

RR English II Pacing Guide, Trimester II

Ongoing: Daily journals utilizing Power-graph Format
Daily reading/summarizing student book of choice
Weekly reading summary

Wk #1 12/3 – 12/7

- Ice Breaker/Memory Strategies
- Establish 2nd Tri Learning Goals
- Spelling L# 16-18 & Assessment
- “ “ L# 19 & 20 pkt.
- Literature: Unit #4 Intro Short Story
- Drawing Conclusion/Viewing the Art, & Deductive Reasoning Activities p. 138 – 141
- Student Vocab. Activ & WB #23 Unit #4
- Lit Terms: About the Author: Mark Twain
- Story: The Celebrated Jumping Frog p143-153
- Literary Element: Use of Dialogue/Grammar = Dbl Negative
- Writing Activ. #20
- Vocabulary: Words, Words, Words! Sat/ACT Prep Unit #7 The Big & Small of it All p 54 -59

Wk #2 12/10 – 12/14

- Spelling L# 19 & 20 Assess. (Unit Mastery L# 16-20)
- Vocabulary: Unit #8 Tell It Like It Is
- Lit. About the Author: Alice Walker
- Everyday Use p. 154-168 & Lit Terms.
- Obj. Define symbol, ID & analyze in a story.
- Diversity Connection, Learning Styles, & Viewing the Art
- Comprehension: Id the facts, Understanding Main Idea
- Lit. Symbols/Critical Thinking

Wk #3 12/17 -12/21

- Spelling L# 21 -23 Pkt. & Assessment
- “ “ L# 24 & 25 Pkt. & Assess. (Unit Mastery L# 21-25)
- Vocabulary: Unit #9 The Scieneces (Naturally)!
- Lit. About the Author: Judith Oritz-Cofer
- Lit Terms
- Obj. Id epiphany & when utilized in story/analyze the meaning of:
- American History: p 170-182
- Comprehension, Literary Element, Cross Curriculum Comm. = History
- Learning Styles

Wk #4 1 / 2 – 1 / 4

- **Literary Terms**
- **About the Author: Langston Hughes**
- **Obj. Define rising action, & list events in story's rising action**
- **Analyze the effect**
- **Read: Thank You M'am p. 184 -188**
- **Literary Elements: External conflict = protagonist/antagonist**
- **Critical Thinking, Grammar(Prepositional Phrases)**
- **Writing Connections: Most unforgettable characteristic**
- **Comprehension: Id Facts/Main Idea**
- **About the Author: Toshio Mori p. 190**
- **Obj. Id mood & understand why an epilogue is added to a story**
- **Comprehension: Critical Thinking, Environmental connection, ID Facts, main Ideas, Understanding Mood**
- **Vocabulary: Units # 7, 8 & 9 Review/mastery Assessment**
- **Spelling L# 26 - 28 Pkt & Assess.**

Wk #5 1/7 – 1/11

- **Spelling 29 & 30 Pkt & Assess (Unit Mastery L# 26 – 30)**
- **Vocabulary: Unit #10 Mathematically Inclined**
- **Lit. Conflict p 196 Graphic Org.**
- **Unit 4 Summary & Review**
- **Comprehension: Id facts & understand Main Idea**
- **Understanding Lit: Fiction/non-fiction (Critical Thinking)**

Wk #6 1/14 – 1/18

- **Spelling:(Note, students will bump up to the next group level & cover L# 1-3 & Assessment).**
- **#540 bump to #780**
- **#780 bump to #1020**
- **#1020 bump to #1260**
- **Vocabulary: Unit #11 How We Move**
- **Lit: Suspense in the Short Story (read & Discuss p. 201-203)**
- **Viewing the Art, Activ. Prior knowledge**
- **Grammar: Prefixes/Suffixes**
- **About the Author: Ray Bradbury p. 231**
- **Literary Terms: Read The Fog Horn**
- **Obj: Id & understand figurative lang., and to read & appreciate dialogue in a story.**
- **Grammar: Compound word/ Capitalization for Emphasis**
- **Literary Elements: Characterization**
- **Learning Style, visual comp, critical thinking deductive reasoning**
- **Cross curricular communication**

Wk #7 1/21 – 1/25

- **Vocabulary: Unit # 12 Write on! Assessment**
- **Spelling L# 4 & 5 Pkt & Assess. (Unit Matery L# 1-5)**
- **Lit. About the Author: W.W. Jacobs**
- **Read The Monkey's Paw**
- **Literary ElementsL comp vocabulary, Allusion, setting, characterization & suspense**
- **Grammar: Capitalization of people's titles**
- **Learning Styles**
- **Writing Connection**

Wk #8 1/28 – 2/1

- **Spelling L# 6-8 pkt. & Assess.**
- **Vocabulary L# 13 Popular SAT Words (Review U# 11, 12 & 13 & Mastery Assessment)**
- **Pre-reading: Vocabulary / Setting the Stage Of Mice & Men (Will adapt gen. ed or acquire special needs McComb Units)**

Wk #9 2/4 – 2/8

- **Spelling L# 9 & 10 pkt & Assess. (Unit Mastery L# 6-10).**
- **Vocabulary: Unit # 14 What We's Like Saif About Us**
- **Special Needs Of Mice and Men, McComb**

Wk #10 2/11 – 2/15

- **Spelling L# 11-13 pkt & Assess.**
- **Vocabulary: UNIT # 15 To a Degree**
- **Special Needs McComb Unit, Of Mice and Men**

Wk #11 2/19 – 2/22

- **Spelling L# 14 & 15 pkt & Assess. (Unit Mastery L#11 – 15)**
- **Vocabulary: Unit # 16 + Review for Esxams U# 8 - 16**
- **Of Mice & Men Review**

Wk #12 2/25 – 2/29

- **Exams:**
- **Spelling & Language Day#1**
- **Vocab & Of Mice and Men Day #2**

Note: The choice of materials utilized for this particular program has been selected with consideration and regard to the individual needs of the students who participate in this program. The above noted schedule may be altered due to student needs and pacing of each particular class.

**State of Michigan High School Expectations
English Language Arts**

Strand 1: Writing, Speaking, & Visual Expression

Standard 1.1: Understand & Practice writing as a recursive practice.
CE 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8

Standard 1.2: Use Writing, speaking, & visual expression for personal understanding & growth.
CE 1.2.1, 1.2.2, 1.2.3, 1.2.4,

Standard 1.3: Communicate in speech, writing, and multimedia using content, form, voice, & style appropriate to the audience & purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
CE1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9

Standard 1.4: Develop & use the tools & practices of inquiry & research—generating, exploring, & refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
CE 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7

Standard 1.5: Produce a variety of written, spoken, multigenre, & multimedia works, making conscious choices about language, form, style, &/or visual representation for each work(e.g., poetry, fiction, & creative non-fiction stories, academic & literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group & dynamic performances, poetry slams, & digital stories).
CE 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5

Strand 2: Reading, Listening, & Viewing

Standard 2.1: Develop critical reading, listening, & viewing strategies.
CE 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.8, 2.1.9, 2.1.10, 2.1.11, 2.1.12

Standard 2.2: Use a variety of reading, listening, & viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming & correcting; making comparisons, connections, & generalizations; & drawing conclusions).
CE 2.2.1, 2.2.2, 2.2.3

Standard 2.3: Develop as a reader, listener, & viewer for personal, social, and political purposes, through independent & collaborative reading.
CE 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8

Strand 3: Literature & Culture

Standard 3.1 Develop the skills of close & contextual literacy reading.
CE 3.1.1, 3.1.2, 3.1.3, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 3.1.10

Standard 3.2: Read & Respond to classic & contemporary fiction, literary nonfiction, & expository text, from a variety of literary genres representing many time periods & authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
CE 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5

Standard 3.3: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
CE 3.3.2, 3.3.3, 3.3.4, 3.3.6

Standard 3.4: Examine mass media, film, series fiction, and other texts from popular culture.
CE 3.4.1, 3.4.2, 3.4.3, 3.4.4

Strand 4: Language

Standard 4.1: Understand and use the English language effectively in a variety of contexts & settings.

CE 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5

Standard 4.2: Understand how language variety reflects & shapes experience.

CE 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5

Eighty-eight(88) of the required ninety-one (91) Michigan 9-12 grade level content expectations to be covered within the 2007/08 academic year will be covered within the 2nd trimester of this academic year. The remaining content expectations will be covered and all reviewed during the spring trimester.