<table>
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<th>Curricular Resources</th>
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</table>
| 3 days     | RL 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 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 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. | **The Native American Experience**  
To include but not limited to:  
• “The World on the Turtle’s Back”  
• “Coyote and Buffalo” | • Adam and Eve discussion  
• Cain and Abel discussion  
• Cherokee myth  
• “Which Wolf Will You Feed?” |
| 5 days     | RI 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.  
RI 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. | **Exploration and the Early Settlers**  
To include but not limited to:  
• “La Relacion”  
• “The Interesting Narrative of the Life of Olaudah Equiano”  
• “Of Plymouth Plantation” | |
# English 11 Language Arts Pacing Guide

## 1st Quarter

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<tbody>
<tr>
<td>25 days</td>
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<tr>
<td>RL 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.</td>
<td><strong>The Puritan Tradition</strong>&lt;br&gt;To include but not limited to: &lt;br&gt;• “To My Dear and Loving Husband”&lt;br&gt;• “Upon the Burning of Our House, July 10, 1666”&lt;br&gt;• “Sinners in the Hands of an Angry God”&lt;br&gt;• The Crucible</td>
<td>• Salem witch trial video&lt;br&gt;• Salem witch trial museum website&lt;br&gt;• Salem witch trial video; Salem witch trial museum website</td>
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<tr>
<td>RL 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.</td>
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<tr>
<td>RL 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.</td>
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<tr>
<td>RI 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.</td>
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Continue to page 3
### Days/Weeks

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| **W 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.  
  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.  
  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.  
| Continued from page 2 | • McCarthyism and Red Scare discussion |
| **L 1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Gamer’s Modern American Usage) as needed | Continued on page 4 |

**RL** - Reading: Literature  
**RF** - Reading: Foundational Skills  
**SL** - Speaking and Listening  
**RI** - Reading: Informational Text  
**W** - Writing  
**L** - Language  

* - assessed on common assessment

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11th grade ELA  

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## Fremont City Schools
### English 11 Language Arts Pacing Guide
#### 1st Quarter

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| **SL 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.  
  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.  
  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  
  **SL 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. | Continued from page 3 |  |
| **RI 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.  
  **SL 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. |  |  |
| **10 days** | **Writers of the Revolution**  
  To include but not limited to:  
  - “The Declaration of Independence”  
  - Modeling Our Own “Declaration of Independence”  
  - Excerpt from “The Autobiography”  
  - “Poor Richard’s Almanac”  
  - “All I Need to Know I Learned in Kindergarten”  
  - Franklin History video |  |  |

**RL** - Reading: Literature  
**RF** - Reading: Foundational Skills  
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* - assessed on common assessment

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<tr>
<td>3 days</td>
<td><strong>RL 4</strong> - 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. (Include Shakespeare as well as other authors.)&lt;br&gt;&lt;br&gt;<strong>RL 6</strong> - 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).&lt;br&gt;&lt;br&gt;<strong>RI 4</strong> - 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).</td>
<td><strong>Early Romantics</strong>&lt;br&gt;To include but not limited to:&lt;br&gt;• “The Devil and Tom Walker”</td>
<td><strong>Illumanati discussion</strong></td>
</tr>
<tr>
<td>3 days</td>
<td><strong>RI 5</strong> - 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.&lt;br&gt;&lt;br&gt;<strong>RL 6</strong> - 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).</td>
<td><strong>Fireside Poets</strong>&lt;br&gt;To include but not limited to:&lt;br&gt;• “The Chambered Nautilus”&lt;br&gt;• “Old Ironsides”&lt;br&gt;• “A Psalm of Life”&lt;br&gt;• “The Tide Rises, The Tide Falls”</td>
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**RL** – Reading: Literature  
**RF** – Reading: Foundational Skills  
**SL** – Speaking and Listening  
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<td>RI 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.</td>
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<td></td>
<td>L 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. 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.</td>
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<td>L 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</td>
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<td></td>
<td>W 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. 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.</td>
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<td></td>
<td><strong>Transcendentalists</strong> To include but not limited to:  • “Self-Reliance”  • “Nature”  • “Civil Disobedience”</td>
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RL – Reading: Literature  
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| W 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |  | **American Gothic**
To include but not limited to:  
• Poe’s biography  
• “The Fall of the House of Usher”  
• “The Raven”  
• “The Masque of the Red Death”  
• “The Minister’s Black Veil”  
• Stephen King’s short stories |
| RL 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). |  |  |
| W 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. 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. |  |  |
| W 9        | Draw evidence from literary or informational texts to support analysis, reflection, and research. 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” |  |  |

**Grading Key**
- RL = Reading: Literature
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11th grade ELA

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### Dissents and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)

SL 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.

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.

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.

SL 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.

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**Brilliant Mavericks: Whitman and Dickinson**

To include but not limited to:
- “I hear America Singing”
- “Song of Myself”
- “A Noiseless Patient Spider”
- “Beat! Beat! Drums!”
- “Success is counted sweetest”
- “Much Madness is divinest Sense”
- “My life closed twice before its close”
- “The soul selects her own society”
- “I heard a fly buzz—when I died”
- “My life had stood—a loaded gun”
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<tr>
<td>7 Days</td>
<td>RL 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.)</td>
<td>Literature of the Civil War</td>
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<td></td>
<td>RI 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.</td>
<td>Regionalism &amp; Local Color Writing</td>
<td></td>
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<tr>
<td>5 Days</td>
<td>L 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. 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).</td>
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<tr>
<td>3 Days</td>
<td>L 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</td>
<td>The Rise of Naturalism</td>
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<tr>
<td></td>
<td>L 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.</td>
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**Notes:**
- RL – Reading: Literature
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- SL – Speaking and Listening
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<tr>
<td>10 Days</td>
<td><strong>W 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</strong>&lt;br&gt;&lt;br&gt;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.</td>
<td><strong>A New Role for Women</strong>&lt;br&gt;- “Desiree’s Baby”&lt;br&gt;- “The Story of an Hour”&lt;br&gt;- “The Yellow Wallpaper”</td>
<td>2 short stories from Shirley Jackson</td>
</tr>
<tr>
<td>18 Days</td>
<td><strong>W 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</strong>&lt;br&gt;&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<strong>W 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</strong>&lt;br&gt;&lt;br&gt;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.</td>
<td><strong>Research Unit</strong></td>
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**RL - Reading: Literature**<br>**RF - Reading: Foundational Skills**<br>**SL - Speaking and Listening**<br>**W - Writing**<br>**L - Language**

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### Content/Standard Statements

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<td>W 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.</td>
<td>Continued from page 2</td>
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<td>W 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.</td>
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<td>W 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.</td>
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<td>W 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.</td>
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<td>SL 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.</td>
<td>Continued on page 4</td>
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**Curricular Resources**

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<td>SL 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.</td>
<td>Continued from page 3</td>
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**Note:**
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## Fremont City Schools

### English 11 Language Arts Pacing Guide

#### 4th Quarter

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<td>3 Weeks</td>
<td>RL 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.&lt;br&gt;RL 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.&lt;br&gt;RI 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.</td>
<td><em>The Great Gatsby</em>&lt;br&gt;<em>Or</em>&lt;br&gt;<em>Of Mice and Men</em></td>
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<tr>
<td>3 weeks</td>
<td>RL 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.&lt;br&gt;L 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.</td>
<td><em>The Great Gatsby</em></td>
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**RL** - Reading: Literature  
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**RI** - Reading: Informational Text  
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**English 11 Language Arts Pacing Guide**  
**4th Quarter**

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<td>3 weeks; additional work completed concurrently</td>
<td>W 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.</td>
<td>Gatsby Research Unit</td>
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<td>W 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. e. Provide a concluding statement or section that follows from and supports the argument presented. W 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.)</td>
<td>Of Mice and Men</td>
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<tr>
<td>Review</td>
<td>W 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-</td>
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<td>structured event sequences. 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.</td>
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<td>W 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</td>
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<td></td>
<td>W 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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).</td>
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<td>W 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
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## Fremont City Schools

### English 11 Language Arts Pacing Guide

#### 4th Quarter

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<td>W 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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<td>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</td>
<td></td>
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</tr>
</tbody>
</table>

**Abbreviations:**
- RL - Reading: Literature
- RF - Reading: Foundational Skills
- SL - Speaking and Listening
- RI - Reading: Informational Text
- W - Writing
- L - Language

* - assessed on common assessment

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11th grade ELA

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6/3/2013 updated