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| **Pacing Guide for Novel** |
| **Units** | **Common Core Standards** | **Vocabulary** | **Pacing** |
| **Unit 1 – Non-Fiction (ish)** | ***Kissing Doorknobs*** | **RL.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.**RL.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. **RL.12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.**RL.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. **RL.12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. **RL.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.**RL.12.7.** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. **RL.12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.**W.12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 1. 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.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. 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.
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 | SettingProtagonistNarrative StructureConflictExternal Internal ResolutionThemeFoilSymbolizingAllusionThemeConflict Parallel movementImageClimaxAllegoryParallel discourseSymbolFlashbackMetaphorTurning pointResolution | 13 days |
| **Assessment: Multiple Quizzes and Project** |
| **Pacing Guide for Novel** |
| **Units** | **Common Core Standards** | **Vocabulary** | **Pacing** |
| **Unit 2 – Mystery** | ***Murder on the Orient Express*** | **RL.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.**RL.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. **RL.12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.**RL.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. **RL.12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. **RL.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.**RL.12.7.** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. **RL.12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.**W.12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 1. 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.
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| **Units** | **Common Core Standards** | **Vocabulary** | **Pacing** |
| **Unit 3 – Current Popular Literature** | ***The Hunger Games*** | **RL.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.**RL.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. **RL.12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.**RL.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. **RL.12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. **RL.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.**RL.12.7.** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. **RL.12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.**W.12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 1. 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.
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| **Units** | **Common Core Standards** | **Vocabulary** | **Pacing** |
| **Unit 4 – Science Fiction** | ***Ender’s Game*** | **RL.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.**RL.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. **RL.12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.**RL.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. **RL.12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. **RL.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.**RL.12.7.** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. **RL.12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.**W.12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 1. 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.
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| **Unit 5 – Auto-Biographical** | ***A River Runs Through It*** | **RL.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.**RL.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. **RL.12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.**RL.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. **RL.12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. **RL.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.**RL.12.7.** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. **RL.12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.**W.12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 1. 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.
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| **Unit 6 – Historical Fiction** | ***The Book Thief*** | **RL.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.**RL.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. **RL.12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.**RL.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. **RL.12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. **RL.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.**RL.12.7.** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. **RL.12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.**W.12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 1. 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.
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| **Assessment: Multiple Quizzes and Project** |
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| **Unit 7 – Classic** | ***Fahrenheit 451*** | **RL.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.**RL.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. **RL.12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.**RL.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. **RL.12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. **RL.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.**RL.12.7.** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. **RL.12.10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems independently and proficiently.**W.12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 1. 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.
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