

**American Literature**  
**90-Day Pacing Guide**

Unit	Time	Standards	Knowledge / Skills	Comments
<b>Conceptual Focus:</b> Literary Devices (Ch. 3)  <b>Thematic Focus:</b> What is American Literature?	10 Days	<b>Essential Standard:</b> RL5: 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.  <b>Supplemental Standards:</b> RL1: 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.  RL3: 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).  RL4: 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.)	Setting Plot Conflict Characters Point of View Figurative Language Denotation/Connotation  <b>I Can...</b> <ul style="list-style-type: none"> <li>- I can identify the author's specific structural choices.</li> <li>- I can identify aesthetic impact (e.g., historical context, emotional appeal, and artistic appeal).</li> <li>- I can analyze how the author's structural choices contribute to the overall structure, meaning, and aesthetic impact.</li> </ul>	<b>Genre Focus:</b> Literary  <b>Writing Focus:</b> Constructed Responses  <b>Possible Readings:</b> <ul style="list-style-type: none"> <li>- Various excerpts from the EOC workbook for guided notes and guided practice</li> <li>- "The New Colossus" by Emma Lazarus</li> <li>- "Rip Van Winkle" by Sherwood Anderson</li> <li>- "The Fall of the House of Usher" by Edgar Allan Poe</li> <li>- Anything by Walt Whitman</li> <li>- "The Last Rung on the Ladder" by Stephen King</li> <li>- "The Star-Spangled Banner" by Francis Scott Key</li> </ul>
<b>Conceptual Focus:</b>	10 days	<b>Essential Standards:</b>	Evidence	<b>Genre Focus:</b>

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Understanding Informational Text (Ch 5)  <b>Thematic Focus:</b> The American Dream		<p>RI2: 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.</p> <p>RI5: 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.</p> <p><b>Supplemental Standards:</b>            RI1: 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.</p> <p>RI3: 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.</p> <p>RI6: 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.</p>	<p>Inference            Central Ideas            Purpose and Point of View            Effectiveness of Structure            Figurative Language            Connotation/Denotation</p> <p><b>I Can...</b>            I can identify central ideas of the text and identify specific details that support the development of central ideas.</p> <p>I can analyze how two central ideas of a text interact and build on one another.</p> <p>I can formulate an objective summary that includes how two central ideas interact and build on one another to provide a complex analysis.</p> <p>I can analyze the overall effectiveness of the structure of the exposition or argument based on whether the points are clear, convincing, and engaging.</p>	<p>Informational</p> <p><b>Writing Focus:</b>            Constructed Responses</p> <p><b>Possible Readings:</b></p> <ul style="list-style-type: none"> <li>- Various excerpts from the EOC workbook for guided notes and guided practice</li> <li>- "The Mindless Menace of Violence" by Robert Kennedy</li> <li>- <i>George Washington – Lansdowne Portrait</i> by Gilbert Stuart</li> <li>- <i>View from Mt. Holyoke, Northampton, Massachusetts, after a Thunderstorm – The Oxbow</i> by Thomas Cole</li> <li>- <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass</li> <li>- "Last Speech" by John Brown</li> <li>- "The 9/11 of 1859" by Tony Horwitz</li> <li>- "Horatio Alger" by Harlon Dalton</li> <li>-</li> </ul>
<b>Conceptual Focus:</b>	5 days	<b>Essential Standard:</b>	Writing Process	<b>Genre Focus:</b>

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<p>Narrative Writing (Ch. 8-9)</p> <p><b>Thematic Focus:</b> The Pursuit of Happiness</p>		<p>W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><b>Supplemental Standards:</b> W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p>	<p>Narrative Writing Setting Plot Conflict Establishing a Point of View Transition Developing Experiences, Events, and Characters Descriptive Details and Sensory Language Meaning and Tone</p> <p><b>I Can...</b> I can write a narrative that, creates a particular tone, engages the reader; establishes one or more points of view; explains its significance; uses narrative techniques to develop experiences, events, characters, and outcomes; uses a variety of transitions, uses precise language, and includes a reflective conclusion.</p>	<p>Literary &amp; Informational</p> <p><b>Writing Focus:</b> Narrative</p> <p><b>Possible Reading:</b></p> <ul style="list-style-type: none"> <li>- Various excerpts from the EOC workbook for guided notes and guided practice</li> <li>- From <i>Fun Home</i> by Alison Bechdel</li> <li>- “Loggerheads” by David Sedaris</li> <li>- “How It Feels to Be Colored Me” by Zora Neale Hurston</li> <li>- “Working at Wendy’s” by Joey Franklin</li> <li>- “Under the Snow” by John McPhee</li> <li>- “Salvation” by Langston Hughes</li> <li>- “Under the Influence” by Scott Russell Sanders</li> <li>- “Six-Pack Abs at Age 74” by DeNeen Brown</li> </ul>
<p><b>Conceptual Focus:</b> Features of Literature (Ch 2)</p>	10 days	<p><b>Essential Standard:</b> RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact</p>	<p>Theme Evidence and Inference Supporting Details Structure</p>	<p><b>Genre Focus:</b> Literary</p> <p><b>Writing Focus:</b> Constructed Response</p>

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<b>Thematic Focus:</b> Life and Liberty		and build on one another to produce a complex account; provide an objective summary of the text.  <b>Supplemental Standard:</b> RL1: 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.	<b>I Can...</b> I can identify two or more themes or central ideas of a text.  I can explain how the themes or central ideas interact and build on one another to produce a complex account.  I can interpret how the text supports the themes or central ideas to produce a complex account of the text.  I can formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text.	<b>Possible Reading:</b> <ul style="list-style-type: none"> <li>- Various excerpts from the EOC workbook for guided notes and guided practice</li> <li>- “On Being Brought from Africa to America” by Phillis Wheatley</li> <li>- “The Story of an Hour” by Kate Chopin</li> <li>- “Where Are You Going, Where Have You Been?” by Joyce Carol Oates</li> <li>- “If We Must Die” by Claude McKay</li> <li>- “Death of the Ball Turret Gunner” by Randall Jarrel</li> <li>- “Rosa” by Rita Dove</li> </ul>
<b>Conceptual Focus:</b> Analyzing Informational Text (Ch 6)  <b>Thematic Focus:</b> Man and Nature	5 days	<b>Essential Standard:</b> RI6: 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.  <b>Supplemental Standards:</b> RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as	Various Media Historical Documents US Foundational Documents Point of View Powerful Rhetoric  <b>I Can...</b> I can identify rhetorical and stylistic techniques	<b>Genre Focus:</b> Informational  <b>Writing Focus:</b> Constructed Response  <b>Possible Reading:</b> <ul style="list-style-type: none"> <li>- Various excerpts from the EOC workbook for</li> </ul>

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		<p>well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI2: 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.</p> <p>RI3: 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.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>I can identify the author's point of view or purpose</p> <p>I can analyze how style and content support the point of view or purpose and contribute to the power, persuasiveness, or beauty of the text.</p>	<p>guided notes and guided practice</p> <ul style="list-style-type: none"> <li>- "Joyas Voladoras" by Brian Doyle</li> <li>- "The Great American Desert" by Edward Abbey</li> <li>- "Letter to President Pierce" by Chief Seattle</li> <li>- "Tune of the Tuna Fish" by Sandra Steingraber</li> <li>- "Another Country" by Edwidge Danticat</li> <li>- "Reading the River" by Mark Twain</li> <li>- "The Death of the Moth" by Annie Dillard</li> <li>- "The Death of the Moth" by Virginia Woolf</li> </ul>
<p><b>Conceptual Focus:</b> Informational Writing (Ch 8/9)</p> <p><b>Thematic Focus:</b> America in the News</p>	10 days	<p><b>Essential Standard:</b> W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>Supplemental Standards:</b> W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Writing Process Informational Writing Formal Style Evidence Precise Language Domain-Specific Vocabulary Thesis Conclusions</p> <p><b>I Can...</b></p>	<p><b>Genre Focus:</b> Informational</p> <p><b>Writing Focus:</b> Informational</p> <p><b>Possible Reading:</b></p> <ul style="list-style-type: none"> <li>- Various excerpts from the EOC workbook for guided notes and guided practice</li> </ul>

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		<p>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p>	I can select an appropriate topic, use complex ideas, use appropriate formatting to aid comprehension, use supporting details, choose effective transitions, and use effective word choice, tone, and style.	<ul style="list-style-type: none"> <li>- “Jordan’s Moment” by David Halberstam</li> <li>- “Fremont High School” by Jonathan Kozol</li> <li>- “The Story of Bottled Water” by Annie Leonard</li> <li>- “The Boston Photographs” by Nora Ephron</li> </ul>
<p><b>Conceptual Focus:</b> Analyzing Literature (Ch 4)</p> <p><b>Thematic Focus:</b> Power and Oppression</p>	10 days	<p><b>Essential Standards:</b></p> <p>RL5: 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.</p> <p>RL6: 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).</p> <p><b>Supplemental Standard:</b></p> <p>RL1: 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.</p>	<p>Dramatic Structure Poetry Structure Stanza Rhyme Scheme Poetic Devices Narrative Structure</p> <p><b>I Can...</b></p> <p>I can identify the author’s specific structural choices.</p> <p>I can analyze how the author’s structural choices contribute to the overall structure, meaning, and aesthetic impact.</p> <p>I can define and identify denotation/connotation, literal/non-literal meaning, satire, sarcasm, irony, and understatement.</p>	<p><b>Genre Focus:</b> Literary</p> <p><b>Writing Focus:</b> Constructed Response</p> <p><b>Possible Reading:</b></p> <ul style="list-style-type: none"> <li>- Various excerpts from the EOC workbook for guided notes and guided practice</li> <li>- “Good Country People” by Flannery O’Connor</li> <li>- <i>Uncle Tom’s Cabin</i> by Harriett Beecher Stowe</li> <li>- “Theme for English B” by Langston Hughes</li> </ul>

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<b>Conceptual Focus:</b> Argumentative Writing  <b>Thematic Focus:</b> The Individual and Society	10 days	<b>Essential Standard:</b> W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  <b>Supplemental Standards:</b> RI1: 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.  RI2: 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.  W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Argumentative Writing Claims Supporting Evidence Organization Concession and Refutation Audience Objective Tone  <b>I Can...</b> I can write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	<b>Genre Focus:</b> Informational  <b>Writing Focus:</b> Argument  <b>Possible Reading:</b> <ul style="list-style-type: none"> <li>- Various excerpts from the EOC workbook for guided notes and guided practice</li> <li>- “Who Murdered the Vets?” by Ernest Hemingway</li> <li>- “Extra Lives: Why Video Games Matter” by Tom Bissell</li> <li>- “Sinners in the Hands of an Angry God” by Jonathan Edwards</li> <li>- “Letter from Birmingham Jail” by Martin Luther King, Jr.</li> <li>- “Second Inaugural Address” by Abraham Lincoln</li> <li>- “Letter to President Pierce” by Chief Seattle</li> <li>- “What Should a Billionaire Give – and</li> </ul>

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				What Should You?" by Peter Singer