

ENGLISH II PACING GUIDE Kim Bruner		
Date	Objective	Skills
Aug.3-17	3a The student will utilize, analyze, or evaluate the composing process (DOK 3)	Personal essay
Aug. 20-24	4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2) 4b The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing (DOK 1)	Plural and Possessive nouns
Aug. 27-Sept. 7	4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2) 4b The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing (DOK 1)	Pronoun case/ Antecedent agreement
Sept.10-21	4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2) 4c The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing (DOK 2)	Ambiguous pronoun reference Subject/verb agreement
Sept.24-28	4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2) 3a The student will utilize, analyze, or evaluate the composing process (DOK 3)	Paragraph unity Writing on topic Relevant supporting details
Oct. 1-5	3a The student will utilize, analyze, or evaluate the composing process (DOK 3) 3c The student will compose responses to literature, position papers, and expository essays in the informative mode expressing a main idea thoroughly developed by relevant supporting details, which are elaborated and sufficient in number (DOK 3) 4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2) 4b The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing (DOK 1)	Write on a given topic Write to address a given audience Author's purpose Point of view
Oct. 8-12		9 weeks test
Oct. 15-19	2d The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing (DOK 2) 4c The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing (DOK2)	Main idea/details Transition Phrases-Sentence combining
Oct. 22-26	4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2) 4b The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing (DOK 1) 4c The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing (DOK 2)	Construct/Correctly punctuate sentences using a variety of sentence constructions Coordination/Subordination Punctuation of compound and complex sentences

Oct. 29- Nov. 16	<p>2e 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 meaning. (DOK 3)</p> <p>3a The student will utilize, analyze, or evaluate the composing process (DOK 3)</p> <p>3c The student will compose responses to literature, position papers, and expository essays in the informative mode expressing a main idea thoroughly developed by relevant supporting details, which are elaborated and sufficient in number (DOK 3)</p>	<p>Literary elements- point of view, setting, conflict, characterization</p> <p>Short story unit Compare/Contrast Essay</p>
Nov. 19- 23	Thanksgiving Holiday	
Nov. 26- Dec. 7	<p>2f The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.</p> <p>2d The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing (DOK 2)</p> <p>3c The student will compose responses to literature, position papers, and expository essays in the informative mode expressing a main idea thoroughly developed by relevant supporting details, which are elaborated and sufficient in number (DOK 3)</p>	<p>Paraphrasing Use of language/dialect/diction Connotation/Denotation Stereotypes</p>
Dec. 10- 12	<p>2e 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 meaning. (DOK 3)</p> <p>2c 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)</p>	Compare/Contrast
Dec. 13 & 14	Exam Review	
Dec. 17- 20	Semester Exams	
Jan. 7- 11	<p>4c The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing (DOK2)</p> <p>4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2)</p>	Dangling and misplaced modifiers
Jan. 14- 18	<p>4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2)</p> <p>4c The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing (DOK2)</p>	Verb Tense
Jan. 21- 25	<p>3a The student will utilize, analyze, or evaluate the composing process (DOK 3)</p> <p>4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2)</p> <p>4b The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing (DOK 1)</p> <p>4c The student will manipulate sentence structure</p>	<p>Informative Essay Parallel Structure Transition Conclusion</p>

	to achieve a purpose such as clarification, definition, or emphasis in composing or editing (DOK2)	
Jan. 28- Feb. 4	<p>1c The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose. (DOK 3)</p> <p>2e 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 meaning. (DOK 3)</p> <p>3a The student will utilize, analyze, or evaluate the composing process (DOK 3)</p> <p>3c The student will compose responses to literature, position papers, and expository essays in the informative mode expressing a main idea thoroughly developed by relevant supporting details, which are elaborated and sufficient in number (DOK 3)</p> <p>4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2)</p> <p>4b The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing (DOK 1)</p> <p>4c The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing (DOK2)</p>	<p>Business letter</p> <p>Define, identify, and create stylistic devices</p> <p>Identify/Compare themes genre</p>
Feb.11- 15	<p>1b- The student will analyze author's (or authors') uses of figurative language (DOK 3)</p> <p>2c 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)</p> <p>2e 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 meaning. (DOK 3)</p> <p>3a The student will utilize, analyze, or evaluate the composing process (DOK 3)</p> <p>4a The student will analyze text to determine the appropriate use of advanced grammar in composing or editing (DOK 2)</p>	<p>Persuasive devices</p> <p>Propaganda techniques</p> <p>Use of diction to achieve effect</p> <p>Essay</p>
Fe. 18- 22	<p>1b- The student will analyze author's (or authors') uses of figurative language in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. (DOK 3)</p> <p>1c The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose. (DOK 3)</p> <p>1d The student will analyze text to determine how the author's (authors') use of connotative words reveals and/or affects the purpose of the text (DOK 3)</p> <p>2e 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 meaning. (DOK 3)</p> <p>2f The student will distinguish fact from opinion in different media</p> <p>2g The student will apply understanding of electronic text</p>	<p>Fact/Opinion in media</p> <p>Punctuation (Semicolon, colon)</p> <p>Essay</p> <p>Poetry</p>

	<p>features to gain information or research a topic using electronic libraries (DOK 3)</p> <p>3c The student will compose responses to literature, position papers, and expository essays in the informative mode expressing a main idea thoroughly developed by relevant supporting details, which are elaborated and sufficient in number (DOK 3)</p> <p>4b The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing (DOK 1)</p>	
Feb. 25- Mar. 7	<p>1a The student will analyze relationships of pairs of words analogical statements and infer word meaning from these relationships in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. (DOK 3) (DOK 2)</p> <p>1b- The student will analyze author's (or authors') uses of figurative language (DOK 3)</p> <p>1c The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose. (DOK 3)</p> <p>1d The student will analyze text to determine how the author's (authors') use of connotative words reveals and/or affects the purpose of the text (DOK 3)</p> <p>2e 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 meaning. (DOK 3)</p>	Poetry Analogies
Mar. 10- 14		9 weeks test
Mar. 17- 21	SPRING BREAK	
Mar. 24- 26	Final State Writing Review/Practice	
Mar. 27	English II WRITING TEST	
Mar. 31- Apr. 2	Final Review-State Multiple Choice Test Review	
Apr. 3	English II MULTIPLE CHOICE TEST	
Apr. 7- 11	<p>1b- The student will analyze author's (or authors') uses of figurative language in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. (DOK 3)</p> <p>2e 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 meaning. (DOK 3)</p>	Elements of Drama
Apr. 14- May 9	<p>1b- The student will analyze author's (or authors') uses of figurative language (DOK 3)</p> <p>1c The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose. (DOK 3)</p> <p>1d The student will analyze text to determine how the author's (authors') use of connotative words reveals and/or affects the purpose of the text (DOK 3)</p> <p>2e The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple</p>	<i>Julius Caesar</i> Research

	<p>texts from a variety of genres and media for their effect meaning. (DOK 3)</p> <p>2g The student will apply understanding of electronic test features to gain information or research a topic using electronic libraries (DOK 3)</p> <p>3c The student will compose responses to literature, position papers, and expository essays in the informative mode expressing a main idea thoroughly developed by relevant supporting details, which are elaborated and sufficient in number (DOK 3)</p>	
May 12-16	Exam Review	
May 19-21	FINAL EXAMS	