

Halifax County Schools: English 3 & 4 SCOS Pacing Guide

((Revisions: July 31, 2019))

Dear English 3 & English 4 Teachers:

Congratulations on your semester course assignment! The Office of Curriculum & Instruction is here to assist your endeavor to teach with excellence. The North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. NC no longer has common core standards. This revised ELA 11th-12th grade Pacing Guide reflects the current changes.

--Best regards for a successful school year!

Things to Remember:

1. Standards are paced semester long in two quarters within nine weeks for the following: Literature (RL), Information Text (RI), Foundational Reading Skills (RF), Language (L), & Writing (W)
2. Pacing Guide Interpretation:
 “X”= not taught this quarter
 Numbers = quarter taught;
 “P”= performed routinely in teacher-led small groups to ensure mastery
3. Cluster each quarter of standards into 2-week units to accomplish all standards & to keep maintenance on previously acquired standards. Your standards were strategically paced to build learning capacity and impact remedial learning for non-proficient students.
4. Design formative and summative assessments to assess your biweekly units. Post the biweekly assessment outcomes on classroom data wall.
5. Speaking and listening” standards are NOT paced in this guide as they are on-going in the practice of all standards.
6. All “Speaking and Listening” standards are introduced, modeled & discussed during first quarter, but utilized and monitored throughout each quarter
7. Classroom learning environment must include posted “listening and speaking” behaviors in quality whole group and collaborative small group tasks as students are expected to work collaboratively.
8. See “Developing Collaborative Classroom Guide” for help with the implementation of Speaking & Listening standards in the learning environment.

Fidelity to Instructional Minutes:

- The English 3 & 4 blocks consist of a minimum 60-minute reading segment and a minimum 30-minute writing segment.
- The writing block is a separate 30-minute segment. Students are instructed in the formal writing process. An Editing Anchor Chart is included in this guide.
- The ELA block is divided appropriately into segments of:
 whole-group direct instruction with guided practice, small group remediation and independent tasks
- English 3 & 4 components of Language, Vocabulary Acquisition and Usage Standards, are taught during the reading segment.
- English 3 & 4 Language, components of conventions of Standard English Grammar and Usage Standards, are taught during the separate 30-minute writing segment.
- Spelling tests are given within the writing segment, NOT the reading segment.
- Use the NC Dept. of Public Instruction resources to assist with the unpacking and planning of standards as well as the Halifax ELA Literacy Framework to assist with selecting & planning: pedagogy, remediation and student engagement.
- The Benchmarks are cumulative; however, follow the pacing guide as it is the source for data collection.
- See current ELA Test specification to know which standards are heavily weighted on the NCFE.

Charting a New Course!
Halifax County Schools
2019-2020 HSC ELA Curriculum Team

11/12th Grade English At-a-Glance

| Literature (RL) | Nine Weeks | | | | Information (RI) | Nine Weeks | | | |
|---|-----------------|-----------------|--|--|---|-----------------|-----------------|--|--|
| | 1 st | 2 nd | | | | 1 st | 2 nd | | |
| RL.11-12.1 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 | | | RI.11-12.1 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 | | |
| RL.11-12.2 Determine two or more themes 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. | 1 | X | | | RI.11-12.2 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. | X | 2 | | |
| RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. | 1 | X | | | RI.11-12.3 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. | X | 2 | | |
| RL.11-12.4 Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging. | P | P | | | RI.11-12.4 Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. | P | P | | |
| RL.11-12.5 Analyze how an author's choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader. | 1 | X | | | RI.11-12.5 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. | X | 2 | | |
| RL.11-12.6 Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant. | 1 | X | | | RI.11-12.6 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 and/or persuasiveness of the text. | X | 2 | | |
| RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. | 1 | 2 | | | RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem. | X | 2 | | |
| RL.11-12.8 (not applicable to literature) | N/A | N/A | | | RI.11-12.8 Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy. | X | 2 | | |
| RL.11-12.9 Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take. | 1 | X | | | RI.11-12.9 Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features. | X | 2 | | |
| RL.11-12.10 By the end of grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. | P | P | | | RI.11-12.10 By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. | P | P | | |

| Language | | (Revisions: July 31, 2019) | | | |
|--|--|----------------------------|-----|--|--|
| Conventions of Standard English3 & 4 (Grades 11-12) | | Nine Weeeks | | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum. | | 1st | 2nd | | |
| <p>a) Subject/Verb Agreement A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>b) Nouns A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>c) Verbs A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>d) Adjectives A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>e) Conjunctions A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>f) Adverbs A. Apply y grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>g) Sentences A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>h) Prepositions A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>i) Pronouns A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>j) Determiners A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>k) Commonly Confused Words A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>l) Interjections A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>m) Phrases and Clauses A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>n) Usage A. Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>cc)</p> | | P | P | | |

| Conventions of Standard English (continued) | | (Revisions: July 31, 2019) | | Nine Weeks | |
|--|--|----------------------------|-----------------------|------------|--|
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum. | | 1st | 2nd | | |
| a) Capitalization A. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded. | | P | P | | |
| b) Punctuation A. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded. | | | | | |
| c) Spelling A. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded. | | | | | |
| d) References A. Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded. | | | | | |
| Knowledge of Language | | Nine Weeks | | | |
| 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. | | 1st | 2nd | | |
| A. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | | 1 | P | | |
| Vocabulary Acquisition and Usage | | 1st | 2nd | | |
| 4. Determine and/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: context clues, word parts, word relationships, and reference materials. | | 1 | P | | |
| 5. Demonstrate understanding of figurative language and nuances in word meanings. A. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content. B. Analyze nuances in the meaning of words with similar denotations. | | 1 | P | | |
| 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 developing vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | P | P | | |

| Writing (Revisions: July 31, 2019) | | | | |
|---|-----------------|-----------------|--|--|
| English 3 and English 4 (Grades 11-12) | | Nine Weeks | | |
| W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 1 st | 2 nd | | |
| <ul style="list-style-type: none"> a) Organize information and ideas around a topic to plan and prepare to write. b) 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. c) 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. d) 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. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f) Provide a concluding statement or section that follows from and supports the argument presented. g) Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | 1 | X | | |
| W.11-12.2 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. | 1 st | 2 nd | | |
| <ul style="list-style-type: none"> a) Organize information and ideas around a topic to plan and prepare to write. b) 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, graphics, and multimedia when useful to aiding comprehension. c) 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. d) 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. e) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g) Provide a concluding statement or section that follows from and supports the information or explanation presented. h) Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | 1 | X | | |
| (continued) | | | | |

| Writing (Revisions: July 31, 2019) | | Nine Weeks | | | |
|---|--|-----------------|-----------------|--|--|
| W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | 1 st | 2 nd | | |
| <ul style="list-style-type: none"> a) Organize information and ideas around a topic to plan and prepare to write. b) 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. c) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d) 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) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. g) Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | X | 2 | | |
| W.11-12.4 Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | | P | p | | |
| W.11-12.5 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. | | P | P | | |
| W.11-12.6 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. | | P | P | | |

| Marks & Meanings | Examples |
|--|---|
|  capitalize | They fished in lake tahoe. |
|  make it lowercase | Five s tudents missed the B us. |
| sp. spelling mistake | The day was cloudy and cold. sp. |
|  add a period | Tomorrow is a holiday. |
|  delete (remove) | Kim knew the the answer. |
|  add a word | Six ^{pups} were in the litter. |
|  add a comma | He ate peas corn and squash. |
|  reverse words or letters | An offer swam in the bed kelp. |
|  add an apostrophe | The child's bike was red. |
|  add quotation marks | "Why can't I go?" she cried. |
| # make a space | He read two#books. |
|  close the space | Her favorite game is soft ball. |
|  begin a new paragraph | We had fun. ¶ Next we went to |