

ELA 11 Pacing

Pacing guides are essential tools designed to ensure consistency in curriculum delivery across all schools within the Lansing School District. These guides provide a structured timeline for instructional planning while allowing flexibility for educators to meet the specific needs of their students and classrooms. Testing schedules, short weeks, and breaks have been factored into the pacing guidelines. By maintaining consistency in curriculum delivery and allowing flexibility for instructional adjustments, we can create optimal learning experiences for every student. For further guidance or support regarding pacing guides, please contact the Instructional Division.

Pacing guides serve multiple important purposes within our district:

1. **Consistency in Curriculum:** By following pacing guides, educators can ensure that all students receive the same essential content and skills regardless of the school they attend. This consistency supports academic achievement and reduces gaps in learning for students who transition between schools within our district.
2. **Smooth Transitions for Students:** Many students move between different schools within our district due to various reasons. Pacing guides help to align curriculum delivery across schools, making transitions smoother and minimizing disruptions in their educational journey.
3. **Flexibility for Instruction:** While pacing guides provide a structured framework, they also allow teachers the flexibility to adjust pacing based on classroom data and the unique needs of their students. This flexibility ensures that instruction remains responsive and effective.

Implementation Guidelines: Effective implementation of pacing guides plays a vital role in ensuring that all students in the Lansing School District receive high-quality instruction aligned with district standards and goals.

1. **Distribution and Review:** Pacing guides are available on the district website and in the Instructional Minute. Principals are responsible for ensuring that teachers within their respective grade levels and subjects review and follow these guides thoroughly.
2. **Alignment with Instructional Plans:** Teachers should align their instructional plans with the pacing guides to ensure that essential content and skills are covered within the designated time frame.
3. **Monitoring and Adjustment:** Teachers are encouraged to monitor student progress regularly using formative assessments and adjust pacing as needed based on classroom data. However, teachers should aim to stay within two weeks of the pacing outlined in the guides to maintain alignment with district-wide goals.

Strategies for Maintaining Effective Pacing:

To maintain effective pacing throughout the year, consider the following strategies:

1. **Collaborative Planning (ILC):** Encourage grade-level teams to collaborate regularly to review pacing guides, share instructional strategies, and discuss adjustments based on student needs.
2. **Data-Driven Instruction:** Use ongoing assessment data to inform instructional decisions and make necessary adjustments to pacing to support student learning.
3. **Professional Development:** Provide opportunities for professional development focused on effective instructional practices and strategies for adapting pacing guides to meet the needs of diverse learners.
4. **Feedback and Reflection:** Encourage teachers to provide feedback on the pacing guides and reflect on their effectiveness in supporting student achievement. This feedback loop is essential for continuous improvement.

ELA 11 Pacing Semester 1

Unit	Pacing	Recommended Lessons	Priority Standards	Unit Standards
1	Weeks 1-7 August 20- October 3	Unit 2 myPerspectives: The Individual and Society: Fitting In or Standing Out- Which matters more, individuality or community? Recommended Lessons: <ul style="list-style-type: none"> • “The Writings of Walt Whitman” • “Emily Dickinson Poetry” • “Nature and Self-Reliance” • “Walden/Civil Disobedience: • The Council of Pecans From Braiding Sweetgrass” • “Navajo Star Wars” Anchor Text: <ul style="list-style-type: none"> • Textbook anchor text: “from Up From Slavery” 	RL.1 RL.2 RL.4 RL.5 RL.6 RI.1 RI.2 RI.3 RI.4 RI.5 RI.6 RI.7 RI.10 W.1 W.5 W.7 L.1 L.2 L.4 L.6 SL.1 SL.4 SL.6	RL.9 RL.10 RI.5 RI.9 W.1a W.1e W.2 a-f W.3 a-e W.4 W.6 W.8 W.10 L.2 a-b L.3 L.3a L.4a-d L.5a-b SL.1 a-d SL.3 SL.5
	Weeks 8-9 October 6- October 16	myPerpectives Unit 2 Performance Task: Personal Essay		
	Week 10 October 20-24	Review and Unit 1 Common Assessment (CA 11 U1)		
2	Weeks 11-15 October 27- December 5	Unit 3 myPerspectives: Leaders and Visionaries: Charting a New Path- How do words change the world? Recommended Lessons: <ul style="list-style-type: none"> • “What to the Slave is the Fourth of July” • Second Inaugural Address” • “from Team of Rivals” • “Giving Women the Vote” • “Brown vs. Board of Education” • “Poetry Collections 1 and/or 2” Anchor Text Options: <ul style="list-style-type: none"> • <i>Internment-</i> Ahmed • Go Tell It on the Mountain- Baldwin • We Are Not Free-Chee • Textbook anchor text: “The Jungle Opened Eyes” 	RL.1 RL.5 RL.4 RI.1 RI.2 RI.3 RI.4 RI.5 RI.6 RI.7 RI.10 W.1 W.5 W.7 W.9 L.1 L.4 L.6 SL.1 SL.4 SL.6	RL.7 RL.9 RL.10 RI.5 RI.8 RI.9 W.1a W.1e W.2 a-f W.4 W.6 W.8 W.10 L.1 a-b L.2 a-b L.3 L.3 a L.4 a-d SL.1 a-d SL.2 SL.3 SL.5
	Weeks 16-19 December 8- January 16	myPerspectives Unit 3 Performance Task: Research Report		
	Week 20 January 19-23 Final Exam Week	Review and Unit 2 Common Assessment (CA 11 U2)		

ELA 11 Pacing Semester 2

Unit	Pacing	Recommended Lessons	Priority Standards	Unit Standards
3	Weeks 1-5 January 26- February 27	Unit 5 myPerspectives: The Threat of the Other- How does fear drive decisions? Recommended Lessons: <ul style="list-style-type: none"> “Science Fiction: A Mirror of Our Fears” “Introduction to <i>The Crucible</i>” “Interview With George Takei” “From <i>Farewell to Manzanar</i>” “Antojos” Anchor Text: <ul style="list-style-type: none"> Textbook anchor text: <i>The Crucible</i> 	RL.1 RL.5 RL.2 RL.3 RL.6 RI.1 RI.2 RI.5 RI.6 RI.7 RI.10 W.1 W.1 d W.5 W.9 L.1 L.2 L.4 L.6 SL.1	RL.7 RL.10 RI.5 W.1a-e W.2 a-f W.4 W.6 W.8 W.10 L.1 a-b L.2 a-b L.3 L.3 a L.4 a-d SL.1 a-d
	Weeks 6-8 March 2- March 19	myPerspectives Unit 5 Performance Task: Literary Analysis Essay		
	Week 9 March 23-26	Review and Unit 3 Common Assessment (CA 11 U3)		
4	Weeks 10-15 April 6-May 15	Unit 4 myPerspectives: Grit and Grandeur: The Importance of Place- How are we shaped by the places we experience? Recommended Lessons: <ul style="list-style-type: none"> “Life on the Mississippi” “The Notorious Jumping Frog of Calaveras County” “From Dust Tracks on the Road” “American Regional Art” “From The Way to Rainy Mountain” Poetry Collection 1 Anchor Text Options: <ul style="list-style-type: none"> <i>Homegoing</i>- Gyasi <i>Mexican Whiteboy</i>- de la Peña <i>The Voting Booth</i>- Colbert <i>Solo</i>- Alexander Textbook anchor text-“Georgia O’Keeffe and the American West” 	RL.1 RL.3 RL.4 RL.5 RL.6 RI.1 RI.2 RI.4 RI.5 RI.6 RI.10 W.5 W.7 W.9 L.1 L.2 L.4 L.6 SL.1 SL.6	RL.10 W.2 a-f W.4 W.8 W.9 a-b W.10 L.2 a-b L.3 L.3 a L.4 a-d L.5 a-b SL.1 a-d SL.5
	Weeks 16-17 May 18- May 29	myPerspectives Unit 4 Performance Task: Explanatory Essay		
	Week 18 June 1-5	Review and Unit 4 Common Assessment (CA 11 U4)		

*Highlighting designates a priority standard tested on common interim assessments

ELA 11 Common Core State Standards	
Reading Literature	
CCSS.ELA-LITERACY.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCSS.ELA-LITERACY.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure: CCSS.ELA-LITERACY.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Including Shakespeare as well as other authors.)
CCSS.ELA-LITERACY.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCSS.ELA-LITERACY.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CCSS.ELA-LITERACY.RL.11-12.8 (RL.11-12.8 not applicable to literature)	
CCSS.ELA-LITERACY.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
CCSS.ELA-LITERACY.RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,

articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.9.A

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-LITERACY.W.11-12.9.B

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

Language

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.