

Knox County Public Schools
Pacing Guide

Course: English 3
Teachers: Megan Jeffrey, Jeffery McNeil

Time Period	Standards	✓	Unit(s)	Assessment Type	Learning Target
1st 9 weeks	RI.11.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Unit 1 - Nonfiction	Multiple Choice	RI.11.1 I can supply strong and thorough textual evidence to support what the author states directly and what he/she implies.
	RI.11.2 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.			Short Response	RI.11.2 I can find two or more central ideas of a text and explain their development throughout the text.
				Technology Project	I can explain how the central ideas work together and build on one another to produce a complex analysis.
	RI.11.3. 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.			Entry/Exit Slip	RI.11.3 I can identify a complex set of ideas or a sequence of events in a text.
				Essay	I can explain how specific individuals, ideas, or events interact and develop throughout the text.
	RI.11.4 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.				RI.11.4 I can determine the meaning of words and phrases as they are used in a text, including figurative language, connotative and technical meanings, and analyze how the words impact the tone of the text.
	RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.				RI.11.5 I can analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
	C.11.3 Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.		Unit 2 - Argumentative Writing and Grammar	Multiple Choice	C.11.3 I can use narrative writing to focus on using supporting details for a specific purpose. I can produce clear and coherent writing appropriate to task, purpose, and audience. I can engage the reader by introducing a

	including but not limited to introducing an issue and/or supporting a claim. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage and orient the reader by setting up 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. c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. d. 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. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new			Technology Project Entry/Exit Slip Essay	problem, situation or observation and revealing its significance. I can engage the reader by setting up one or more points of view and introducing a narrator and/or characters. I can develop my topic thoroughly through extended definitions, concrete details, quotations and other information appropriate to the audience's knowledge. I can use a variety of transitions and sentence patterns to link complex ideas and concepts to unify the text. I can use vocabulary and language specific to my topic. I can use figurative language such as metaphor, simile and analogy to express complex ideas. I can write a formal paper with an objective tone that uses the correct conventions for subject area. I can conclude my story by reflecting on what is experienced, observed or resolved.
	C.11.7 Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.				C.11.7 I can use the writing process to focus on what is most significant for a specific audience and purpose. I can adjust my writing practices for different timeframes tasks purposes and

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G Thomas



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Resources in Education ,1996 The Reader's Choice ,2002 Comprehensive English language arts program Great Leaders Equal Great Schools Autumn Cyprès,2013-01-01 The networks of Tennessee politicians school leaders and academics are rife with significant contributors to the national fabric of educational reform This cadre includes Former White House Chief of Staff Howard Baker United States Senator Bill Frist currently Chairman of the Tennessee State Collaborative on Reforming Education former United States Secretary of Education Lamar Alexander currently United States Senator and Conference Chair of the Republican Party and current Governor Bill Haslam This network has deep current ties to The University of Tennessee the Knoxville area and school systems across the state of Tennessee The Center for Educational Leadership is a highly funded highly visible model for education reform throughout the state of Tennessee This 3 book series will serve as a calling card for all activities that The Center for Educational Leadership is involved in around the state of Tennessee and the United States This includes all school leadership summits for policy makers practitioners scholars and legislators It represents the shared vision and commitment of educational leaders politicians educational reformers and legislators This book will be distributed to school leaders professional development coaches teacher unions scholars at several Tennessee institutions of higher education and members of the Tennessee legislature and Department of Education The audience for this series is primarily school leaders and scholars who are launching and designing new programs or revising and strengthening existing programs However those who are discussing policy at the local state and national level would be interested in the information given within these pages as it relates clearly to their work in educational leadership

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Murray,1919 The Official Horse Breeds Standards Guide Fran Lynghaug,2009-10-15 This is the only guidebook collecting the official North America breed associations standards and conformations making it a much needed handy and comprehensive reference Like the American Kennel Club s The Complete Dog Book now in its 20th printing this is the book for horse breeds For each of 118 North American breeds from ponies and small horses to pleasure horses draft horses and thoroughbred racers the massive 200 000 word guide provides an official history detailed conformation ideals descriptions of gait and distinctive traits temperament colors and variations Fine color photographs complete the detailed picture each entry presents This guide is destined to become the bible of the horse world *Cumulated Index Medicus* ,1985

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the question. Janice asked students in her school to identify their preferred ... Pair Products - NRIC - Millennium Mathematics Project Pair Products printable worksheet. Choose four consecutive whole numbers. Multiply the first and last numbers together. Multiply the middle pair together. Common Core State Standards for Mathematics Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 3. Decompose numbers ... You are Now Less Dumb: How to Conquer Mob Mentality ... Buy You are Now Less Dumb: How to Conquer Mob Mentality, How to Buy Happiness, and All the Other Ways to Outsmart Yourself on Amazon.com □ FREE SHIPPING on ... You Are Now Less Dumb: How to Conquer Mob Mentality, ... Jul 30, 2013 — You Are Now Less Dumb: How to Conquer Mob Mentality, How to Buy Happiness, and All the Other Ways to Outsmart Yourself- The subtitle says it ... You Are Now Less Dumb: How to Conquer Mob Mentality ... You Are Now Less Dumb: How to Conquer Mob Mentality, How to Buy Happiness, and All the Other Ways to Outsmart Yourself (Hardback) - Common · Book overview. You Are Now Less Dumb: How to Conquer Mob Mentality ... You Are Now Less Dumb: How to Conquer Mob Mentality, How to Buy Happiness, and All the Other Ways to Outsmart Yourself · Paperback(Reprint) · Paperback(Reprint). You Are Now Less Dumb: How to Conquer Mob Mentality ... Aug 5, 2014 — You Are Now Less Dumb: How to Conquer Mob Mentality, How to Buy Happiness, and All the Other Ways to Outsmart Yourself ; Publisher Gotham You are Now Less Dumb Summary of Key Ideas and Review You are Now Less Dumb summary. David McRaney. How to Conquer Mob Mentality ... Want to see all full key ideas from You are Now Less Dumb? Show. Create account. You Are Now Less Dumb: How to Conquer Mob Mentality ... The book, You Are Now Less Dumb: How to Conquer Mob Mentality, How to Buy Happiness, and All the Other Ways to Outsmart Yourself [Bulk, Wholesale, Quantity] ... You Are Now Less Dumb by David McRaney You Are Now Less Dumb. How to Conquer Mob Mentality, How to Buy Happiness ... Mentality, How to Buy Happiness, and All the Other Ways to Outsmart Yourself. By ... You Are Now Less Dumb:How to Conquer Mob Mentality ... Aug 5, 2014 — You Are Now Less Dumb:How to Conquer Mob Mentality, How to Buy Happiness, and All the Other Ways to Outsmart Yourself ; ISBN · 9781592408795. You Are Now Less Dumb: How to Conquer Mob Mentality ... You Are Now Less Dumb: How to Conquer Mob Mentality, How to Buy Happiness, and All the Other Ways to Outsmart Yourself · David McRaney. Gotham, \$22.50 (288p) ...