

8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.L.1 Demonstrate command of the conventions of standard English grammar and usage in writing and speaking.

8.L. 3 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range o strategies

8.L.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a meaning of a word or phrase.

8.RL.5 Demonstrate understanding of figurative language, word relationships in word meanings.

Quarter 2

Units	Standards
<p>Live event and analysis: A Christmas Carol</p> <p>Literature Circles</p>	<p>8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p> <p>8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>8.W.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>8.W.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>8.W.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),</p>

counterclaims, reasons, and evidence.

8.W.1.d Establish and maintain a formal style.

8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8. RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas or events.

8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or illusions to other texts.

8.RI.5 Analyze in detail the structure of a specific paragraph in a text including the role of particular sentences in developing and refining a key concept.

8.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

8.RI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient recognize when irrelevant evidence is introduced.

8.SL.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8.SL.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

8.SL.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

8.SL. 2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

8.SL.4 Presenting claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact adequate volume, and clear pronunciation.

8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Quarter 3

Units	Standards
<p>The Christmas Carol: Compare and Contrast Live performance to the text</p> <p>Decoding Nonfiction through National Media</p>	<p>8.RL/RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>8.L.2 Demonstrate command of the conventions of standard capitalization, punctuation, and spelling when writing.</p> <p>8.L. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>8.L. 4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>8.L.5 Demonstrate understanding of figurative language, word relationships in word meanings.</p> <p>8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8. RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas or events.</p> <p>8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or illusions to other texts.</p> <p>8.RI.5 Analyze in detail the structure of a specific paragraph in a text including the role of particular sentences in developing and refining a key concept.</p> <p>8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>8.RI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic</p>

or idea.
 8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient recognize when irrelevant evidence is introduced.

Quarter 4

Units	Standards
Literary Elements: Poetry Using Louder Than a Bomb (4 th Quarter) Flash Fiction and Non-fiction (All year) (4 th Quarter) Vocabulary (all Year)	8.4. RL Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze how specific word choices shape meaning or tone. 8.W.7 Conduct short research projects to answer a question (including a self-generated question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research ALL YEAR 8.L. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 8.L. 4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range o strategies 8.L.5 Demonstrate understanding of figurative language, word relationships in word meanings. 8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL 8.5 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 8 .RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 8.RL.5 Demonstrate understanding of figurative language, word relationships in word meanings. 8.SL. 2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. 8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. 8.SL.4 Presenting claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact adequate 8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Wickliffe City Schools
Grade 9-10 English Language Arts Pacing Guide

Quarter 1	
Units	Standards
August-October	<p>L. 9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L. 9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L. 9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <p>L.9-10. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies</p> <p>L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L. 9-10. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at all the college and career readiness level; demonstrates independence in gathering vocabulary knowledge, when considering a word or phrase important to comprehension or expression</p> <p>RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL. 9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL. 9-10.9: Analyze how an author draws on and transforms source material in a specific work</p> <p>SL. 9-10.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <p>RI. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RI. 9-10. 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>RI. 9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>W. 9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W. 9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W. 9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>

	<p>W. 9-10. 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, advantage of technology’s capacity to link to other information and to display information flexibly and dynamically</p> <p>W. 9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W. 9-10.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences</p> <p>Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
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Quarter 2

Units	Standards
November - December	<p>L. 9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies.</p> <p>L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L. 9-10. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at all the college and career readiness level; demonstrates independence in gathering voca when considering a word or phrase important to comprehension or expression</p> <p>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL. 9-10.5: Analyze how an author’s choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise</p> <p>RL. 9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text,</p>

including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SL. 9-10.2: Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source

SL. 9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

SL. 9-10.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

W. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W. 9-10. 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, advantage of technology’s capacity to link to other information and to display information flexibly and dynamically

W.9-10.7: Conduct short as well as more sustained research projects to answer a 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. 9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

W. 9-10.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Quarter 23	
Units	Standards

January-February	Standard
	<p>L. 9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies.</p> <p>L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L. 9-10. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at all the college and career readiness level; demonstrates independence in gathering vocabulary knowledge, when considering a word or phrase important to comprehension or expression</p> <p>RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text</p> <p>RL. 9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL. 9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>RL. 9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within events, and manipulative time create such effects as mystery, tension, or surprise</p> <p>RL. 9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p> <p>RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work</p> <p>RI. 9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>RI. 9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>RI. 9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p>SL. 9-10. 6: Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>W. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>W. 9-10. 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically</p>

	<p>W.9-10.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>W. 9-10.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences</p> <p>Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
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Quarter 4

Units	Standards
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<p>Quarter 4: Unit 5: May-June</p>	<p>L. 9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies.</p> <p>L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L. 9-10. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at all the college and career readiness level; demonstrates independence in gathering vocabulary knowledge, when considering a word or phrase important to comprehension or expression</p> <p>SL. 9-10.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p>RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>
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Quarter 4:
Unit 6:
End of the
Year

RL. 9-10. 3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme

RL. 9-10.6: Analyze a particular point of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

RL 9-10. 9: Analyze how an author draws on and transforms source material in a specific work

W. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

W. 9-10.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L. 9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. 9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies.

L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L. 9-10. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at all the college and career readiness level; demonstrates independence in gathering vocabulary knowledge, when considering a word or phrase important to comprehension or expression

RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as

inferences drawn from the text

RI. 9-10. 7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account

RI. 9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning

RI. 9-10. 9: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts

SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

RL.9-10.10: By the end of grade 9/10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently

RI.9-10.10: By the end of grade 9/10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range

Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college

	and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Wickliffe City Schools

Grade or Course: 9-10 Honors English Language Arts Pacing Guide

Quarter 1	
Units	Standards
August-October	<p>L. 9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L. 9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L. 9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <p>L.9-10. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 r content, choosing flexibility from a range of strategies</p> <p>L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L. 9-10. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at all the college and career readiness level; demonstrates independence in gathering vocabulary knowledge, when considering a word or phrase important to comprehension or expression</p> <p>RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL. 9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL. 9-10.9: Analyze how an author draws on and transforms source material in a specific work</p> <p>SL. 9-10.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <p>RI. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RI. 9-10. 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>RI. 9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>W. 9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W. 9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail well-structured event sequences.</p> <p>W. 9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>

	<p>W. 9-10. 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically</p> <p>W. 9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W. 9-10.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences</p> <p>Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
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Quarter 2

Units	Standards
<p>November - December</p>	<p>L. 9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies.</p> <p>L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L. 9-10. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at all the college and career readiness level; demonstrates independence in gathering vocabulary knowledge, when considering a word or phrase important to comprehension or expression</p> <p>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>

RL. 9-10.5: Analyze how an author's choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise

RL. 9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

SL. 9-10.2: Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source

SL. 9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

SL. 9-10.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

W. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W. 9-10. 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

W.9-10.7: Conduct short as well as more sustained research projects to answer a 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. 9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

W. 9-10.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Quarter 3	
Units	Standards
January-February	<p>L. 9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies.</p> <p>L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L. 9-10. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at all the college and career readiness level; demonstrates independence in gathering vocabulary knowledge, when considering a word or phrase important to comprehension or expression</p> <p>RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>RL. 9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL. 9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>RL. 9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within events, and manipulative time create such effects as mystery, tension, or surprise</p> <p>RL. 9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p> <p>RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work</p> <p>RI. 9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>RI. 9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>RI. 9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p>SL. 9-10. 6: Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>W. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>W. 9-10. 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and</p>

	<p>dynamically</p> <p>W.9-10.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>W. 9-10.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences</p> <p>Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
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Quarter 4	
Units	Standards
March - April	<p>L. 9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies.</p> <p>L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L. 9-10. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at all the college and career readiness level; demonstrates independence in gathering vocabulary knowledge, when considering a word or phrase important to comprehension or expression</p> <p>SL. 9-10.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p>RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as</p>

<p>Quarter 4: Unit 5: May-June</p>	<p>inferences drawn from the text</p> <p>RL. 9-10. 3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p>RL. 9-10.6: Analyze a particular point of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p>RL 9-10. 9: Analyze how an author draws on and transforms source material in a specific work</p> <p>W. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation</p> <p>W. 9-10.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences</p> <p>Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>L. 9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10. 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies.</p> <p>L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L. 9-10. 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at all the college and career readiness level; demonstrates independence in gathering vocabulary knowledge, when considering a word or phrase important to comprehension or expression</p>
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**Quarter 4:
Unit 6:
End of the
Year**

RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
RI. 9-10. 7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account
RI. 9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
RI. 9-10. 9: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts
SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

RL.9-10.10: By the end of grade 9/10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently
RI.9-10.10: By the end of grade 9/10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range

Power Standards: 1) Using a variety of complex texts from different genres, cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 3) In order to produce a research paper or project, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and follow a standard format for citation. 4) Acquire and use accurately general

<p>academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 5) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

Wickliffe City Schools
Grade 11-12 English Language Arts-Pacing Guide

Quarter 1	
Unit	Standards
Unit 1-yearly-Vocabulary Unit 2- yearly- Speaking/listening Unit 3- yearly- Journals/prompts Unit 4- Novels- Aug./Sept. Unit 5- Poetry- end of Sept-Oct. Unit 6- Oct. –expository essay	<p>R.L. 11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>R.L. 11-12.4 – Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>R.L. 11-12.9- Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes</p> <p>RI. 11-12.9 – Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>RI.11-12.10-11- By the end of grades 11 or 12, read and comprehend literary nonfiction in the grades 11-12 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>W.11-12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W. 11-12.10- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>
Quarter 2	

Unit	Standards
Unit	<p>SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.4- Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6- Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 11-12.3- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L. 11-12.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>L. 11-12.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L. 11-12.6- Acquire and use accurately general and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Unit #7- Informational text- Nov-Dec</p> <p>Unit #8 Persuasion- December</p> <p>Unit #9- Persuasive essay- December</p>	<p>R.L. 11-12.9- Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes</p> <p>R.L. 11-12.10-11- By the end of 11th or 12th grade, read and comprehend literature, including stories, dramas, and poems, in the 11th or 12th grades CCR text complexity band, with scaffolding as needed at the high end of the range.</p> <p>R.I. 11-12.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>R.I. 11-12.2- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>R.I.11-12.3- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas,</p>

or events interact and develop over the course of the text.

R.I. 11-12.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI. 11-12.5- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.7- Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

RI. 11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

RI. 11-12.9 – Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features

RI.11-12.10-11- By the end of grades 11 or 12, read and comprehend literary nonfiction in the grades 11-12 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range

W.11-12.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W. 11-12.10- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes

SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.3- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL. 11-12.4- Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

	<p>SL.11-12.6- Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 11-12.3- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L. 11-12.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>L. 11-12.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L. 11-12.6- Acquire and use accurately general and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Quarter 3	
Unit	Standards
Unit# 10- Mid Jan- March- Drama	R.L. 11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain R.L. 11-12.2 – Determine two or more theses or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Unit #11- Research- Jan- May	R.L. 11-12.3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. R.L. 11-12.4 – Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
Unit #12- Narrative Essay- March	R.L. 11-12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. R.L. 11-12.6- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. R.L. 11-12.7- Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. R.L. 11-12.9- Demonstrate knowledge of 18 th , 19 th , and early 20 th century foundational works of American literature, including how two or more texts from the same period treat similar themes

	<p>R.L. 11-12.10-11- By the end of 11th or 12th grade, read and comprehend literature, including stories, dramas, and poems, in the 11th or 12th grades CCR text complexity band, with scaffolding as needed at the high end of the range.</p> <p>RI. 11-12.9 – Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features</p> <p>RI.11-12.10-11- By the end of grades 11 or 12, read and comprehend literary nonfiction in the grades 11-12 CCR proficiently, with scaffolding as needed at the high end of the range</p> <p>W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>
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Quarter 4

Unit	Standard
Unit 11-Research-continued	<p>W.11-12.6- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W. 11-12.8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; asses the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W. 11-12.10- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p>
Unit 13 –April-May-Short Stories	<p>SL. 11-12.2- Integrate multiple sources of information presented in diverse formats and media in order to make solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the</p> <p>SL.11-12.6- Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>

spelling when writing.

L. 11-12.3- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L. 11-12.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

L. 11-12.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L. 11-12.6- Acquire and use accurately general and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

R.L. 11-12.2 – Determine two or more theses or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

R.L. 11-12.3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

R.L. 11-12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact

R.L. 11-12.9- Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes.

R.L. 11-12.10-11- By the end of 11th or 12th grade, read and comprehend literature, including stories, dramas, and poems, in the 11th or 12th grades CCR text complexity band, with scaffolding as needed at the high end of the range.

RI. 11-12.9 – Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features

RI.11-12.10-11- By the end of grades 11 or 12, read and comprehend literary nonfiction in the grades 11-12 CCR proficiently, with scaffolding as needed at the high end of the range

W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

W.11-12.3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.1-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W.11-12.7- Conduct short as well as more sustained research projects to answer a 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. 11-12.8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; asses the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

W. 11-12.10- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL. 11-12.2- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

SL.11-12.5- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6- Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. 11-12.3- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L. 11-12.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

L. 11-12.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L. 11-12.6- Acquire and use accurately general and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wickliffe City Schools

Grade or Course 11-12 (subject) Honors ELA-Pacing Guide

Quarter 1	
Unit	Standards
Unit 1-yearly-Vocabulary Unit 2- yearly-Speaking/listening Unit 3- yearly-Journals/prompts Unit 4- Novels-Aug./Sept. Unit 5- Poetry- end of Sept-Oct. Unit 6- Oct. –expository essay	<p>R.L. 11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>R.L. 11-12.4 – Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>R.L. 11-12.9- Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes</p> <p>RI. 11-12.9 – Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>RI.11-12.10-11- By the end of grades 11 or 12, read and comprehend literary nonfiction in the grades 11-12 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>W.11-12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W. 11-12.10- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>
Quarter 2	

Unit	Standards
Unit	<p>SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.4- Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6- Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 11-12.3- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L. 11-12.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>L. 11-12.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L. 11-12.6- Acquire and use accurately general and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Unit #7- Informational text- Nov-Dec</p> <p>Unit #8 Persuasion- December</p> <p>Unit #9- Persuasive essay- December</p>	<p>R.L. 11-12.9- Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes</p> <p>R.L. 11-12.10-11- By the end of 11th or 12th grade, read and comprehend literature, including stories, dramas, and poems, in the 11th or 12th grades CCR text complexity band, with scaffolding as needed at the high end of the range.</p> <p>R.I. 11-12.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>R.I. 11-12.2- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>R.I.11-12.3- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas,</p>

or events interact and develop over the course of the text.

R.I. 11-12.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI. 11-12.5- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.7- Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

RI. 11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

RI. 11-12.9 – Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features

RI.11-12.10-11- By the end of grades 11 or 12, read and comprehend literary nonfiction in the grades 11-12 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range

W.11-12.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W. 11-12.10- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes

SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.3- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL. 11-12.4- Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

	<p>SL.11-12.6- Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L. 11-12.3- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L. 11-12.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>L. 11-12.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L. 11-12.6- Acquire and use accurately general and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Quarter 3	
Unit	Standards
Unit# 10- Mid Jan- March- Drama	R.L. 11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain R.L. 11-12.2 – Determine two or more theses or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Unit #11- Research- Jan- May	R.L. 11-12.3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. R.L. 11-12.4 – Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
Unit #12- Narrative Essay- March	R.L. 11-12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. R.L. 11-12.6- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. R.L. 11-12.7- Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. R.L. 11-12.9- Demonstrate knowledge of 18 th , 19 th , and early 20 th century foundational works of American literature, including how two or more texts from the same period treat similar themes

	<p>R.L. 11-12.10-11- By the end of 11th or 12th grade, read and comprehend literature, including stories, dramas, and poems, in the 11th or 12th grades CCR text complexity band, with scaffolding as needed at the high end of the range.</p> <p>RI. 11-12.9 – Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features</p> <p>RI.11-12.10-11- By the end of grades 11 or 12, read and comprehend literary nonfiction in the grades 11-12 CCR proficiently, with scaffolding as needed at the high end of the range</p> <p>W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>
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Quarter 4

Unit	Standard
Unit 11-Research-continued	<p>W.11-12.6- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W. 11-12.8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W. 11-12.10- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>
Unit 13 –April-May-Short Stories	<p>SL. 11-12.2- Integrate multiple sources of information presented in diverse formats and media in order to make solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the</p> <p>SL.11-12.6- Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L. 11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>

spelling when writing.

L. 11-12.3- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L. 11-12.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

L. 11-12.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L. 11-12.6- Acquire and use accurately general and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

R.L. 11-12.2 – Determine two or more theses or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

R.L. 11-12.3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

R.L. 11-12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact

R.L. 11-12.9- Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes.

R.L. 11-12.10-11- By the end of 11th or 12th grade, read and comprehend literature, including stories, dramas, and poems, in the 11th or 12th grades CCR text complexity band, with scaffolding as needed at the high end of the range.

RI. 11-12.9 – Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features

RI.11-12.10-11- By the end of grades 11 or 12, read and comprehend literary nonfiction in the grades 11-12 CCR proficiently, with scaffolding as needed at the high end of the range

W.11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

W.11-12.3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.1-12.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W.11-12.7- Conduct short as well as more sustained research projects to answer a 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. 11-12.8- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; asses the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

W. 11-12.10- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

SL.11-12.1- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL. 11-12.2- Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

SL.11-12.5- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6- Adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L. 11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. 11-12.3- Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L. 11-12.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

L. 11-12.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L. 11-12.6- Acquire and use accurately general and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wickliffe City Schools
Speech English Language Arts-Pacing Guide

Quarter 1	
Unit	Standards
<p>Unit 1: Elements of Public Speaking, weeks 1-7</p> <p>Unit 2: Interviewing, weeks 8-9</p>	<p>SL. 11-12.3- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL. 11-12.4- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5- Make strategic use of digital media and visual display of data to express information and enhance understanding of presentations.</p> <p>SL. 11-12.6- Adapt a speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L. 11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL. 11-12.1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.5. Make strategic use of digital media and visual displays of date to express information and enhance understanding of presentations.</p>
Quarter 2	
Unit	Standards
<p>Unit 3: Presentation, weeks 1-3</p> <p>Unit 4: Performance, weeks 4-9</p>	<p>SL. 11-12.1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL. 11-12.5. Make strategic use of digital media and visual displays of date to express information and enhance understanding of presentations</p> <p>SL. 11-12.4- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>SL.11-12.2- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL. 11-12.6- Adapt a speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.5- Make strategic use of digital media and visual display of data to express information and enhance understanding of presentations.</p> <p>SL. 11-12.1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively</p> <p>SL.11-12.2- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

Wickliffe City Schools
Creative Writing English Language Arts-Pacing Guide

Quarter 1	
Unit	Standards
Unit 1:	<p>W.11- 12.3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11- 12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W. 11-12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>W. 11-12.6-Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
Unit 2:	<p>S.L. 11-12.1- Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>W.11- 12.3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11- 12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W. 11-12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>W. 11-12.6-Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>S.L. 11-12.1- Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
Quarter 2	
Unit	Standards
Unit 3:	<p>W. 11-12.3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11- 12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W. 11-12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>W. 11-12.6-Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>S.L. 11-12.1- Prepare for and participate in a range of conversations and collaborations with diverse partners,</p>

Unit 4:	<p>building on others' ideas and expressing their own clearly and persuasively.</p> <p>W. 11-12.3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11- 12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W. 11-12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>W. 11-12.6-Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>S.L. 11-12.1- Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
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AP English Literature and Composition Syllabus

Course Description

This Advanced Literature and Composition course is designed to teach both college level writing and college level thinking through the study and analysis of literature and by following the course requirements as indicated in the AP English Course Description. The class is modeled after a graduate level seminar, where you will be expected not only to have read the material, but also to have completed some independent research on the piece in question, coming to class ready to discuss what you have read and what you yourselves now think. Though many of our discussions will be scholarly in nature, several will also be more relevant to everyday life, as I want you feel connected and invested in what you are reading, hopefully creating a love of literature and learning that will benefit you in years to come. The ultimate goal, then (for this and any other course) is to cultivate in you the tools you need to free yourselves of me and be successful on your own.

Because I also teach the 11 honors American literature course that feeds into this course, I have several distinct advantages. First, though the AP is not a 2-year class, I know what you learned last year and build on that knowledge. Secondly, I know your individual abilities, personalities, interests, etc., so I can tailor my course, my grading, and my criticism to fit your individual needs. Lastly, but I think most importantly, having you for two years allows me to build on our personal relationships, creating a comfortable atmosphere where learning isn't just about being right and criticism isn't a dirty word. Instead, I want you to feel comfortable taking risks in your writing and your thinking, realizing that my comments on your work are only meant to help.

The reading in this class is extensive and varied, covering several genres from the 16th century to the modern era. As the year progresses, you should become proficient in handling a heavy reading schedule, reading difficult material, and both interpreting and criticizing that material. The writing, too, is extensive and varied, allowing you to explain, understand, and evaluate. It will not, however, be limited to the scholarly, but will include the creative. Both the scholarly and the creative types of writing certainly improve writing skills, but they also improve reading skills. As one learns to think like a writer, one becomes a better reader, more aware of diction, sentence structure, imagery, allusion, etc. That, in turn, should help in writing papers that show insight and are of a higher structural caliber.

Because this class is functioning as a kind of seminar and should be preparation for the AP exam, you will have the opportunity to discuss your writing ideas with me and the other students both before and after writing, to receive feedback, and to revise your papers. These papers should be kept to build a writing portfolio and to function as review material for the AP exam.

Reading and Writing Assignments

Reading Assignments

February, 2014

Three things are extremely important where reading is concerned: 1) That all reading is complete, 2) that all reading is done on time, and 3) that you plan ahead. Reading assignments will begin in the summer with five novels and one nonfiction book of your choice. For each of these novels, you will write a two page response (described later), and then, after in-class discussion, you will answer an essay question. Each two page response is worth 30 points and each essay 100. After these initial essays, your writing will be evaluated by an AP rubric.

As soon as the school year begins, you will receive your supplemental reading assignment, which has two parts. First, you are to read 10 pages per week of critical material, revolving around a piece that we are studying. The idea, here, is to get you thinking about the work and reading something which is more technical and scholarly in nature. The second part is to read an article about an event or an issue relevant to today's society. Here, I want you students to cultivate social consciousness and an awareness of the problems you might face as you graduate from college and move into the workforce.

In addition to your summer reading and your supplemental assignments, you will be reading several full novels, plays, and poems, not to mention excerpts of each. Most of this reading will be done outside of class, especially the novels, though we will take time to read some pieces in class, both silently and aloud. Much of literature (especially plays and poems) has sonic and performance qualities that are lost if they are not heard.

Expect several unannounced quizzes over your reading. Some of these quizzes will be straightforward reading comprehension quizzes of no more than 15 points, just to keep you on your toes, so to speak. Others of the quizzes will be short answer questions, seeing if your understanding of the work is progressing. These will be no more than 20 points in value.

Having spent so much time last year working with literary terminology (metaphor, satire, allusion, etc. You remember those, right?), I absolutely expect you to know those terms and identify examples when you see them. I will use them in my discussions with you, so if you are a bit hazy on them, please take some time on your own to review.

I realize that you have other classes, more than likely demanding ones, so I try to give you plenty of time for long term reading assignments. But, keep in mind, that "long term" may only be a week or two, so plan ahead.

Writing Assignments

You will be given the opportunity to write a variety of pieces, both formal and informal, critical and creative. Because we were able to do so much more creative writing last year, our focus will be on the more formal and critical, but not exclusively. I will let you know due dates as I assign the papers.

Writing Assignments – Informal

February, 2014

For every novel that you will read, you will be writing a two page response. This does not have to be organized or even well thought out, but rather it should be a kind of blog about what you thought or noticed about the work. Talk about the author's style or use of symbolism. Talk about its similarities to another piece we have read, including anything from last year. Discuss the author's use of setting or the development of a character. You can be critical of a piece, but I do NOT want a litany of reasons why you didn't like it. Regardless of whether or not you like something, you should be able to see its literary merit, and I expect your discussions to reflect that ability. Each of these papers is worth 30 points, and as long as the paper is on time and not a summary or rant, then you will receive the 30 points.

Also, for every piece that we read outside class, you will be asked to write down two open ended questions that are worth discussing. In addition, every Monday I will be collecting a one page response to your supplemental reading. Here, I do not want more than a sentence or two of summary (more of a reference point for me), but focus again on what you thought. For instance, for the literary component of your supplemental reading, now that you have read the work, what did you think of the critical analysis? Or, for the current issue portion, discuss why this idea/event is so important or why it has such far reaching implications. In both instances, I am not looking for right and wrong (often that is not even a determination that can be made here), but I am looking for evidence that you have read and that you have thought critically and personally about what you have read. Be sure to cite your sources, as you were taught to do last year. These weekly assignments are worth 25 points a piece, and as long as they are in on time, are not summaries, and are cited, you will receive full credit.

Writing Assignments – Formal

At least once, and probably twice, a week you will be writing formal literary essays, much as you will on the AP exam. These essays will come from prompts from previous AP exams and will revolve around a piece we are currently reading or a passage that you will read in class. Your writing will be critical analysis of a novel, poem, or drama, focusing on historical elements and textual details such as diction, imagery, tone, etc. In short, you will discuss how the author makes the piece mean what it does. Again, there are not necessarily single, correct ways of answering, but your paper should indicate intricate understanding of the piece and clear textual evidence to support your conclusion.

Some of these papers will be done outside class, while others will be done inside class, completely within the 42 minute period. Though that might seem impossible to you now, realize that we will be building toward this throughout the year and that this is what you can expect on the AP exam. These timed writings will begin second semester. Up until that point, I will allow you to complete your essay overnight. All out of class papers may be revised and rewritten, and we will take class time to workshop individual essays. Also, we will take class time to learn techniques for writing a good response to an AP prompt and we will use examples from your papers (good and not-so-good) to improve grammar, diction, organization, etc. I use your formal papers as "tests" because they indicate how well you understand a piece and how well you are able to articulate and support that understanding. I feel these essays are better evaluative tools for literature than multiple choice questions, fill in the blank, etc., especially on your level.

All essays will be graded on one of the recommended AP writing rubrics, which consist of 6 categories evaluated on a 9 point scale. (See attached.) There are then, 54 points possible, but I double the points to 108, making the papers a significant portion of your nine week's grade. At the beginning of the year, I will be somewhat lenient in my evaluation, but as the year progresses, you will improve, so I can be

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more technical in my demands. Remember, I don't want to be picky just to be picky, but as you grow, I need to raise the bar so that you will continue to improve.

Additionally, you will have the opportunity to turn a few of your critical supplemental readings into a small research paper, revolving around the key issues in the work of an author or in one specific work. This assignment will provide an opportunity to review the research and documentation skill necessary for success in college.

Writing Assignments – Creative

Because I don't want you to think that all writing, or even the best writing, is stuffy and scholarly, you will have the opportunity, at least three times per quarter, to write creatively, sometimes in imitation of the style we are reading and sometimes in one of your own. Just as you become a better reader by reading, you become a better writer by writing (and reading). We will build on last year's creative writing, trying to improve upon efforts in poetry, drama, short stories, and even reporting. For some of you, these assignments sound like fun, while for others of you, they sound terrifying. Remember, I am not looking for all of you to be Pulitzer Prize winners, but I am looking for honest effort and perhaps some risk-taking. You should know me well enough to realize that I will not crucify you for trying something new. I am looking for you to find your own voice, be more comfortable with writing, and improve not only creatively, but also formally. Point value on these papers will fluctuate based on expectations, but they will range from 30 to 100 points. Again, as long as you are giving me honest effort and have turned in your work on time, you will receive most, if not all, possible points.

All papers done outside class are to be typed, double-spaced, with one inch margins. Papers done in class should be easily legible and written with blue or black ink only.

All papers are due on their given due date by the end of our class time together. Anything else is late and will receive ten points off that day and an additional ten points off for every day after that. The moral of the story: Be on time. Remember, you can always e-mail your papers.

Vocabulary and Grammar

Vocabulary is an important part of reading and writing, so you will have bi-weekly vocabulary quizzes consisting of two parts. First, you will be given a lesson from 30 Days to a More Powerful Vocabulary. You will not be asked to know a rote definition of the words, but to show understanding of the words, changing their form where necessary. You may be given sentences and have to fill in the blanks with the correct vocabulary word; you may be given an example of the word, etc. I am not looking to trick you, but I am looking for depth of understanding. The second section will revolve around Latin and Greek prefixes, roots, and suffixes. This will be a review from last year, and we will again move through the handout a section at a time. All quizzes will be on Fridays, and all quizzes will be cumulative. The bulk of material will come from the present lesson, but there will be a few questions from previous weeks. Most of this work should be done on your own, but we will take some class time to review lessons.

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Each quiz will have its own point value, though they will average between 30 and 50 points.

As far as grammar is concerned, we will not have regular, formal lessons, but we will review issues as they come along, based on what I am seeing in your papers. For instance, should I notice problems with pronoun-antecedent agreement or with parallel structure, we will go over the problem using examples from your papers and exercises out of grammar textbooks. Once we have identified and gone over the problem, I expect its absence from your work.

AP Multiple Choice Practice

In addition to answering AP prompt questions, you will have the opportunity to practice for the multiple choice section of the test. Every Friday, you will receive 15 minutes to complete one passage and set of questions from previous tests. In preparation, we will go over methods of reading both the prose and poetry selections and answering the questions, along with ways to distinguish good answers from the best answers. After you have completed the passage and questions, we will not just read the answers, but take time to look at why the answers were correct. Not only is this good practice, but also it gives us the opportunity to discuss a wide variety of prose and poetry in a relatively short amount of time.

Grading

Each of your nine week's grades is based on point totals. In addition to your quizzes, supplemental reading, and writing, you will be given 5 points per day (225 per quarter) for coming to class on time, prepared, and ready to participate. Those should be easy points and ones that can make the difference between grade levels (for instance, from a C+ to a B). Remember, too, that this is a weighted class, so receiving a B really translates to receiving an A when it comes to your grade point average. Above all, provided that you are working and turning in your material, I will not allow you to receive lower than a C. I realize that some of you are in this class simply for the challenge and not because you excel in writing, so I want to honor your efforts and encourage you to continue taking risks.

A typical nine weeks will look like this:

ASSIGNMENT	POINTS POSSIBLE
1. 9 supplemental readings (25 points each)	225 points
2. 5 in class writing prompts (108 points each)	540 points
3. 3 informal 2 page responses (30 points each)	90 points
4. 5 vocabulary quizzes (average 40 points each)	200 points
5. 9 out of class writing prompts (108 points each)	972 points

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6. 3 creative writing assignments (average 60 points each)	180 points
7. 10 reading quizzes (average 15 points each)	150 points
8. 5 participation points per day	225 points

Total: 2582 points per nine weeks*

*Remember, this is just an approximation and will vary with each nine weeks. Your nine week's grade is your percentage of the total possible points, or your total points divided the total possible points (For example, say you earned 2200 points of the possible 2582. Your average would be an 85%). This is BEFORE your grade is weighted.

As school policy dictates, each nine week's grade makes up 40% of your semester grade, while your semester exam grade constitutes the remaining 20%. This is true of both first and second semester. Your exams will be portions of past AP exams, both the multiple choice and writing sections.

Grading Scale

A = 92-100%

B = 83-91%

C = 74-82%

D = 65-73%

E = 64% and below

*There is absolutely no reason that any of you should earn a D or an E. As long as you are turning in your work and truly making an effort, you will earn at least a C, (again, BEFORE the weighted grade), regardless of whether your papers are quite where they need to be. I know that you are driven and conscientious young people who are concerned about grades and class standing, but I want to be honest with you when I evaluate your writing, and that may mean some low paper scores, especially at first. My goal is to help you learn and improve, not to mention get you ready for the AP exam and next year in college.

Final Thoughts

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I love teaching, and I love spending my days with you students. Please do not think of me as the person standing in front of the classroom who has all the answers or who has specific answers in mind, while considering it your job to figure out what I am thinking and to align yourselves with me. I absolutely do not play the game, “You’re the Teacher, You Tell Us.” While at this point I am a few steps ahead of you in the learning process, I do not have all the answers, and, in the words of one of my professors, do not see myself as “an actor on the stage, but as a guide on the side.” In other words, I am here to help you.

While I want the course to be challenging and interesting, with a variety of demanding texts and writing opportunities, you must realize that you will only get out of it as much as you put into it. Learning is self-motivated and self-gratifying, so one of the things I am trying to accomplish is to make you more responsible, more confident learners. Regardless of whether or not you excel in critical analysis, vocabulary, or proper writing technique, you should leave this class with skills that will be beneficial not only in college, but also in the workforce and beyond.

Reading and Writing Schedule

First Semester

Weeks 1-5: Summer Reading and Short Fiction

Collect all two page responses for the summer reading. I will return each response with some comments and questions before we finish discussing the work or write about it. That way, you can use your response as a reference. We will spend a couple of days of each of the first five weeks discussing each novel (Huxley’s *Brave New World*, Wilde’s *Picture of Dorian Gray*, Kesey’s *One Flew Over the Cuckoo’s Nest*, Morrison’s *Bluest Eye*, and Wright’s *Native Son*) and answering take home essay questions, asking you to explain how the author creates a theme and to evaluate how well his/her purposes are accomplished. Our discussions will involve, but will not limited be to, perception vs. reality, the unreliable narrator, the concept of beauty, the definitions of “savage” and “civilized,” social position limiting rhetorical options, etc. As always, we want to look at HOW the author conveys these ideas or why his/her technique is so effective. Supplemental reading should revolve around these pieces.

In and out of class writing: Two character analyses from the short stories we have read. You choose the character. We will try a sample one in class together, and you will have time to ask questions about your character and the direction of your paper. After I look at your rough drafts, you will have time to rewrite.

Creative writing: write a two-page, first person narrative in which the narrator is clearly unreliable. Class time to read one another’s work, making suggestions. Students should then re-write.

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Literature: Structure, Sound and Sense – “The Elements of Fiction”: Plot and Character, pages 41-65 and pages 66-70, 80-91. Works – Graham Greene’s “The Destroyers,” Alice Munroe’s “Prue,” Alice Walker’s “Everyday Use,” and Katherine Mansfield’s “Miss Brill.”

Vocabulary Lessons: “The Romance of Words,” “Words for Mature Minds,” Words about Doctors and Specialists,” and Verbs that Give You Power” pages 20-40. One last quiz will only be a review of these lessons.

Friday’s after vocabulary quiz: Discussion of components of AP exam, scoring, and tips for working through the multiple choice section with specific tips on answering prose passages. Read, answer questions, and discuss passages from “Of Seeming Wise,” The Pupil by Henry James, The Blind Man by D.H. Lawrence, and “The Cat in the Rain” by Ernest Hemingway.

Weeks 6-7: Heart of Darkness and Short Fiction

Collect 2 page responses. This will be returned before you write your essays on the piece. Supplemental reading these two weeks should revolve around the novella and its author, Joseph Conrad. As a good intro to the work, we will watch the Discovery Channel’s program on Heart of Darkness, which looks at the author, the background of the work, some of the symbolism, and possible themes. In-class discussion of the narrative method Conrad uses, the relationship between the setting and the development of character, the novella as social/political commentary and/or as a story about the human condition. And, certainly, we will discuss the ambiguous ending. The movie Apocalypse Now is based on the novel, so we will watch portions of that and compare.

Literature: Structure, Sound, and Sense- “Theme” and “Point of View” pgs. 92-99, 117-141, and 171-174. Works – Phillip Roth’s “Defender of the Faith” and Ernest Hemingway’s “Hills Like White Elephants.”

Out of class writing: You will be writing two essays. One will be a comparison of the movie and the novella. The other will be a prompt from a previous AP exam, revolving around Heart of Darkness asking you to analyze and evaluate structure. You will be given the opportunity to discuss your writing ideas with me and with other class members plus receive feedback after the papers are written. You will then be able to rewrite based on comments received.

In class writing: This will also be another AP prompt based on a passage from another of Conrad’s works, wanting you to show understanding of the work and how the author conveys meaning. You will have the 42 minute class period to answer and may finish overnight. However, keep in mind that we are working toward being able to finish within the 42 minute period and will be expected to do so by second semester.

Creative writing: Your choice. Write a poem about Heart of Darkness, write a critical review of it for a newspaper, or write a monologue of Kurtz or Marlow for class presentation. All will be orally “published” in class.

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Vocabulary Lessons: “Words About Theories” and “Quick Vocabulary Builder” pages 49-64.

Friday’s after vocabulary quiz: Continue work and discussion of pieces from the AP prose multiple choice selection: Nigger of the Narcissus by Joseph Conrad and Monterey by Robert Louis Stevenson.

Weeks 8-9: The Awakening and Short Fiction

Collect two page responses to be returned before essay assignments. Discuss symbolism, development of character and the search for identity, regionalism, mythological allusions, and ways of interpreting Edna’s suicide.

In and out of class writing: Two AP prompts revolving around the novel. One will ask you to analyze Chopin’s use of irony and the other will have you explain how the concept of motherhood and the maternal character convey the meaning of the work. The in-class writing will be collected the next day, while you will have a couple of days to finish the out of class writing. To assist you, we will discuss methods of answering the open-ended AP response questions and practice setting up some responses to possible AP questions. Opportunity to rewrite after input from me and from classmates.

Research paper: Choose author/piece. Focus your next 3-4 supplemental readings on this topic.

Creative writing: Write a short story that relies on regionalism. We will “publish” stories aloud.

Literature: Structure, Sound, and Sense – “Symbol and Irony” pgs. 194-229.
Works – “The Guest” by Albert Camus and “Greenleaf” by Flannery O’Connor

Vocabulary Lessons: “Words about Your Fellowmen” and Words for Phobias and Manias” pages 71-86.

Fridays after vocabulary quiz: AP prose multiple choice practice and discussion of passages from Religio Medici and Northanger Abbey.

Weeks 10-13: Dubliners and Poetry

Collect two page responses to be returned before essay writing assignments. Discuss theme of paralysis; setting of the short stories; the development of the stories from perspective of childhood, adolescence, maturity, and public life and how that development is

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accomplished; epiphany and self-awareness. We will do a group research project on the background of Dubliners. Also, supplemental readings should revolve around Dubliners, James Joyce, and explications of poems covered.

Poetry: Rape of the Lock and Literature: Structure, Sound, and Sense – “What is Poetry?” pgs.523-533. Authors – Alexander Pope, Lord Tennyson, William Shakespeare, Wilfred Owen, and John Donne

*Based on our extensive look at poetry last year, I expect you to be well-versed in poetic terminology (types of poems, poetic devices, etc.) and to be ready to pick up where we left off.

In and out of class writing: Weekly in-class writing will be drawn from former AP prompts, both of prose and poem origin. The poetry prompts will be asking the class to critique the writer’s attitude toward his subject, paying careful attention to diction, allusion, symbolism, and metaphor. You will also be asked to choose a character from one of the stories in Dubliners and write an analysis of him or her, showing how that character helps develop theme. To assist you, we will go over some methods for writing responses to AP poetry questions and work on explicating poetry in class. Out of class writing will be former AP prompts having to do with Dubliners, asking you to explain such ideas as the development of the theme of paralysis throughout the novel and to show understanding of how Joyce’s structure contributes to the meaning of the work. Again, we will have opportunity to talk about your writing ideas/problems and rewrite your responses.

Creative writing: We will try writing mock heroic in the form of Rape of the Lock. Also, we will work on setting by creating a world based on the community they are from: Describe some of the local characters, local issues, landmarks, etc. What attitude is typical of people from your area? Remember to be objective, but keenly so, much like Joyce. Again, we will “publish” in class, discuss, and then rewrite based on feedback.

Vocabulary Lessons: A review of the lessons so far plus “Words about Your Feelings,” “Words that End in ‘Ology”” and “Words for Human Traits” pages 87-111.

Fridays after vocabulary quiz: AP poetry multiple choice practice and discussion of “Eight O’Clock” by Housman, “Virtue” by Herbert, “A Deep Sworn Vow” by Yeats and “A Letter” by Hecht.

Weeks 14-16: A Doll’s House, Tale of Two Cities, and Poetry

Collect both two page responses which will be returned before essay assignments: Discuss Ibsen’s use of diction, role of women, creation of theme, and development of character. Discuss Dickens’s use of doubles and contrasts, role of minor characters, symbols, and historical reference.

Supplemental reading should revolve around Doll’s House, Tale of Two Cities, Ibsen or Dickens.

Literature: Structure, Sound, and Sense – “Reading the Poem” pgs. 540-42, 549-555. Authors – John Donne, Emily Dickinson, Edward Arlington Robinson, Sylvia Plath, and William Wordsworth.

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Weekly in-class writing: AP prompts from both poetry and prose selections. You will be asked to relate symbols to human experience and explain how the author reveals the complex personalities of his characters. Out of class writing: Weekly essays revolving around former AP prompts asking reader to evaluate author's intent and methods of conveying that intent.

Creative Writing: Write a scene in dramatic fashion in which two characters are in conflict and resolve that conflict through dialogue. We will pair up and perform these in class.

Vocabulary Lessons: "Words for Human Faults" pages 112-118 and "Words about Personalities" pages 128-133. Then we will have a review of the lessons so far.

Friday's after vocabulary quiz: Read, answer, and discuss AP multiple choice questions from excerpts from My Bondage and My Freedom by Frederick Douglass and Politics and the English Language and Shakespeare's "Sonnet 29."

Weeks 17-18: The Good Soldier, Poetry, and Exams

Collect two page responses to The Good Soldier. Will be returned before essay assignments. Will discuss the unreliable narrator, what Ford seems to be saying about making meaning (and, of course, HOW he says it), and the effect of the first person narrative structure. Supplemental reading should center on Ford and The Good Soldier.

Literature: Structure, Sound and Sense – "Imagery" pgs. 569-570, 572, & 578. Authors – Robert Browning, Richard Wilbur, and John Keats.

*Research papers due

*No vocabulary these weeks.

Weekly in-class writing: AP prompts on a short prose passages, one asking you to evaluate how the author uses humor to comment on human nature and conduct and one asking you to discuss the author's use of language to accomplish his purpose. Only one out of class writing instead of two so that you will have time to study for your exams. Out of class, you will be given a choice of four essay questions with regard to The Good Soldier. Once I have looked them over, you will be given the opportunity to rewrite.

Exam: The good news is, there is nothing you can study for. This will be a selection of four multiple choice selections from a former AP test. There will be both prose and poetry selections and you will need to use the skills we have been working on not only to answer the questions, but also to do so in a timely manner, as you will only have one hour to complete all four – just as you will on the AP test.

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Weeks 19-22: Hamlet and Poetry

Supplemental reading should delve into this play, keeping in mind that this is a great piece to focus on when getting ready for the AP exam as there are a variety of questions you can use it for. We will be reading much of the play in class, though you will be asked to read portions at home. In addition, we will be watching the Discovery Channel's documentary on Hamlet and then Kenneth Branagh's movie version of the play. The bonus with Hamlet is that we get to look at poetry in the form of the sonnet, so we will spend some time looking at sonnets from Hamlet, not to mention others as well.

In and out of class writing: Again, we will be hitting the AP essay writing hard, as May is quickly approaching. Out of class writing will ask you to analyze Hamlet in terms of irony, setting, tone, diction, etc. In-class essay writing will have you analyzing passages from Shakespeare's Henry V, Toni Morrison's *Beloved*, and Shakespeare's sonnets 130 and 60. The Henry V essay asks you to analyze how Henry's language reflects his intent. With *Beloved* I want you to analyze how Morrison's stylistic devices contribute to our understanding of the passage. For the sonnets, I will have you analyze structure and its contribution to meaning. From here on out, in-class writing will be collected at the end of the period, and I will make a point of getting papers back to you within a day or two so that you will know where to improve for the next in-class assignment.

Creative Writing: We will be working on a few sonnets of our own, both English and Italian in form. We will take a day in class to read and workshop our poetry together. You will then be given the opportunity to rewrite your pieces. I will also have you write a dramatic scene in which your main character is pretending to be something that he/she is not. Write in a way that your audience is aware of the pretense, but the other characters are not. This will be difficult, but let's see if we can accomplish it. Again, we will perform our scenes for the class.

Vocabulary Lessons: "Adjective Give You Power," "Learning Words the Modern Way," "Words from Latin," pages 134-157. Then a review of the lessons so far.

Friday's after vocabulary quiz: Multiple choice prose and poetry selections from former AP tests and AP test help books – "Something about Family," "Punishment" by Seamus Heaney, "Eleven" by Sandra Cisneros, and "Museum Piece" by Richard Wilbur.

Weeks 23-25: Othello and The Color Purple and Poetry

Collect two page responses to *The Color Purple*. Will return before essay assignments. We will read *Othello* largely in class, but you will be responsible for parts of it on your own. *The Color Purple* will be completely on your own. We will discuss themes of jealousy, race, and revenge, not to mention witchcraft, knowledge of self and others, and rhetorical power. We will also look again at foils and then at the epistolary novel and why Walker chose this form for her novel. Supplemental reading should look at these two pieces.

Literature: Structure, Sound, and Sense- "Figurative Language: Simile, Metaphor, Personification, Apostrophe, Metonymy" pgs.580-81, 593, and 596. Authors – Andrew Marvell, Isabella Gardner, and A.E. Housman.

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In and out of class writing: In-class writing will ask you to look at a poem from Shakespeare's Merchant of Venice, in order to analyze the character of Bassanio, considering elements such as diction, comparison-contrast, allusion, etc. The other will be an open-ended question for which you can use any novel or play of note, asking you to explain how an author has "whispered" or hinted at his meaning instead of stating it directly. Out of class writing will ask you to choose from a list of essay questions on Othello and another list of questions about The Color Purple.

Creative Writing: Write a poem in whatever form you choose, but make sure to use metaphor or simile and personification. Try NOT to use stock examples of these devices, but work on a new way of saying. Poetry will be "published" aloud in class and you will be given time to rewrite.

Vocabulary Lessons: Can You Meet this Challenge?" "Words that Describe You," and "French Phrases You Can Use" pages 166-191.

Friday's after quiz: Read, answer multiple choice questions, and discuss AP passages from Mark Twain's Tom Sawyer and Robert Browning's "The Laboratory."

Week's 26-27: Jane Eyre and Poetry

Collect two page responses. Will be returned before essays are assigned. Supplemental reading for these weeks should focus on Jane Eyre and any of the poetry we cover. Discussion will focus on elements of the gothic novel, setting and its correlation to the development of character and theme.

Literature: Structure, Sound, and Sense – "Figurative Language: Symbol, Allegory, Paradox, Overstatement, Understatement, Irony" and "Allusion, Meaning and Idea" pgs. 599, 602, 620, 628, 632, 640, 645, & 675. Authors – William Blake, Percy Shelley, W.H. Auden, John Milton, & Matthew Arnold.

In and out of class writing: Continuation of the weekly in-class essay to be completed within the forty minute class period. Questions will include an open-ended essay where you will be asked to pick a piece of literature and write an essay showing how violent external action sometimes reveals the inner workings of a character. You will also be asked to compare/contrast two poems, and answer a question explaining how the poet's style reveals meaning. Out of class essays will ask you to critique various aspects of Jane Eyre, including symbol and setting and the relationship to development of character and theme.

Creative Writing: Write a short story with gothic elements. We will workshop in class and have opportunity to edit and rewrite.

Vocabulary Lessons: "Words about Words" and "Word Building by the 'Unfolding Process'" pages 192-209.

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Fridays after vocabulary quiz: Read, answer questions, and discuss AP multiple choice passages from the “Preface to the 1855 edition to Leaves of Grass,” “Dialogue Between Benjamin Franklin and the Gout,” and another passage from Henry V.

Weeks 28-30: Pride and Prejudice and Poetry

Collect two page responses. Will return before essay assignments. Supplemental reading should look at the novel and any poetry/authors we will discuss. We will discuss the novel in terms of what it reveals about that society with regard to social norms, ideologies, etc. We will also have the opportunity to watch Sense and Sensibility, and while it is not the novel we have read, it does provide us with a good visual representation and broadens our understanding of Jane Austen.

Literature: Structure, Sound and Sense- “Musical Devices,” “Rhythm and Meter,” and “Sound and Meaning,” pgs. 682, 688, 689, 691, 708, 712, 714 & 719. Authors – Gwendolyn Brooks, Edna St. Vincent Millay, Ted Hughes, William Blake, William Butler Yeats, Marianne Moore, and Carl Sandburg.

In and out of class writing: One in-class writing will ask you to read a passage and discuss how the author conveys mood, while the other two will ask you to write explications of two poems. Out of class writing will focus on aspects of Pride and Prejudice. We will take time to talk about our writing ideas and then peer edit/comment on the finished work. Based on comments, you can rewrite.

Creative writing: Write a poem incorporating sound qualities. We will “publish” aloud in class.

Vocabulary Lessons: “Words from Classic Roots” and “Words change Their Meanings” pages 210-215. Then a review of all lessons to date.

Fridays after vocabulary quiz: Read, answer questions, and discuss AP prose and poem selections “The Lamb” by William Blake, from “Roughing It” by Mark Twain, and “Fueled” by Marcie Hans.

Week 31: AP Test Practice

We will spend this last week before the AP test practicing both the multiple choice selections and the writing prompts. In addition, I will give you time to choose three of the novels or plays that you feel most comfortable with and have you work up some possible opening paragraphs to essays. Remember, several works from last year would be fair game should you feel particularly comfortable with one of them. These would include Scarlet Letter, Farewell to Arms, The Great Gatsby, Beloved, Fahrenheit 451, Our Town, and “The Yellow Wallpaper,” just to name a few. If you are thinking of something else from last year, just double check with me first. You should be reviewing old notes and old supplemental readings.

Week 32: AP Test

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This will be a relatively quiet week as most of you will be out of classes for this and other AP tests. Remember, school policy for AP tests is that you come in the morning for the test and then go home when it is over. For those days that a few of you actually are in class, we will continue to use the time to get ready for our test on Thursday. Ask any last questions you would like and feel free to have me look over your essay intros.

*Remember, regardless of how the test goes for you, I am proud of the hard work you've done and know that you are well prepared to be successful in college and beyond.

Week 33: Relax and Write Creatively

The AP test is now over, and it's time to reap the rewards of a year of hard work, so we will use this last week together work shopping the creative writing pieces of our choice.

Week's 34-35: Wrapping Up

Starting at week 34, most, if not all, of you will be involved in senior projects, doing internships in the field of your choice. For those few (if any) who remain, you will be pairing up with a classmate and writing "The Freshman's Guide to Surviving Wickliffe High." I will give you the specific requirements at that time, but it will count as your final exam.

Text Book List

1. Literature: Structure, Sound, and Sense, 6th edition. Laurence Perrine and Thomas

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- Arp. Harcourt Brace College Publishers, 1993.
2. 30 Days to a More Powerful Vocabulary, revised edition. Dr. Wilfred Funk and Norman Lewis. Pocket Books, 1970.
 3. How to Prepare for the Advanced Placement Examination in English, 5th edition. Max Nadel and Arthur Sherrer, Jr. Barron's Educational Series, Inc., 1992.
 4. Barron's How to Prepare for the Advanced Placement Examination in English, 4th edition. Max Nadel and Arthur Sherrer, Jr. Barron's Educational Series, Inc., 1987.
 5. Native Son by Richard Wright
 6. Bluest Eye by Toni Morrison
 7. Brave New World by Aldous Huxley
 8. One Flew Over the Cuckoo's Nest by Ken Kesey
 9. Picture of Dorian Gray by Oscar Wilde
 10. Heart of Darkness by Joseph Conrad
 11. The Awakening by Kate Chopin
 12. Dubliners by James Joyce
 13. A Doll's House by Henrik Ibsen
 14. Tale of Two Cities by Charles Dickens
 15. The Good Soldier by Ford Maddox Ford
 16. Hamlet by William Shakespeare
 17. Othello by William Shakespeare
 18. The Color Purple by Alice Walker
 19. Jane Eyre by Charlotte Bronte
 20. Pride and Prejudice by Jane Austen

- Text books #3 and #4 will be kept in the classroom.

Rubric for AP Essay Assessment*

	8-9	6-7	5	3-4	1-2	0
Overall Impression	Demonstrates excellent control of the literature and outstanding writing; thorough and effective; incisive	Demonstrates good control of the literature and good writing competence; less thorough and incisive than the highest papers	Reveals simplistic thinking and/or immature writing; adequate skills	Incomplete thinking; fails to respond to part or parts of the question; may paraphrase rather than analyze	Unacceptably brief; fails to respond to the question; little clarity	Lacking skill and competence
Understanding of the Text	Excellent understanding; exhibits perception and clarity; original or unique approach; includes specific references	Good understanding; exhibits perception and clarity; includes specific references	Superficial understanding; elements of literature vague, mechanical, over generalized	Misreading and lack of persuasive evidence; meager and unconvincing treatment of literary elements	Serious misreading and little supporting evidence; erroneous treatment of literary elements	A response with no more than a reference to the literature; blank response, or one completely off the topic
Organization & Development	Meticulously organized and thoroughly developed; coherent and unified	Well-organized and developed; coherent and unified	Reasonably organized and developed; mostly coherent and unified	Somewhat organized and developed; some incoherence	Little or no organization and development; incoherence and void of	No apparent organization or development; incoherent

				and lack of unity	understanding	
Use of Sentences	Effectively varied and engaging; virtually error free	Varied and interesting; a few errors	Adequately varied; some errors	Somewhat varied and marginally interesting; one or more major errors	Little or no variation; dull and uninteresting; some major errors	Numerous major errors
Word Choice	Interesting and effective; virtually error free	Generally interesting and effective; a few errors	Occasionally interesting and effective; several errors	Somewhat dull and ordinary; some errors in diction	Mostly dull and conventional; numerous errors	Numerous major errors; extremely immature
Grammar and Usage	Virtually error free	Occasional minor errors	Several minor errors	Some major errors	Severely flawed; frequent major errors	Extremely flawed

*Taken from Peterson's AP Success: English Literature and Composition.