

English I Pacing Guide

Competencies and Objectives	DOK	Term 1	Term 2
Competency 1: The student will develop and apply expansive knowledge of words and word meanings to communicate.			
1a. The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.	2	X	
1b. The student will analyze author's (or authors') uses of figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood.	3		X
1c. The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose.	3	X	
1d. The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text.	3	X	
Competency 2: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.			
2a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.	2	X	
2b. The student will 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.	3	X	
2c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose.	3	X	
2d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.	3		
2e. The student will 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.	3	X	X
2f. The student will distinguish fact from opinion in different media.	2	X	
2g. The student will 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	3	X	

sources.			
Competency 3: The student will produce, analyze, and evaluate effective communication.			
3a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing).	3		X
3b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.	3	X	
3c. The student will 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.	3	X	X
3d. The student will compose persuasive texts for different audiences using facts and opinions.	3		X
3e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.	4		X
Competency 4: The student will use Standard English grammar, mechanics, and sentence structure to communicate.			
4a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.	2	X	
4b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing.	2	X	
4c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.	2	X	X

*Competency 2 is further emphasized during 4th nine weeks by the reading of *Romeo and Juliet* by William Shakespeare with activities and assessments.