

## Introduction to Your Language Arts Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment which is compatible with student growth and achievement. The following tips may be helpful as you begin using the Pacing Guide:

- Read through the Pacing Guide.
- Correlate the district's Curriculum Guide with the essential skills within each 9-week time frame.
- Introduce 9-week content skills according to the Pacing Guide, incorporating year-long concepts. Remember, skills can be introduced earlier than listed, but not later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Review your year long goals and adjust them as needed.
- Follow the Pacing Guide to present critical content, incorporating it into selected theme.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Become familiar with sequencing at previous and subsequent grade levels.

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### Grade 11

### Essential Language Arts Skills

	Theme/Concept	Comprehension Skills & Strategies		Written & Oral Communication (A4, B4, C3, C4, D1, D2)		Language Structure & Conventions	
	Core Genre	Narrative Text (A5, B2, C2)	Informational Text (A5, B3, C2)	Narrative Text	Informational Text	Mechanics & Grammar (B1)	
First 9 Weeks	<p><b>Narrative Text</b></p> <ul style="list-style-type: none"> <li>• "How The World Was Made"</li> <li>• "This Newly Created World"</li> <li>• "Dream Song"</li> <li>• "I Have Killed The Deer"</li> <li>• "Before They Got Thick"</li> </ul> <p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>• "La Relacion"</li> <li>• From "The Interesting Narrative of Life of Olaudan Equiano"</li> <li>• From "Of Plymouth Plantation"</li> <li>• "Offer of Help"</li> <li>• From "The Life of Mary Jemison"</li> </ul>	<p><b>Characteristic</b></p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Repetition</li> <li>• Point of view</li> <li>• Imagery</li> <li>• Tone</li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding sequence/order of events</li> <li>• Drawing conclusions</li> <li>• Understanding cause/effect</li> <li>• Identifying main idea</li> </ul> <p><b>Selected vocabulary words (see insert)</b></p>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Narrator</li> <li>• Style</li> <li>• Imagery</li> <li>• Tone</li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding sequence/order of events</li> <li>• Drawing conclusions</li> <li>• Understanding cause/effect</li> <li>• Identifying main idea</li> <li>• Journaling</li> </ul>	<p><b>Written</b></p> <ul style="list-style-type: none"> <li>• Type II writing on every quiz/test</li> <li>• Type I writing—journal entries</li> <li>• "Alien" essay (see attached sheet)</li> <li>• "Vocabulary Choices" (see insert)</li> </ul> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<p><b>Written</b></p> <ul style="list-style-type: none"> <li>• Type II writing on every quiz/test</li> <li>• Type I writing—journal entries</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Identify and eliminate shifts in point of view, tense, etc.</li> <li>• Practice skills for ACT &amp; SAT success – see counselors for practice tests</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Techniques for achieving spelling accuracy</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li>• Practice correct use of punctuation and capitalization conventions</li> </ul>
Second 9 Weeks	<p><b>Narrative Text</b></p> <p>Play: <i>The Crucible</i></p> <p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>• From "The Diary of Samuel Sewell"</li> <li>• From "Sinners In The Hands of an Angry God"</li> </ul>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Recognizing values</li> <li>• Summarizing plot</li> <li>• Finding the main idea</li> <li>• Analyzing characters</li> <li>• Detecting bias</li> <li>• Visualizing</li> <li>• Comparing and contrasting</li> </ul> <p><b>Selected vocabulary words (see insert)</b></p>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• Characterization</li> <li>• Mood</li> <li>• Dialogue</li> <li>• Allegory</li> <li>• Foreshadowing</li> <li>• Simile</li> <li>• Hyperbole</li> <li>• Dialect</li> <li>• Symbolism</li> <li>• Setting</li> <li>• Stage directions</li> <li>• Metaphor</li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Recognizing values</li> <li>• Identifying bias</li> <li>• Inferring/interpreting</li> <li>• Analyzing information</li> <li>• Synthesizing</li> </ul>	<p><b>Written</b></p> <ul style="list-style-type: none"> <li>• <i>The Crucible</i> essay</li> <li>• "Vocabulary Choices" (see insert)</li> <li>• Type II writing on every test/quiz</li> <li>• Type I writing—journal entries</li> </ul> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<p><b>Written</b></p> <ul style="list-style-type: none"> <li>• The Word Research Paper</li> </ul> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Presentation of Word Paper to class</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Practice skills for ACT &amp; SAT success</li> </ul> <p><b>Writing Conventions</b></p> <ul style="list-style-type: none"> <li>• Use of MLA conventions citing sources</li> </ul>
Third 9 Weeks	<p><b>Narrative Text</b></p> <ul style="list-style-type: none"> <li>• Selected short stories from Romantic and Realistic Periods</li> </ul> <p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>• From "Self-Reliance"</li> <li>• From <i>Walden</i></li> <li>• From "Civil Disobedience"</li> <li>• "Ain't I A Woman?"</li> <li>• From "The Personal Memoirs of Ulysses S. Grant"</li> <li>• "Farewell Order to the Army of Northern Virginia"</li> <li>• From "What The Black Man Wants"</li> </ul>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• Sound devices</li> <li>• Stereotypes</li> <li>• Irony</li> <li>• Mood</li> <li>• Satire</li> <li>• Flashback</li> <li>• Point of view</li> <li>• Imagery</li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Drawing conclusions</li> <li>• Distinguishing literal and figurative language</li> <li>• Analyzing symbolism</li> <li>• Recognizing foreshadowing</li> <li>• Recognizing themes</li> <li>• Analyzing point of view</li> </ul> <p><b>Selected vocabulary words (see insert)</b></p>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Literal/figurative language</li> <li>• Allusion</li> <li>• Analogy</li> <li>• Style</li> <li>• Foreshadowing</li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Recognizing tone</li> <li>• Identifying stylistic devices</li> <li>• Analyzing rhythm</li> <li>• Journaling</li> </ul>	<p><b>Written</b></p> <ul style="list-style-type: none"> <li>• Type II writing on every test/quiz</li> <li>• Type I writing—journal entries</li> <li>• Short story writing (see insert)</li> <li>• "Vocabulary Choices" (see insert)</li> </ul> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<p><b>Written</b></p> <ul style="list-style-type: none"> <li>• Type II writing on every test/quiz</li> <li>• Type I writing—journal entries</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Comparative and superlative modifiers</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Parentheses and dashes</li> <li>• Brackets</li> <li>• Ellipses</li> </ul> <p><b>Writing Conventions</b></p> <ul style="list-style-type: none"> <li>• Evaluate own writing</li> </ul>
Fourth 9 Weeks	<p><b>Narrative Text—Poetry</b></p> <p>Poetry of:</p> <ul style="list-style-type: none"> <li>• Emily Dickenson</li> <li>• Walt Whitman</li> <li>• Paul Laurence Dunbar</li> <li>• Stephen Crane</li> </ul> <p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>• "A Changing Society"</li> <li>• Author biographies</li> <li>• Historical background information</li> </ul>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• Personification</li> <li>• Imagery</li> <li>• Symbolism</li> <li>• Theme</li> <li>• Irony</li> <li>• Style</li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding multiple levels of meaning</li> <li>• Synthesizing information</li> <li>• Evaluating</li> </ul> <p><b>Selected vocabulary words (see insert)</b></p>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• Organizational patterns</li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Recognizing various poetic eras and applications</li> </ul>	<p><b>Written</b></p> <ul style="list-style-type: none"> <li>• Type II writing on every test/quiz</li> <li>• Type I writing—journal entries</li> <li>• "Vocabulary Choices" (see insert)</li> <li>• Writing poetry</li> </ul> <p><b>Oral</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Presentation of student-authored poetry</li> </ul>	<p><b>Written</b></p> <ul style="list-style-type: none"> <li>• Type II writing on every test/quiz</li> <li>• Type I writing—journal entries</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Review and apply all previous elements</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Review and apply all previous elements</li> </ul>