



# West Bolivar Consolidated School District

## 12th GRADE English IV

### 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  |
|----------------------------|--|
| 1 <sup>st</sup> Nine Weeks | <p data-bbox="457 589 722 621"><b><u>Reading Literature</u></b></p> <ul data-bbox="489 657 1986 1019" style="list-style-type: none"><li data-bbox="489 657 1986 755">● RL.12.1<br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li><li data-bbox="489 755 1986 885">● (RL.11.2)<br/>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li><li data-bbox="489 885 1986 1019">● RL.12.2<br/>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li></ul> <p data-bbox="457 1052 768 1084"><b><u>Reading Informational</u></b></p> <ul data-bbox="489 1120 1986 1482" style="list-style-type: none"><li data-bbox="489 1120 1986 1218">● RI.12.1<br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li><li data-bbox="489 1218 1986 1347">● (RI.11.2)<br/>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li><li data-bbox="489 1347 1986 1482">● RI.12.2<br/>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li></ul> |

## Language

- L.12.4 \*  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- L.12.4a\*  
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.12.4b  
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- L.12.4c  
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, its etymology, or its standard usage.
- L.12.4d  
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.12.1\*  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.12.1a.  
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.12.1b.  
Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

## Writing

- W.12.3\*  
*Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*
- W.12.3a  
*Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.*
- W.12.3b  
*Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.*
- W.12.3c  
*Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).*
- W.12.3d  
*Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,*

events, setting, and/or characters.

- W.12.3e

*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.12.3  
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.12.4  
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- (RL.11.5)  
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.12.5  
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**Reading Informational**

- (RI.11.3)  
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.12.3  
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.12.4  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- (RI.11.5)  
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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## Language

- L.12.1\*  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.12.1a.  
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.12.1b.  
Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- L.12.2\*  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.12.2a.  
Observe hyphenation conventions.
- L.12.2b.  
Spell correctly.
- L.12.3\*  
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.12.3a.  
Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

## Writing

- W.12.2\*  
*Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the effective selection, organization, and analysis of relevant content.*
- W.12.2a  
*Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*
- W.12.2b  
*Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*
- W.12.2c  
*Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*

|                              |  |
|------------------------------|--|
|                              | <ul style="list-style-type: none"> <li>● <i>W.12.2d</i><br/><i>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</i></li> <li>● <i>W.12.2e</i><br/><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.12.2f</i><br/><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.12.6<br/>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>● RL.12.7<br/>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</li> </ul> <p><b><u>Reading Informational</u></b></p> <ul style="list-style-type: none"> <li>● RI.12.6<br/>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</li> <li>● RI.12.7<br/>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>● RI.12.8<br/>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>● <i>W.12.1*</i><br/><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.12.1a</i></li> </ul> |

*Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.*

- *W.12.1b*

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

- *W.12.1c*

*Use words, phrases, and clauses as well as varied syntax 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.12.1d*

*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.12.1e*

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

### **Language**

- L.12.1\*

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

- L.12.1b.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

- L.12.2\*

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

- L.12.2b.

Spell correctly.

- L.12.3\*

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.12.3a.

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**4th Nine Weeks**

**Reading Literature**

- (RL.11.9)  
Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
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Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Reading Informational**

- (RI.11.9)  
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- RI.12.9  
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Language**

- L.12.6  
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.