Gulfport School District
PACING GUIDE
TENTH GRADE
READING/LANGUAGE ARTS

Qtr.	Competency/Objectives
	Vocabulary and Word Recognition
	1. Develop and apply expansive knowledge of words and word meanings to communicate.
1.2	a. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships. **DOK 2**
1.2	b. Analyze the author's uses of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. **DOK 3**
1.2	c. Analyze word choice and diction, including formal and informal language, to determine the author's purpose. **DOK 3**
1.2	d. Analyze text to determine how the author's purpose for using connotative words reveals and/or affects the purpose of the text. **DOK 3**
	Reading Comprehension
	2. Comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.
2.1	a. Apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. **DOK 2**
1.2	b. Recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose etc. **DOK 3**
2.1	c. Make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. **DOK 3**
1.2	d. Analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. **DOK 3**
2.1	e. Analyze (e.g., interpret, compare, contrast, evaluate etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. **DOK 3**
2.1	1. Literary Text and Literary Non-fiction
	--- **Short stories, novels, biographies, autobiographies, narrative essays** (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.) --- **Poetry** (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.) --- **Drama** (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.)
2.2	2. Informational Texts

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	--- **Exposition, argumentation** (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)
Qtr.	**Competency/Objectives**
	Reading Comprehension (continued)
2.1	f. Distinguish fact from opinion in different media. **DOK 2**
	1. TV ads
	2. Billboards
	3. Essays
	4. Editorials
	5. TV commentary
	6. Political speeches
	7. Literary non-fiction
	8. Letters to the Editor
2.2	g. Apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources. **DOK 3**
	Writing Process
	3. Produce, analyze, and evaluate effective communication.
1.1	a. Utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing). **DOK3**
	1. Planning: determine audience, determine purpose, generate ideas, address prompt/topic, organize ideas, compose a clearly stated thesis
	2. Drafting: formulate introduction, body, and conclusion; create paragraphs (minimally five paragraphs); use various sentence structures, use paraphrasing for reports and documented text
	3. Revising: 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 (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.); use available resources
	4. Editing: proofread to correct errors, apply tools to judge quality (rubric, checklist, feedback, etc.)
	5. Publishing: Proofread final text, prepare final text (PowerPoint, poster, display, oral presentation, writing portfolio, personal journal, classroom wall etc,)
1.1	b. Compose a response in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event. **DOK 3**
1.1	c. Compose responses to literature, position papers, and expository essays 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**

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1.1	d. Compose persuasive texts for different audiences using facts and opinions. **DOK 3**
	1. TV ads
	2. Commercials
Qtr.	**Competency/Objectives**
Writing Process (continued)	
	3. Billboards
	4. Catalog descriptions
	5. Editorials
1.1	e. Research a topic comparing and/or contrasting information from a variety of sources to present findings. **DOK 4**
Grammar and Mechanics	
	4. The student will use standard English grammar, mechanics, and sentence structure to communicate.
2.2	a. Analyze text to justify the appropriate use of advanced grammar in composing or editing. **DOK 2**
	1. Verb tense [including purpose] (present perfect, past perfect, future perfect; emphatic [present and past)
	2. Active and Passive Voice
	3. Avoiding ambiguous pronoun reference
	4. Objective complements
	5. Subject-verb agreement (in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb)
2.2	b. Analyze the appropriate use of advanced mechanics in composing and editing. **DOK 1**
	1. Capitalize regions of countries
	2. Semicolons to separate items in a series when items include commas
	3. Commas to avoid misreading
	4. Coordinate adjectives
	5. Single quotation marks to identify quotes-within-quotes
2.2	c. Manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing and editing. **DOK 2**

	1. Parallel structure of sentences i.) using participial and infinitive phrases and adverb and adjective clauses as modifiers; noun clauses as subjects, direct and indirect objects, predicate nominatives, or objects of the preposition; ii.) presenting items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.
	2. Avoiding misplaced modifiers to ensure clarity
	3. Using subordination to express the relationship between two unequal ideas within a single sentence.