

English 1 Pacing Guide						
Weeks 1-6	30 Days	Category	State Standard	Power Standard	% Mastery	Vocabulary
<b>Weeks 1-6 English 1 Pacing Guide</b>						
<b>State Standard 1: Language</b>						
			<b>SPI 3001.1.1</b> Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.			<b>active listening skills, antecedent, coherence, comma splice, editing, excerpt, intervening word phrases, non-verbal feedback, paraphrase, shift (tense &amp; point of view)</b>
			<b>SPI 3001.1.2</b> Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).			
		<b>Strengthening Sentences</b>	<b>SPI 3001.1.3</b> Use a variety of techniques to correct sentence fragments.	<b>PS</b>		
		<b>Strengthening Sentences</b>	<b>SPI 3001.1.4</b> Combine a set of simple sentences into a single compound or complex sentence.	<b>PS</b>		
		<b>Strengthening Sentences</b>	<b>SPI 3001.1.5</b> Use commas correctly with appositives and introductory words, phrases, or clauses.	<b>PS</b>		
		<b>Strengthening Sentences</b>	<b>SPI 3001.1.6</b> Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.	<b>PS</b>		
		<b>Pronoun/Sub-Verb Agreement</b>	<b>SPI 3001.1.7</b> Recognize correct subject-verb agreement with intervening elements.	<b>PS</b>		
		<b>Pronoun/Sub-Verb Agreement</b>	<b>SPI 3001.1.8</b> Select correct pronoun usage in a sentence (e.g., with compound elements such as <i>between you and me</i> , or following <i>than</i> or <i>as</i> ).	<b>PS</b>		
		<b>Pronoun/Sub-Verb Agreement</b>	<b>SPI 3001.1.9</b> Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.	<b>PS</b>		
			<b>SPI 3001.1.10</b> Recognize the correct placement of end marks with quotation marks.			
			<b>SPI 3001.1.11</b> Recognize the correct usage of quotation marks in direct and indirect quotations.			

		<b>Vocabulary</b>	<b>SPI 3001.1.12</b> Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.	<b>PS</b>		
		<b>Vocabulary</b>	<b>SPI 3001.1.13</b> Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).	<b>PS</b>		
			<b>SPI 3001.1.14</b> Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.			
			<b>SPI 3001.1.15</b> Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).			
		<b>Vocabulary</b>	<b>SPI 3001.1.16</b> Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avant-garde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> ).	<b>PS</b>		
			<b>State Standard 2: Communication</b>			
			<b>SPI 3001.2.1</b> Identify the thesis and main points of a challenging speech.	<b>PS</b>		
			<b>SPI 3001.2.2</b> Distinguish between a summary and a paraphrase.			
			<b>SPI 3001.2.3</b> Distinguish between a critique and a summary.			
			<b>SPI 3001.2.4</b> Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).			

			<b>SPI 3001.2.5</b> Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).	<b>PS</b>		
			<b>SPI 3001.2.6</b> Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).	<b>PS</b>		
			<b>SPI 3001.2.7</b> Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).			
			<b>State Standard 7: Media</b>			
			<b>SPI 3001.7.1</b> Draw an inference from a non-print medium.	<b>PS</b>		
			<b>SPI 3001.7.2</b> Select the type of conflict represented in a non-print medium.	<b>PS</b>		
			<b>SPI 3001.7.3</b> Choose a visual image that best reinforces	<b>PS</b>		
			<b>SPI 3001.7.4</b> Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.			
			<b>SPI 3001.7.5</b> Match a focused message to an appropriate medium.			
			<b>SPI 3001.7.6</b> Infer the mood represented in a non-print medium.			
			<b>SPI 3001.7.7</b> Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).			
<b>Weeks 7-12 English 1 Pacing Guide</b>						
<b>Weeks 7-12</b>	<b>30 Days</b>	<b>Category</b>				
			<b>State Standard 3: Writing</b>			
			<b>SPI 3001.3.1</b> Proofread a passage for correct punctuation, mechanics, and usage.			

		<b>Sequence</b>	<b>SPI 3001.3.2</b> Choose the most effective order of sentences in a paragraph.	<b>PS</b>		<b>allusion, character motivation, couplet, dialect, dramatic elements, elements of plot, epic, figurative language, genre, clauses and writing, irony, modes of writing, point of view, recurring themes, revision, style</b>
			<b>SPI 3001.3.3</b> Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.			
		<b>Vocabulary</b>	<b>SPI 3001.3.4</b> Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.	<b>PS</b>		
			<b>SPI 3001.3.5</b> Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.			
			<b>SPI 3001.3.6</b> Select the thesis statement in a writing sample or passage.			
			<b>SPI 3001.3.7</b> Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.			
		<b>Sequence</b>	<b>SPI 3001.3.8</b> Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).	<b>PS</b>		
		<b>Purpose</b>	<b>SPI 3001.3.9</b> Identify a statement that reveals the writer's attitude.	<b>PS</b>		
		<b>Purpose</b>	<b>SPI 3001.3.10</b> Identify the targeted audience for a selected passage.	<b>PS</b>		
		<b>Purpose</b>	<b>SPI 3001.3.11</b> Determine the writer's purpose in a writing sample.	<b>PS</b>		
			<b>SPI 3001.3.12</b> Identify sentences with nonparallel construction.			
			<b>SPI 3001.3.13</b> Select the proper format to convey a set of work-related information.			
		<b>Vocabulary</b>	<b>SPI 3001.3.14</b> Select the most precise word to provide clarity appropriate to audience and purpose.	<b>PS</b>		
			<b>SPI 3001.3.15</b> Identify the mode in which a writing sample is written.			
<b>State Standard 8: Literature</b>						
		<b>Poetry</b>	<b>SPI 3001.8.1</b> Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.	<b>PS</b>		

		<b>Fiction</b>	<b>SPI 3001.8.2</b> Differentiate among verbal, situational, and dramatic irony.	<b>PS</b>		
		<b>Fiction</b>	<b>SPI 3001.8.3</b> Identify and analyze an author's point of view (i.e., first person, third person, third-person limited third-person omniscient).	<b>PS</b>		
		<b>Fiction</b>	<b>SPI 3001.8.4</b> Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).	<b>PS</b>		
		<b>Poetry</b>	<b>SPI 3001.8.5</b> Determine the significance/meaning of a symbol in poetry or prose.	<b>PS</b>		
		<b>Fiction</b>	<b>SPI 3001.8.6</b> Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing flashback).	<b>PS</b>		
			<b>SPI 3001.8.7</b> Differentiate between mood and tone in poetry or prose.			
			<b>SPI 3001.8.8</b> Determine the impact of setting on literary elements (i.e., plot, character, theme, tone.)			
			<b>SPI 3001.8.9</b> Identify the common stated or implied theme in a series of passages.			
		<b>Poetry</b>	<b>SPI 3001.8.10</b> Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).	<b>PS</b>		
			<b>SPI 3001.8.11</b> Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.			
		<b>Drama</b>	<b>SPI 3001.8.12</b> Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).	<b>PS</b>		
			<b>SPI 3001.8.13</b> Locate words or phrases in a passage that provide historical or cultural cues.			
		<b>Drama</b>	<b>SPI 3001.8.14</b> Identify classical, historical, and literary allusions in context.	<b>PS</b>		

			<b>SPI 3001.8.15</b> Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).			
			<b>SPI 3001.8.16</b> Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).			
			<b>Weeks 13-18 English 1 Pacing Guide</b>			
			<b>State Standard 4: Research</b>			
			<b>SPI 3001.4.1</b> Select the research topic with the highest degree of focus.	<b>PS</b>		<b>Citation</b>
			<b>SPI 3001.4.2</b> Differentiate between primary and secondary sources.	<b>PS</b>		
			<b>SPI 3001.4.3</b> Evaluate the reliability and credibility of sources for use in research.	<b>PS</b>		
			<b>SPI 3001.4.4</b> Evaluate the validity of Web pages as sources of information.	<b>PS</b>		
			<b>SPI 3001.4.5</b> Determine which statement presents an opposing view from those stated on a Web page.	<b>PS</b>		
			<b>SPI 3001.4.6</b> Identify information that must be cited or attributed within a writing sample.	<b>PS</b>		
			<b>State Standard 5: Logic</b>			
			<b>SPI 3001.5.1</b> Make inferences and draw conclusions based on evidence in text.			
			<b>SPI 3001.5.2</b> Choose a logical word to complete an analogy.			
			<b>SPI 3001.5.3</b> Evaluate text for fact and opinion.	<b>PS</b>		
			<b>SPI 3001.5.4</b> Analyze cause-effect relationships in text.			
			<b>SPI 3001.5.5</b> Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).	<b>PS</b>		
			<b>SPI 3001.5.6</b> Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy) within a given argument.	<b>PS</b>		

			<b>SPI 3001.5.7</b> Differentiate between the stated and implied evidence of a given argument.			
			<b>SPI 3001.5.8</b> Determine whether a given argument employs deductive or inductive reasoning.			
			<b>SPI 3001.5.9</b> Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.			
			<b>SPI 3001.5.10</b> Identify a false premise in text.			
			<b>SPI 3001.5.11</b> Distinguish the strongest or weakest point of an argument within a passage.	<b>PS</b>		

			<b>State Standard 6: Informational Text</b>			
			<b>SPI 3001.6.1</b> Discern the stated or implied main idea and supporting details of informational and technical passages.			
			<b>SPI 3001.6.2</b> Use the graphics of informational and technical passages to answer questions.	<b>PS</b>		
			<b>SPI 3001.6.3</b> Determine the appropriateness of a graphic used to support an informational or technical passage.	<b>PS</b>		
			<b>SPI 3001.6.4</b> Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).	<b>PS</b>		
			<b>SPI 3001.6.5</b> Synthesize information across two or more informational or technical texts.			