



# 2020 – 2021 Reading Pacing Guide

## Grade 12

### First 20 Day (for starting Quarter 1)

- Classroom Procedures and Expectations
- Perform a Baseline Assessment (Reading, Writing, and Grammar-optional)
- Introduce FSA Writing Rubric (Teacher and Student Copy)
- Familiarize students with how to choose a text (book tastings) and how to interact with words
- Introduce Reading and Writing Workshop
- ELA – Introduce a light plan for narrative writing (within First 20 Lessons), then transition into Argumentative
- Reading – Review skills from previous year (foundational skills with interacting with text, asking questions, identifying key details and unknown “word problems,” etc.)
- Orient students to the Savvas Online, classroom texts, and provide an overview of the curriculum (Savvas/Pearson)
- Active Listening and Respectful Speaking
- Make Connections to text (both verbally and written)
- Plan, share, and discuss (with team teacher) both Writing, Reading (and ELA/grammar) Assessment data from BOY
- Review/Dig into the Baseline Data (conferences with students to create – both writing and reading – goals)
- Discuss how to implement data in weekly planning to create a cohesive ELA/Reading cohort.
- Prepare and begin: Close Reading/Annotating guides (for texts used in writing), text-based writing strategies

**\*\* Please refer to the First 20 Lessons as a guide to start the school year out on a strong foundation. Reach out to your coaches for support with planning, digging into data, and/or using data to drive instruction.**

#### **Rubric/Assessment:**

The following link contains assessments, text-based evidence essays, and writing rubrics assignments associated with this course:

<https://www.savvasrealize.com/index.html#/>



## Quarter 1

### Benchmark Standard (Rdng Info/Lit)

- [RI1.1](#)
- [RI1.3](#)
- [RI2.7](#)
- [RI3.8](#)
- [RI3.9](#)

### Benchmark Standard (Speaking & Listening)

- [SL1.1](#)
- [SL1.2](#)
- [SL2.4](#)

### MyP Unit Text Sets

**MyP Unit: 1**  
[Forging] a Hero

Focus Period: 750–1066

Ancient Warriors

**Anchor Text (Epic Poetry):**

*from Beowulf* translated by

Burton Raffel

**MEDIA (Graphic Novel):**

*from Beowulf* by Gareth Hinds

**Poetry Collection 1:** *To Lucasta, on Going to the Wars* by Richard Lovelace

*The Charge of the Light Brigade*

by Alfred, Lord Tennyson

**Poetry Collection 1:** *The Song of the Mud* by Mary Borden

*Dulce et Decorum Est* by Wilfred Owen

**Media (Interactive Website):** *How Did Harry Patch Become an Unlikely WWI Hero?*



<p style="text-align: center;"><b><u>Novel Study</u></b></p> <ul style="list-style-type: none"> <li>▪ Whole group-mini lessons-target skills utilizing excerpts</li> <li>▪ Collaborative groups- reciprocal teaching</li> <li>▪ Literature Circles</li> </ul>	<p style="text-align: center;"><b><u>Novel Study Options</u></b></p> <ul style="list-style-type: none"> <li>▪ <i>Don Quixote</i>, Miguel de Cervantes</li> <li>▪ <i>A Connecticut Yankee in King Arthur's Court</i>, Mark Twain</li> <li>▪ <i>The Three Musketeers</i>, Alexander Dumas</li> <li>▪ <i>The Hobbit/There and Back Again</i>, J.R.R. Tolkien</li> <li>▪ <i>White Fang</i>, Jack London</li> </ul>
<p style="text-align: center;"><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Susan B Anthony (Skill Lesson)</li> </ul>	<p style="text-align: center;"><b><u>NewsELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Hero Dogs (Health) Power of Campbell Storytelling (Arts &amp; Culture)</li> </ul>
<p style="text-align: center;"><b><u>ELA Performance-Based Assessment (PBA)</u></b></p> <ul style="list-style-type: none"> <li>▪ Writing:</li> <li>▪ Argumentative (writing to sources)</li> </ul> <p style="text-align: center;"><b><u>Performance-Based Task (PT): Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ Informal Speech: <ul style="list-style-type: none"> <li>- Review the essay, create a document and locate the most important important/key details.</li> </ul> </li> <li>▪ Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with much practice.</li> </ul>	<p style="text-align: center;"><b><u>Performance Task: Speaking and Listening Focus (Small Group)</u></b></p> <ul style="list-style-type: none"> <li>▪ Presenting an Argument</li> <li>▪ Prompt: What heroic traits does the traditional (war) hero exhibit?</li> <li>▪ ** Edit - and/or delete (war) if necessary for student varied choice and engagement Conduct interviews, gather evidence, and prepare a debate (IE-practicing Socratic Seminar)</li> </ul>



## Quarter 2

### Benchmark Standard (Rdng Info/Lit)

- [RI1.1](#)
- [RI1.3](#)
- [RI2.5](#)
- [RI2.7](#)
- [RI3.8](#)
- [RI3.9](#)

### Benchmark Standard (Speaking & Listening)

- [SL1.1](#)
- [SL2.5](#)
- [SL2.6](#)

### MyP Unit Text Sets

**MyP Unit: 2**  
[Reflecting on] Society

Focus Period: 1066–1485

England: The Beginnings

**Anchor Text (Poetry):** *The Prologue from The Canterbury Tales* by Geoffrey Chaucer, translated by Nevill Coghill

**Media (Video):** *The Prologue From The Canterbury Tales: The Remix* by Patience Agbabi

**Historical Account:**

*from The Worms of the Earth Against the Lion*

*from A Distant Mirror* by

Barbara W. Tuchman

**Essay:** *Shakespeare's Sister* by

Virginia Woolf

**Essay(Poetry):** *On Seeing England for the First Time* by Jamaica Kincaid

*XXIII from Midsummer* by Derek Walcott

**Media (Public Document):** Passenger Manifest MV Empire Windrush



<p style="text-align: center;"><b><u>Novel Study</u></b></p> <ul style="list-style-type: none"> <li>▪ Whole group-mini lessons-target skills utilizing excerpts</li> <li>▪ Collaborative groups- reciprocal teaching</li> <li>▪ Literature Circles</li> </ul>	<p style="text-align: center;"><b><u>Novel Study Options</u></b></p> <ul style="list-style-type: none"> <li>▪ <i>Great Expectations</i>, Charles Dickens</li> <li>▪ <i>The Help</i>, Kathryn Stockett</li> <li>▪ <i>Wuthering Heights</i>, Emily Bronte</li> <li>▪ <i>Les Miserables</i>, Victor Hugo</li> </ul>
<p style="text-align: center;"><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Opposing Innovation (Info)</li> </ul>	<p style="text-align: center;"><b><u>NewsELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ How the Dead danced with the Living</li> <li>▪ Medieval Society (World History)</li> <li>▪ Social Networking Sites good for Society (Arts &amp; Culture)</li> </ul>
<p style="text-align: center;"><b><u>ELA Performance Assessment Writing Response</u></b></p> <ul style="list-style-type: none"> <li>▪ Writing: Explanatory (Building Research Paper #1)</li> </ul> <p style="text-align: center;"><b><u>Performance-Based Task (PT): Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ Video Explanation: <ul style="list-style-type: none"> <li>▪ What three examples did I use in my explanation? Why did I choose these? How do these examples support my thesis?</li> <li>▪ Locate key evidence from Intro, Body, Con</li> <li>▪ Utilize Rubric for grading</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Speaking &amp; Listening Task</u></b></p> <ul style="list-style-type: none"> <li>▪ Reader's Theatre Scene</li> <li>▪ Prompt: Which aspects of (English) society would you change? Which would you keep? <ul style="list-style-type: none"> <li>- Choose a setting and situation</li> <li>- Gather evidence</li> <li>- Organize your presentation</li> <li>- Rehearse</li> </ul> </li> </ul>



## Quarter 3

### Benchmark Standard (Rdng Info/Lit)

- [RL1.1](#)
- [RL1.2](#)
- [RL2.4](#)
- [RL2.5](#)
- [RL3.7](#)

### Benchmark Standard (Speaking & Listening)

- [SL1.2](#)
- [SL1.3](#)
- [SL2.4](#)

### MyP Unit Text Sets

**MyP Unit: 3**  
Facing the Future, Confronting the Past

Focus Period: 1485–1625  
Renaissance and Reformation: A Changing England  
**Anchor Text (Drama):**  
*The Tragedy of Macbeth* by William Shakespeare  
**Media (Audio Performance):**  
*The Tragedy of Macbeth, Act V, Scene I* by L.A. Theatre Works  
*The Tragedy of Macbeth, Act V, Scene I* by LibriVox  
**Poetry Collection 1:**  
*Sonnet 12*  
*Sonnet 60*  
*Sonnet 73* by William Shakespeare  
*Sonnet 32 from Pamphilia to Amphilanthus* by Mary Wroth  
*Sonnet 75* by Edmund Spenser



<p style="text-align: center;"><b><u>Novel Study</u></b></p> <ul style="list-style-type: none"> <li>▪ Whole group-mini lessons-target skills utilizing excerpts</li> <li>▪ Collaborative groups- reciprocal teaching</li> <li>▪ Literature Circles</li> </ul>	<p style="text-align: center;"><b><u>Novel Study Options</u></b></p> <ul style="list-style-type: none"> <li>▪ <i>Julius Caesar</i>, William Shakespeare</li> <li>▪ <i>Antony and Cleopatra</i>, William Shakespeare</li> <li>▪ <i>The Crucible</i>, Arthur Miller</li> <li>▪ <i>The Scarlet Letter</i>, Nathaniel Hawthorne</li> <li>▪ <i>The Metamorphosis</i>, Franz Kafka</li> </ul>
<p style="text-align: center;"><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ The Machine Stops (Science Fiction)</li> <li>▪ Can Machines learn Morality (Info)</li> </ul>	<p style="text-align: center;"><b><u>NewsELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Pro/Con: College Admission be revoked for past behavior (Opinion)</li> <li>▪ Mattel's new Gender-Neutral Dolls (Arts)</li> </ul>
<p style="text-align: center;"><b><u>ELA Performance-Based Assessment (PBA)</u></b></p> <p style="text-align: center;">Writing:</p> <ul style="list-style-type: none"> <li>▪ Argument (writing to sources) *Research Paper #2</li> </ul> <p style="text-align: center;"><b><u>Performance-Based Task (PT): Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ TV Commentary: <ul style="list-style-type: none"> <li>- Review the essay, create a document and locate the most important important/key details.</li> <li>▪ Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with continuous practice.</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Performance Task: Speaking and Listening Focus (Small Group)</u></b></p> <ul style="list-style-type: none"> <li>▪ Presenting an Argument <ul style="list-style-type: none"> <li>▪ Prompt: Should literature of the past be rewritten in present-day language for today's reader?</li> </ul> </li> <li>▪ ** Edit - and/or delete (war) if necessary for student varied choice and engagement. IE – take this farther with texting, shorthand writing, etc.</li> <li>▪ Conduct interviews, gather evidence, and prepare a debate (IE-practicing Socratic Seminar)</li> </ul>



## Quarter 4

### Benchmark Standard (Rdng Info/Lit)

- [RL1.1](#)
- [RL1.3](#)
- [RL2.4](#)
- [RL2.6](#)
- [RL3.9](#)

### Benchmark Standard (Speaking & Listening)

- [SL1.3](#)
- [SL2.6](#)

### **MyP Unit: 5**

Discovering the Self

### **MyP Unit Text Sets**

Focus Period: 1798–1832

An Era of Change

**Anchor Text (Poetry Collection 1):** *Lines Composed a Few Miles Above Tintern Abbey* by William Wordsworth  
*from The Prelude* by William Wordsworth

**Anchor Text (Poetry Collection 2):** *Nightingale* by John Keats  
*Ode to the West Wind* by Percy Bysshe Shelley

**Anchor Text (Novel Excerpt):**  
*from Frankenstein* by Mary Wollstonecraft Shelley

**Novel Excerpt:** *from Mrs. Dalloway* by Virginia Woolf

**Poetry Collection 3:** *Apostrophe to the Ocean from Childe Harold's Pilgrimage* by George Gordon, Lord Byron

*The World Is Too Much With Us* by William Wordsworth  
*London, 1802* by William Wordsworth

**Novel Excerpt:** *The Madeleine*  
*from Remembrance of Things Past* by Marcel Proust

**Science Journalism:** *The Most Forgetful Man in the World*  
*from Moonwalking With Einstein* by Joshua Foer

**Media (Radio Broadcast):** When Memories Never Fade, the Past





<p style="text-align: center;"><b><u>Novel Study</u></b></p> <ul style="list-style-type: none"> <li>▪ Whole group-mini lessons-target skills utilizing excerpts</li> <li>▪ Collaborative groups- reciprocal teaching</li> <li>▪ Literature Circles</li> </ul>	<p style="text-align: center;"><b><u>Novel Study Options</u></b></p> <ul style="list-style-type: none"> <li>▪ <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>, Robert Louis Stevenson</li> <li>▪ <i>The Picture of Dorian Grey</i>, by Oscar Wilde</li> <li>▪ <i>Eat, Pray, Love</i>, by Elizabeth Gilbert</li> <li>▪ <i>Dumplin'</i>, by Julie Murphy</li> <li>▪ <i>Paper Towns</i>, by John Green</li> </ul>
<p style="text-align: center;"><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ What vivid Memories say about You (Info)</li> </ul>	<p style="text-align: center;"><b><u>NewsELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Lots of Hoops-NBA (Sports)</li> </ul>
<p style="text-align: center;"><b><u>ELA Performance-Based Assessment (PBA)</u></b></p> <ul style="list-style-type: none"> <li>▪ Writing: <ul style="list-style-type: none"> <li>▪ Narrative *(Revise-Informative &amp; Research Paper #2) (Q3/4)</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Performance-Based Task (PT): Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ Elevator Introduction (2m): <ul style="list-style-type: none"> <li>- Review the essay, create a document and locate the most important important/key details.</li> <li>- Condense narrative to two minutes!</li> <li>- Highlight only significant details!</li> <li>- Vary the tone, pitch, and inflection of voice</li> <li>- Utilize Rubric for grading</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Performance Task: Speaking and Listening Focus (Small Group)</u></b></p> <ul style="list-style-type: none"> <li>▪ Presentation (Student Choice)</li> <li>▪ Prompt: What does it mean to find or lose oneself?</li> </ul>