



Gulfport School District

PACING GUIDE

TWELFTH GRADE

READING/LANGUAGE ARTS

Qtr.	Competency/Objectives
Vocabulary and Word Recognition	
1.1-2.2	1. Develop and apply expansive knowledge of words and word meanings to communicate.
1.1	a. Reader will critique the author's choice and placement of words (diction and style) in an analysis of the reader's response to the text. (DOK 3)
1.1	b. Contrast the author's (or authors') use (or uses) of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the author's (or authors') style (or styles). (DOK 3)
1.2	c. Compare and contrast authors' uses of word choice and diction as stylistic devices. (DOK 3)
2.1-2.2	d. Analyze text(s) to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text(s) in relation to the historical period that the text(s) addresses. (DOK 3)
Reading Comprehension	
1.1-2.2	2. Comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.
1.1	a. Analyze text structures (e.g., concept/definition) in multiple texts and evaluate their effects on theme, author's purpose, etc. (DOK 3)
1.2	b. Interpret textual evidence of details, organization, and language to predict, draw conclusions or determine author's purpose. (DOK 3)
2.1	c. Analyze or evaluate text, including but not limited to textual criticism, to synthesize responses for annotated bibliography. (DOK 3)
2.2	d. Analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to assess the effectiveness of patterns and connections. (DOK 4)
1.1-2.2	1. Literary Text and Literary Non-fiction
1.1-ongoing	<ul style="list-style-type: none"> - Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, synecdoche, metonymy, figurative language, stylistic devices, cosmic irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.) - Poetry (e.g., structure, language, theme, setting, persona, conflict, cosmic irony, symbolism, allusion, synecdoche, metonymy, figurative language, stylistic devices, imagery, language/word choice, etc.) - Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, synecdoche, metonymy, figurative language, stylistic devices, cosmic irony, language/word choice, foreshadowing, etc.)



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Reading Comprehension (continued)	
	NOTE: Figurative language includes simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc. Stylistic devices include alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc. Both are to be used with appropriate (or specific) mode/audience.
1.1	2. Informational Texts
1.1	- Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)
1.1-1.2	e. Compare multiple texts in different media to analyze persuasive techniques such as propaganda and to evaluate for bias. (DOK 4)
1.2	f. Compare texts to distinguish between a deductive argument and an inductive argument. (DOK 3)
1.2	g. Electronic text features to gain information or research a topic, integrating multiple sources to synthesize information. (DOK 4)
Writing Process	
3. Produce, analyze, and evaluate effective communication.	
1.1	a. Produce, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). (DOK 3)
1.1	1. <u>Planning</u> : determine audience, determine purpose, generate ideas, address prompt/topic organize ideas, compose a clearly stated thesis
1.1	2. <u>Drafting</u> : formulate introduction, body, and conclusion, create paragraphs, use various sentence structures, use paraphrasing for reports and documented papers
1.1	3. <u>Revising</u> : revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.], add and delete information and details (for audience, for purpose, for unity), use precise language (e.g., appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.), use available resources (e.g., reference materials, technology, etc.)
1.1	4. <u>Editing</u> : proofread to correct errors Apply tools to judge quality (e.g., rubric, checklist, feedback, etc.)
2.1	5. <u>Publishing</u> : proofread final document, prepare final document (e.g., PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)
2.1	b. The student will produce a reflective composition in the narrative mode. (DOK 3)
2.2	c. The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. (DOK 3)
2.2	d. The student will compose formal persuasive texts, providing evidence as support. (DOK 3)



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Writing Process (continued)	
1.2	e. The student will compose research or I-SEARCH papers and documented texts (e.g., MLA, APA). (DOK 4)
1.2	f. The student will compose functional documents (e.g., college applications, resumes, scholarship applications). (DOK 3)
1.1	g. The student will compose personal statements. (DOK 2)
Grammar and Mechanics	
	4. The student will use standard English grammar, mechanics, and sentence structure to communicate.
1.1	a. The student will analyze text(s) to evaluate the appropriate use of advanced grammar techniques in composing or editing. (DOK 2)
1.1	1. Verb tenses [including purpose] (e.g., present, past, and future progressive; indicative, imperative, and subjunctive mood)
1.1	2. Pronouns (e.g., agreement, case, and reference)
1.2	3. Subject-verb agreement (in sentences containing adjective clauses separated by intervening words from the word(s) they modify; [One of our state’s most influential <i>politicians</i> , who typically wins his district’s elections easily, trails in the most recent public opinion polls.] [e.g., <i>One</i> of our state’s many influential politicians who typically win their districts’ elections currently serves as the chairperson of the Intelligence Committee.]
1.2	b. The student will analyze text(s) to evaluate the appropriate use of advanced mechanics in composing or editing. (DOK 2)
1.2	c. The student will analyze the use of advanced sentence structure in composing or editing passages to enhance style. (DOK 2)