

Pacing Guide

Grade 10

Subject English

Time Frame	Objective (Benchmark)	Texts (Reference Pages) Teaching Resources	Implementation Strategies
1 August 7-10	<p>4: The student will use Standard English grammar, mechanics, and sentence structure to communicate</p> <p><i>C. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. (DOK 2)</i></p> <p>1- Parallel structure of sentences</p>	Parts of Speech/Sentence	
2 August 13-17	<p>4: The student will use Standard English grammar, mechanics, and sentence structure to communicate</p> <p><i>C. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. (DOK 2)</i></p> <p>2-Avoiding misplaced modifiers to ensure clarity</p>	Parts of Speech/Sentence	
3 August 20-24	<p>4: The student will use Standard English grammar, mechanics, and sentence structure to communicate</p> <p><i>C. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. (DOK 2)</i></p> <p>3- Using subordination to express the relationship between two unequal ideas within a single sentence</p>	Parts of Speech/Sentence	
4 August 27-31	<p>4: The student will use Standard English grammar, mechanics, and sentence structure to communicate</p> <p><i>A. The student will analyze text to justify the appropriate use of advanced grammar in composing or editing. (DOK 2)</i></p> <p>1- Verb tenses</p> <p>5- Subject-verb agreement</p>	Agreement- (S/V, Pronoun/Antecedent)	
5 September 3-7	<p>4: The student will use Standard English grammar, mechanics, and sentence structure to communicate</p> <p><i>A. The student will analyze text to justify the appropriate use of advanced grammar in composing or editing. (DOK 2)</i></p> <p>5- Subject-verb agreement</p>	Agreement- (S/V, Pronoun/Antecedent)	

Pacing Guide

Grade 10

Subject English

<p>6 September 10-14</p> <p>SPMS Pre Test</p>	<p>3: The students will produce, analyze, and evaluate effective communication.</p> <p><i>A. The student will utilize, analyze, or evaluate, the composing process(DOK 3)</i></p> <p><i>1-planning</i> <i>2- drafting</i> <i>3- revising</i> <i>4- editing</i> <i>5- publishing</i></p> <p><i>C. TSW compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number. (DOK 3)</i></p> <p><i>D. The student will compose persuasive texts for different audiences using facts and opinions. (DOK 3)</i></p> <p><i>E. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. (DOK 4)</i></p>	<p>Informative Essay</p>	
<p>7 September 17-21</p> <p>Writing Prompts</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose. (DOK 3)</i></p> <p><i>E. TSW analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meanin (DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p> <p>6- Editorial</p> <p>8- Letters to the Editor</p>	<p>Outside Reading</p>	

Pacing Guide

Grade 10

Subject English

<p>8</p> <p>September 24-28</p> <p>Writing Prompts due to Central Office</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose. (DOK 3)</i></p> <p><i>E. TSW analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres & media for their effect on meaning. (DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p>	<p>Outside Reading</p>	
<p>9</p> <p>October 1-5</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose. (DOK 3)</i></p> <p><i>E. TSW analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres & media for their effect on meaning (DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p>	<p>Outside Reading</p>	

Pacing Guide

Grade 10

Subject English

<p>10</p> <p>October 8-12</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate</p> <p><i>A. The student will analyze the relationships of pairs of words in analogical statement (e.g., synonyms and antonyms) and infer word meanings from these relationships. (DOK 2)</i></p> <p><i>B. The student will analyze word choice and diction, including formal and informal language, to determine the author’s purpose. (DOK 3)</i></p> <p><i>C. The student will analyze authors’ uses of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. (DOK 3)</i></p> <p><i>D. The student will analyze text to determine author’s purposes for using connotative or denotative words. (DOK 3)</i></p> <p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose. (DOK 3)</i></p> <p><i>E. TSW analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres & media for their effect on meaning(DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p> <p>1- TV ads</p> <p>5- TV Commentary</p> <p>7- Political Speeches</p>	<p><u>12 Angry Men</u> (Weekly Vocabulary)</p>	
-------------------------------	--	--	--

Pacing Guide

Grade 10

Subject English

<p>11</p> <p>October 15-19</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate</p> <p><i>A. The student will analyze the relationships of pairs of words in analogical statement (e.g., synonyms and antonyms) and infer word meanings from these relationships. (DOK 2)</i></p> <p><i>B. The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose. (DOK 3)</i></p> <p><i>C. The student will analyze authors' uses of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. (DOK 3)</i></p> <p><i>D. The student will analyze text to determine author's purposes for using connotative or denotative words. (DOK 3)</i></p> <p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p> <p><i>E. TSW analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres & media for their effect on meaning(DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p> <p>2- Billboards</p>	<p><u>12 Angry Men</u> (Weekly Vocabulary)</p>	
--------------------------------	---	--	--

Pacing Guide

Grade 10

Subject English

<p>12 October 22-26</p>	<p>3: The student will produce, analyze, and evaluate effective communication.</p> <p>A. The student will utilize, analyze, or evaluate, the composing process (planning, drafting, revising, editing, publishing). (DOK 3)</p> <p><i>C. TSW compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number. (DOK 3)</i></p> <p><i>D. The student will compose persuasive texts for different audiences using facts and opinions. (DOK 3)</i></p> <p>1- Newspaper ads 2- Commercials 3- Billboards 4- Catalog Descriptions 5- Editorials</p> <p><i>E. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. (DOK 4)</i></p>	<p>Informative Essay</p>	
<p>13 October 29- November 2</p>	<p>4: The student will use Standard English grammar, mechanics, and sentence structure to communicate</p> <p><i>A. The student will analyze text to justify the appropriate use of advanced grammar in composing or editing. (DOK 2)</i></p> <p>3- Active and passive voice 4- Objective complements</p>	<p>Grammar Usage Adjective/Adverb, Homonyms</p>	
<p>14 November 5-9</p>	<p>4: The student will use Standard English grammar, mechanics, and sentence structure to communicate</p> <p><i>A. The student will analyze text to justify the appropriate use of advanced grammar in composing or editing. (DOK 2)</i></p> <p>3- Active and passive voice 4- Objective complements</p>	<p>Grammar Usage Adjective/Adverb, Homonyms</p>	

Pacing Guide

Grade 10

Subject English

<p>15 November 12-16</p> <p>Writing Prompts</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. TSW recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. TSW make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p> <p><i>E. TSW analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres & media for their effect on meaning (DOK 3)</i></p> <p>1- Literary text and literary non-fiction</p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p> <p>3- Essays</p> <p>4- literary non-fiction</p>	<p>Short Story Unit</p>	
<p>16</p> <p>November 26-30</p> <p>Writing Prompts due to Central Office</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. TSW recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. TSW make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p> <p><i>E. TSW analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres & media for their effect on meaning (DOK 3)</i></p> <p>1- Literary text and literary non-fiction</p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p>	<p>Short Story Unit</p>	

Pacing Guide

Grade 10

Subject English

<p>17 December 3-7</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>B. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event. (DOK 3)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p> <p><i>E. TSW analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres & media for their effect on meaning(DOK 3)</i></p> <p>2- Informational texts</p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p> <p>4- literary non-fiction</p> <p><i>G. The student will apply understanding of electronic features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources. (DOK 3)</i></p>	<p>Short Story Unit</p>	
<p>18 December 10-14</p>	<p>TESTS</p>		

Pacing Guide

Grade 10

Subject English

<p>19</p> <p>January 3-4</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate</p> <p><i>A. The student will analyze the relationships of pairs of words in analogical statement (e.g., synonyms and antonyms) and infer word meanings from these relationships. (DOK 2)</i></p> <p><i>B. The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose. (DOK 3)</i></p> <p><i>C. The student will analyze authors' uses of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. (DOK 3)</i></p> <p><i>D. The student will analyze text to determine author's purposes for using connotative or denotative words. (DOK 3)</i></p> <p>3: The student will produce, analyze, and evaluate effective communication.</p> <p><i>A. The student will utilize, analyze, or evaluate, the composing process (planning, drafting, revising, editing, publishing). (DOK 3)</i></p> <p><i>C. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number. (DOK 3)</i></p> <p><i>D. The student will compose persuasive texts for different audiences using facts and opinions. (DOK 3)</i></p> <p><i>E. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. (DOK 4)</i></p>	<p>Informative Essay Weekly Vocabulary</p>	
---	---	--	--

Pacing Guide

Grade 10

Subject English

<p>20 January 7-11</p>	<p>4: The student will use standard English grammar, mechanics, and sentence structure to communicate.</p> <p><i>B. The student will analyze the appropriate use of advanced mechanics in composing or editing. (DOK 1)</i></p> <p>1- Capitalize regions of countries</p> <p>2- Semicolons to separate item in a series when items include commas</p> <p>3- Commas to avoid misreading</p> <p>4- Coordinate adjectives</p> <p>5- Single quotation marks to identify quotes-within-quotes</p>	<p>Punctuation and Capitalization</p>	
<p>21 January 14-18</p>	<p>4: The student will use standard English grammar, mechanics, and sentence structure to communicate.</p> <p><i>B. The student will analyze the appropriate use of advanced mechanics in composing or editing. (DOK 1)</i></p> <p>1- Capitalize regions of countries</p> <p>2- Semicolons to separate item in a series when items include commas</p> <p>3- Commas to avoid misreading</p> <p>4- Coordinate adjectives</p> <p>5- Single quotation marks to identify quotes-within-quotes</p>	<p>Punctuation and Capitalization</p>	

Pacing Guide

Grade 10

Subject English

<p>22 January 21-25</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p>	<p>Short Story Unit</p>	
<p>23 January 28- February 1</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p>		
<p>24 February 4-8</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p>		

Pacing Guide

Grade 10

Subject English

25 February 11-15	Writing Prompts		
26 February 18-22	Writing Prompts due to Central Office		
27 February 25-29	NINE WEEKS TESTS		
28 March 3-7	Writing Assessment Week		
29 March 10- 14			

Pacing Guide

Grade 10

Subject English

<p>30 March 24-28</p>	<p>Writing Assessment</p>		
<p>31 March 31- April 4 SPMS Post Test</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p> <p><i>E. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. (DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p> <p>4: The student will use Standard English grammar, mechanics, and sentence structure to communicate</p> <p><i>A. The student will analyze text to justify the appropriate use of advanced grammar in composing or editing. (DOK 2)</i></p> <p>3- Avoiding ambiguous pronoun reference</p> <p><i>B. The student will analyze the appropriate use of advanced mechanics in composing or editing. (DOK 1)</i></p> <p><i>C. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. (DOK 2)</i></p>	<p>MC Review</p>	
	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p>	<p>MC Review</p>	

Pacing Guide

Grade 10

Subject English

<p>32 April 7-11</p> <p style="color: red;">Writing Prompts</p>	<p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p> <p><i>E. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. (DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p> <p>4: The student will use Standard English grammar, mechanics, and sentence structure to communicate</p> <p><i>A. The student will analyze text to justify the appropriate use of advanced grammar in composing or editing. (DOK 2)</i></p> <p><i>B. The student will analyze the appropriate use of advanced mechanics in composing or editing. (DOK 1)</i></p> <p><i>C. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. (DOK 2)</i></p>		
---	--	--	--

<p>33 April 14-18</p> <p style="color: red;">Writing Prompts</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p>	<p>MC Review</p>	
--	---	------------------	--

Pacing Guide

Grade 10

Subject English

<p style="color: red;">due to Central Office</p>	<p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p> <p><i>E. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. (DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p> <p>4: The student will use Standard English grammar, mechanics, and sentence structure to communicate</p> <p><i>A. The student will analyze text to justify the appropriate use of advanced grammar in composing or editing. (DOK 2)</i></p> <p><i>B. The student will analyze the appropriate use of advanced mechanics in composing or editing. (DOK 1)</i></p> <p><i>C. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. (DOK 2)</i></p>		
<p>34</p> <p>April</p> <p>21-25</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p> <p><i>E. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. (DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary,</i></p>	<p>Julius Caesar</p>	

Pacing Guide

Grade 10

Subject English

	<i>précis, explication, etc. (DOK 2)</i>		
35 April 28- May 2	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p> <p><i>E. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. (DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p>	Julius Caesar	
36 May 5-9	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>A. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> <p><i>C. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>D. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p>	Julius Caesar	

Pacing Guide

Grade 10

Subject English

	<p><i>E. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. (DOK 3)</i></p> <p><i>F. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 2)</i></p>		
37 May 12-16	MCT2 TEST		