

Pacing Guide

Grade 11

Subject English

Time Frame	Objective (Benchmark)	Texts (Reference Pages) Teaching Resources	Implementation Strategies
<p>1 August 6-10</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>B. TSW apply understanding of text & electronic text features to assess the validity & to determine the appropriateness of sources (e.g., MAGNOLIA) (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>A. TSW utilize, analyze, or evaluate the composing process (DOK 3)</i></p> <p>1- planning 2- drafting 3- revising 4- editing 5- publishing</p> <p><i>F. The student will compose documented texts. (e.g., MLA; APA) (DOK 3)</i></p>	<p>Diagnostic Testing (Grammar, Comprehension, and Writing) Research Paper/Project</p>	
<p>2 August 13-17</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>B. TSW apply understanding of text & electronic text features to assess the validity & to determine the appropriateness of sources (e.g., MAGNOLIA) (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>A. TSW utilize, analyze, or evaluate the composing process (DOK 3)</i></p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>F. The student will compose documented texts. (e.g., MLA; APA) (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p> <p>4: TSW use standard English grammar, mechanics, & sentence structure to communicate.</p> <p><i>A. TSW analyze multiple texts to evaluate the effective use of advanced grammar techniques in composing or editing. (DOK 2)</i></p> <p>1- Verb tenses 2- Pronouns</p>	<p>Journal Critical Thinking Vocabulary Grammar Research Paper/Project</p>	

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	<p>3- Subject-verb agreement</p> <p><i>B. TSW analyze multiple texts to evaluate the effective use of advanced mechanics in composing or editing. (DOK 2)</i></p> <p>1- Colons to separate sentences when the second sentence explains the first</p> <p>2- Parentheses vs. Dashes</p> <p><i>C. TSW analyze advanced sentence structure in multiple texts in composing or editing. (DOK 2)</i></p>		
<p>3 August 20-24</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty</p> <p><i>B. TSW apply understanding of text and electronic text features to assess the validity & to determine the appropriateness of sources (e.g., MAGNOLIA) (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>A. TSW utilize, analyze, or evaluate the composing process (DOK 3)</i></p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>F. The student will compose documented texts. (e.g., MLA; APA) (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (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 multiple texts to evaluate the effective use of advanced grammar techniques in composing or editing. (DOK 2)</i></p> <p>1- Verb tenses</p> <p>2- Pronouns</p> <p>3- Subject-verb agreement</p> <p><i>B. The student will analyze multiple texts to evaluate the effective use of advanced mechanics in composing or editing. (DOK 2)</i></p> <p>1- Colons to separate sentences when the second sentence explains the first</p> <p>2- Parentheses vs. Dashes</p> <p><i>C. TSW analyze advanced sentence structure in multiple texts in composing or editing. (DOK 2)</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Research Paper/Project</p>	

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<p>4</p> <p>August 27-31</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal</p> <p>Critical Thinking</p> <p>Vocabulary</p> <p>Grammar</p> <p>Early American Literature</p> <p>Literary Terms</p>	
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<p>5 September 3-7</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Colonial Literature Essay</p>	
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<p>6</p> <p>September 10-14</p> <p>SPMS Pre Test</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal</p> <p>Critical Thinking</p> <p>Vocabulary</p> <p>Grammar</p> <p>Colonial Literature</p> <p>Essay</p>	
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Subject English

<p>7</p> <p>September 17-21</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal</p> <p>Critical Thinking</p> <p>Vocabulary</p> <p>Grammar</p> <p>Colonial Literature</p> <p>Essay</p>	
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<p>8</p> <p>September 24-28</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal</p> <p>Critical Thinking</p> <p>Vocabulary</p> <p>Grammar</p> <p>Colonial Literature</p> <p>Essay</p>	
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<p>9</p> <p>October 1-5</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal</p> <p>Critical Thinking</p> <p>Vocabulary</p> <p>Grammar</p>	
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<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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal</p> <p>Critical Thinking</p> <p>Vocabulary</p> <p>Grammar</p> <p>Colonial Literature</p> <p>Essay</p> <p>Revolutionary War</p> <p>Period</p>	
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<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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal</p> <p>Critical Thinking</p> <p>Vocabulary</p> <p>Grammar</p> <p>Colonial Literature</p> <p>Essay</p> <p>Revolutionary War</p> <p>Period</p>	
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Subject English

<p>12</p> <p>October 22-26</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal</p> <p>Critical Thinking</p> <p>Vocabulary</p> <p>Grammar</p> <p>Colonial Literature</p> <p>Essay</p> <p>Revolutionary War</p> <p>Period</p>	
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Subject English

<p>13</p> <p>October 29- November 2</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal</p> <p>Critical Thinking</p> <p>Vocabulary</p> <p>Grammar</p> <p>Romantic Period</p> <p>Literature</p>	
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<p>14</p> <p>November 5-9</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal</p> <p>Critical Thinking</p> <p>Vocabulary</p> <p>Grammar</p> <p>Romantic Period</p> <p>Literature</p>	
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<p>15 November 12- 16</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Romantic Period Literature</p>	
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<p>16 November 26-30</p>	<p>2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty. <i>D. The student will analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i> 1-Literary text and literary non-fiction 2- Informational texts <i>G. TSW apply understanding of text and electronic text features to assess the validity & to determine the appropriateness of sources (e.g., MAGNOLIA). (DOK 3)</i> 3: The student will produce, analyze, or evaluate effective communication. <i>A. The student will utilize, analyze, or evaluate, the composing process (planning, drafting, revising, editing, publishing). (DOK 3)</i> <i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i> <i>G. The student will compose personal statements. (DOK 2)</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Poetry Unit</p>	
<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. <i>D. The student will analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i> 1-Literary text and literary non-fiction 2- Informational texts <i>G. The student will apply understanding of text and electronic text features to assess the validity and to determine the appropriateness of sources (e.g., MAGNOLIA). (DOK 3)</i> 3: The student will produce, analyze, or evaluate effective communication.</p>	<p>Journal Critical Thinking Vocabulary Grammar Poetry Unit</p>	

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	<p><i>A. The student will utilize, analyze, or evaluate, the composing process (planning, drafting, revising, editing, publishing). (DOK 3)</i></p> <p><i>B. The student will produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>		
<p>18 December 10-14</p>		<p>Review for Semester Exams</p>	
<p>19 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 effect of the relationships between and/or among words to infer the author's purpose (DOK 3)</i></p> <p><i>B. The student will examine the author's use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author's (or authors') use or uses of word choice and diction in multiple texts as stylistic devices and/or the author's use of formal and informal language in multiple texts to determine author's purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author's use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Civil War Literature</p>	

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	<p><i>to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>		
<p>20 January 7-11</p>	<p>1: TSW develop & apply expansive knowledge of words to communicate.</p> <p><i>A. The student will analyze the effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. TSW recognize & evaluate persuasive techniques in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>A. The student will utilize, analyze, or evaluate the composing process (DOK 3)</i></p>	<p>Journal Critical Thinking Vocabulary Grammar The Novel Unit (Persuasive Essay on Novel)</p>	

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	<p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>C. TSW compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details. (DOK 3)</i></p> <p><i>D. TSW compose formal persuasive texts, providing evidence as support (DOK 3)</i></p> <p><i>E. The student will compose documented texts (e.g., MLA, APA). (DOK 2)</i></p> <p><i>F. The student will compose functional documents (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>		
<p>21 January 14-18</p>	<p>1: TSW develop and apply expansive knowledge of words to communicate.</p> <p><i>A. The student will analyze the effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. TSW recognize & evaluate persuasive techniques in different media. (DOK 3)</i></p>	<p>Journal Critical Thinking Vocabulary Grammar The Novel Unit (Persuasive Essay on Novel)</p>	

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Subject English

	<p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>A. TSW utilize, analyze, or evaluate the composing process (DOK 3)</i></p> <p><i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>C. The student will compose responses to literature 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 formal persuasive texts, providing evidence as support (DOK 3)</i></p> <p><i>E. The student will compose documented texts (e.g., MLA, APA). (DOK 2)</i></p> <p><i>F. The student will compose functional documents (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>		
<p>22 January 21-25</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 effect of the relationships between and/or among words to infer the author's purpose (DOK 3)</i></p> <p><i>B. The student will examine the author's use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author's (or authors') use or uses of word choice and diction in multiple texts as stylistic devices and/or the author's use of formal and informal language in multiple texts to determine author's purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author's use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual</i></p>	<p>Journal Critical Thinking Vocabulary Grammar The Novel Unit (Persuasive Essay on Novel)</p>	

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<p>22 January 21-25 continued</p>	<p><i>criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or 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>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>C. The student will compose responses to literature 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 formal persuasive texts, providing evidence as support (DOK 3)</i></p> <p><i>E. The student will compose documented texts (e.g., MLA, APA). (DOK 2)</i></p> <p><i>F. The student will compose functional documents (e.g., college applications, resumes, PowerPoint presentations). (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>		
<p>23 January 28- February 1</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p>	<p>Journal Critical Thinking Vocabulary Grammar The Novel Unit (Persuasive Essay on Novel)</p>	

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<p>23</p> <p>January 28- February 1</p> <p>continued</p>	<p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or 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>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>C. The student will compose responses to literature 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 formal persuasive texts, providing evidence as support (DOK 3)</i></p> <p><i>E. The student will compose documented texts (e.g., MLA, APA). (DOK 2)</i></p>		
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	<p><i>F. The student will compose functional documents (e.g., college applications, resumes, PowerPoint presentations). (DOK 3)</i></p> <p><i>G. The student will compose personal statements. (DOK 2)</i></p>		
<p>24 February 4-8</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p>	<p>Project (can be for novel or Black History Unit) Begin Black History Unit</p>	

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	<p>3: The student will produce, analyze, or 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>D. The student will compose formal persuasive texts, providing evidence as support (DOK 3)</i></p>		
<p>25 February 11-15</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Black History unit Literature Enhancement</p>	

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	<p>3: The student will produce, analyze, or 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>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>D. TSW compose formal persuasive texts, providing evidence as support (DOK 3)</i></p>		
<p>26 February 18-22</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 effect of the relationships between and/or among words to infer the author’s purpose (DOK 3)</i></p> <p><i>B. The student will examine the author’s use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author’s (or authors’) use or uses of word choice and diction in multiple texts as stylistic devices and/or the author’s use of formal and informal language in multiple texts to determine author’s purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author’s use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author’s purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>A. The student will utilize, analyze, or evaluate the composing process</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Black History unit Literature Enhancement</p>	

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	<p><i>(planning, drafting, revising, editing, publishing)</i> (DOK 3)</p> <p>B. TSW produce a personal composition in the narrative mode. (DOK 3)</p> <p>G. The student will compose personal statements.</p>		
<p>27</p> <p>February 25-29</p>	<p>Boot Camp Writing Week</p>	<p>Review 9 Weeks Test</p>	
<p>28</p> <p>March 3-7</p>	<p>3: The student will produce, analyze, or evaluate effective communication.</p> <p>A. <i>The student will utilize, analyze, or evaluate, the composing process (planning, drafting, revising, editing, publishing).</i> (DOK 3)</p> <p>B. <i>The student will produce a personal composition in the narrative mode.</i> (DOK 3)</p> <p>G. <i>The student will compose personal statements.</i> (DOK 2)</p>	<p>Journal Critical Thinking Vocabulary Grammar Functional Documents Unit</p>	
<p>29</p> <p>March 10-14</p>	<p>3: The student will produce, analyze, or evaluate effective communication.</p> <p>A. <i>The student will utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing)</i> (DOK 3)</p> <p>B. <i>TSW produce a personal composition in the narrative mode.</i> (DOK 3)</p> <p>D. <i>The student will compose formal persuasive texts, providing evidence as support</i> (DOK 3)</p> <p>G. <i>The student will compose personal statements.</i> (DOK 2)</p>	<p>Journal Critical Thinking Vocabulary Grammar Functional Documents Unit</p>	

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<p>30 March 24-28</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 effect of the relationships between and/or among words to infer the author's purpose (DOK 3)</i></p> <p><i>B. The student will examine the author's use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author's (or authors') use or uses of word choice and diction in multiple texts as stylistic devices and/or the author's use of formal and informal language in multiple texts to determine author's purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author's use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or 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>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements.</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Short Story Unit</p>	
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<p>31</p> <p>March 31- April 4</p> <p>SPMS Post Test</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 effect of the relationships between and/or among words to infer the author's purpose (DOK 3)</i></p> <p><i>B. The student will examine the author's use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author's (or authors') use or uses of word choice and diction in multiple texts as stylistic devices and/or the author's use of formal and informal language in multiple texts to determine author's purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author's use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or 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>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements.</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Short Story Unit</p>	
<p>32</p>	<p>1: The student will develop and apply expansive knowledge of words and word meanings to communicate.</p>	<p>Journal Critical Thinking</p>	

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Grade 11

Subject English

<p>April 7-11</p>	<p><i>A. The student will analyze the effect of the relationships between and/or among words to infer the author's purpose (DOK 3)</i></p> <p><i>B. The student will examine the author's use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author's (or authors') use or uses of word choice and diction in multiple texts as stylistic devices and/or the author's use of formal and informal language in multiple texts to determine author's purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author's use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or 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>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements.</i></p>	<p>Vocabulary Grammar Short Story Unit</p>	
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Pacing Guide

Grade 11

Subject English

<p>33</p> <p>April 14-18</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 effect of the relationships between and/or among words to infer the author's purpose (DOK 3)</i></p> <p><i>B. The student will examine the author's use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author's (or authors') use or uses of word choice and diction in multiple texts as stylistic devices and/or the author's use of formal and informal language in multiple texts to determine author's purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author's use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or 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>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements.</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Modern Literature Unit</p>	
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Pacing Guide

Grade 11

Subject English

<p>34</p> <p>April 21-25</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 effect of the relationships between and/or among words to infer the author's purpose (DOK 3)</i></p> <p><i>B. The student will examine the author's use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author's (or authors') use or uses of word choice and diction in multiple texts as stylistic devices and/or the author's use of formal and informal language in multiple texts to determine author's purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author's use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p><i>E. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written (DOK 3)</i></p> <p><i>F. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. (DOK 3)</i></p> <p>3: The student will produce, analyze, or 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>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements.</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Modern Literature Unit</p>	
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Grade 11

Subject English

<p>35 April 28- May 2</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 effect of the relationships between and/or among words to infer the author's purpose (DOK 3)</i></p> <p><i>B. The student will examine the author's use of figurative language in multiple texts to analyze its effect on theme (DOK 3)</i></p> <p><i>C. The student will examine the author's (or authors') use or uses of word choice and diction in multiple texts as stylistic devices and/or the author's use of formal and informal language in multiple texts to determine author's purpose (DOK 3)</i></p> <p><i>D. The student will analyze text to determine how the author's use of connotative words reveals and/or affects the purpose of the text. (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 recognize text structures (e.g., episodic and generalization /principle) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> <p><i>C. The student will analyze of evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication. (DOK 3)</i></p> <p><i>D. TSW analyze literary elements in multiple texts from a variety of genres to recognize patterns and connections. (DOK 4)</i></p> <p>3: The student will produce, analyze, or 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>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i></p> <p><i>G. The student will compose personal statements.</i></p>	<p>Journal Critical Thinking Vocabulary Grammar Modern Literature Unit</p>	
<p>36</p>	<p>3: The student will produce, analyze, or evaluate effective communication.</p> <p><i>A. The student will utilize, analyze, or evaluate the composing process</i></p>	<p>Journal Critical Thinking</p>	

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Grade 11

Subject English

<p>May 5-9</p>	<p><i>(planning, drafting, revising, editing, publishing) (DOK 3)</i> <i>B. TSW produce a personal composition in the narrative mode. (DOK 3)</i> G. The student will compose personal statements.</p>	<p>Vocabulary Grammar Review for finals</p>	
<p>37 May 12-16</p>	<p>MCT2 Test</p>		