



# West Bolivar Consolidated School District

## 10th GRADE English II

### 2021-2022

### Pacing Guide

This chart lists when Mississippi standards will be assessed on the ELA benchmark assessments. A standard will not be assessed on a benchmark before it appears on the chart. **After a standard is assessed on a benchmark, it can be assessed on any subsequent benchmarks.**

Nine Weeks	Standards
<b>1<sup>st</sup> Nine Weeks</b>	<p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"><li>● RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>● (RL.9.2) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li><li>● RL.10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li></ul> <p><b><u>Reading Informational</u></b></p> <ul style="list-style-type: none"><li>● RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>● (RI.9.2) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li><li>● RI.10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li></ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"><li>● L.10.4 *</li></ul>

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

- L.10.4a\*  
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.10.4b  
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- L.10.4c  
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- L.10.4d  
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.10.1\*  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.10.1a.  
Use parallel structure.\*
- L.10.1b.  
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

### **Writing**

- W.10.3\*  
*Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*
- W.10.3a  
*Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.*
- W.10.3b  
*Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.*
- W.10.3c  
*Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.*
- W.10.3d  
*Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*
- W.10.3e  
*Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of*

*the narrative.*

**2nd Nine Weeks**

**Reading Literature**

- RL.10.3  
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.10.4  
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- (RL.9.5)  
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**Reading Informational**

- (RI.9.3)  
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.10.4  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- (RI.9.5)  
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.10.5  
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**Language**

- L.10.1\*  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.10.1a.

Use parallel structure.\*

- L.10.1b.  
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.10.2  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.10.2a.  
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- L.10.2b.  
Use a colon to introduce a list or quotation.
- L.10.2c.  
Spell correctly.
- L.10.3  
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.10.3a.  
Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

### Writing

- W.10.2\*  
*Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.*
- W.10.2a  
*Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*
- W.10.2b  
*Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*
- W.10.2c  
*Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*
- W.10.2d  
*Use precise language and domain-specific vocabulary to manage the complexity of the topic.*

	<ul style="list-style-type: none"> <li>● <i>W.10.2e</i> <i>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i></li> <li>● <i>W.10.2f</i> <i>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</i></li> </ul>
<p><b>3rd Nine Weeks</b></p>	<p><b><u>Reading Literature</u></b></p> <ul style="list-style-type: none"> <li>● RL.10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</li> <li>● RL.10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</li> </ul> <p><b><u>Reading Informational</u></b></p> <ul style="list-style-type: none"> <li>● RI.10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> <li>● RI.10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>● RI.10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>● <i>W.10.1*</i> <i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></li> <li>● <i>W.10.1a</i> <i>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence</i></li> <li>● <i>W.10.1b</i></li> </ul>

*Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*

- *W.10.1c*

*Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*

- *W.10.1d*

*Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

- *W.10.1e*

*Provide a concluding statement or section that follows from and supports the argument presented.*

**Language**

- L.10.1\*

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.10.1b.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- L.10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.10.2c.

Spell correctly.

- L.10.3

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

- L.10.3a.

Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**4th Nine Weeks**

**Reading Literature**

- (RL.9.9)

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

- RL.10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**Reading Informational**

- (RI.9.9)  
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- RI.10.9  
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

**Language**

- L.10.6  
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Teach any remaining standards that you did not *teach in depth* during 1<sup>st</sup> – 3<sup>rd</sup> nine weeks.
- Review and/or remediate previously taught skills.