

Reading Intervention

PACING Guide SY 2016/2017

Timeline & Resources	AZ Career and Readiness Standards - ELA	Essential Questions	Learning Goal	Vocabulary
1 st Quarter <i>What's Happening?</i> <i>Reading Strategies with Informational Text AND Sadler Reading Strategies</i> Reading Horizon Scope	Key Ideas and Details 9-10.RI.1-3 Craft and Structure 9-10.RI.4-6 Integration of Knowledge and Ideas 9-10.RI.7-8	What is the central idea of the text? What are the literary elements? How do literary elements compare events and facts of the text? What kinds of literary devices does the author use? What is the author's purpose? What evidence can you find in the text to support your summary? How does the context help to identify word meaning?	I will have whole class read aloud I will determine a central idea I will write specific details to provide a summary for the text I will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text I will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.RI.8) I will do lessons in the classroom to reinforce subjects on Reading Horizon	Effect Appeal Announced Concussion Controversy Misjudge Symptom Multiple Announced Report Function Misbehave Mistrrial Concussion Misinform Category criticism gramophone excellence often biography entertainer telephone telecast graph
ARTICLES FROM Other Sources	ADDITIONAL READINGS to include fiction/nonfiction, speech, autobiograpy			

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<p>Scope</p> <p>Englishmaven.com</p> <p>Wordville.com</p>	<p><i>The Blood-Red Night</i></p> <p><i>Ice Age</i></p> <p><i>Mount Rushmore</i></p> <p><i>All Summer In A Day</i></p> <p><i>The Moustache</i></p> <p><i>Jock. A True Tale of Friendship</i></p>	<p>What is the central idea of the text?</p> <p>What are the literary elements?</p> <p>How do literary elements compare events and facts of the text?</p> <p>What kinds of literary devices does the author use?</p> <p>What is the author's purpose?</p> <p>What evidence can you find in the text to support your summary?</p> <p>How does the context help to identify word meaning?</p>	<p>I will read aloud with whole class</p> <p>I will group discuss issues of a personal and global, human rights</p> <p>I will determine the meaning words and phrases as they are used in a text which includes figurative, connotative, and technical meanings</p> <p>I will analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper). 9-10.RI.4</p> <p>I will Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. (9-10.RI.7)</p> <p>(See <u>To Kill a Mockingbird</u> with movie)</p> <p>Include one novel per quarter</p>	<p>Bear</p> <p>Immature</p> <p>Collective</p> <p>Inadequate</p> <p>Illiterate</p> <p>Debate</p> <p>Inexpensive</p> <p>Violate</p> <p>Court</p> <p>irregular</p> <p>See Vocabulary listed with each workbook reading</p>
<p>2nd Quarter</p> <p><i>Reading Strategies with Informational Text AND Sadler Reading Strategies</i></p> <p>Reading Horizon Scope</p> <p>Englishmaven.com</p> <p>Wordville.com</p>	<p>Key Ideas and Details 9-10.RI.1-3</p> <p>Craft and Structure 9-10.RI.4-6</p> <p>Integration of Knowledge and Ideas</p> <p>9-10.RI.7-8</p> <p>Additional Readings:</p> <p><i>The Ransom of Red Chief</i></p>	<p>What is the central idea of the text?</p> <p>What are the literary elements?</p> <p>How do literary elements compare events and facts of the text?</p> <p>What kinds of literary devices does the author use?</p>	<p>I will whole class read aloud</p> <p>I will determine a central idea</p> <p>I will write specific details to provide a summary for the text</p> <p>I will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>I will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is</p>	<p>See Vocabulary listed with each workbook reading</p>

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	<p><i>The Legend of Sleepy Hallow</i></p> <p><i>Earth on the Turtle's Back</i></p> <p><i>The Story of the Indian Corn</i></p>	<p>What is the author's purpose?</p> <p>What evidence can you find in the text to support your summary?</p> <p>How does the context help to identify word meaning?</p>	<p>valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.RI.8)</p>	
<p>3rd Quarter</p> <p>Articles from Workbook pages</p> <p><i>Reading Strategies with Informational Text AND Sadler Reading Strategies</i></p> <p>Reading Horizon Scope</p> <p>Englishmaven.com</p> <p>Wordville.com</p>	<p>Additional Readings:</p> <p><i>My Necklace Story</i></p> <p><i>At Rainbow's End</i></p> <p>Articles from the Internet.</p>	<p>What is the central idea of the text?</p> <p>What are the literary elements?</p> <p>How do literary elements compare events and facts of the text?</p> <p>What kinds of literary devices does the author use?</p> <p>What is the author's purpose?</p> <p>What evidence can you find in the text to support your summary?</p> <p>How does the context help to identify word meaning?</p>	<p>I will read aloud with whole class</p> <p>I will group discuss issues of a personal and global, human rights</p> <p>I will determine the meaning words and phrases as they are used in a text which includes figurative, connotative, and technical meanings</p> <p>I will analyze the cumulative impact of specific word choices on meaning and tone(e.g. how the language of a court opinion differs fro that of a newspaper). 9-10.RI.4</p>	<p>In addition,</p> <p>Add vocabulary as needed from Readings and</p> <p>1. AcademicVocabulary</p> <p>Word lists that include homophones, synonyms, antonyms, and multiple meaning words help students to maximize comprehension</p>
<p>4th Quarter</p> <p><i>Reading Strategies with Informational Text AND Sadler Reading Strategies</i></p>	<p>Additional Readings:</p> <p><i>Butterfly Lovers</i></p> <p><i>Jacob The Great</i></p> <p><i>Lazy Sheep</i></p>	<p>What is the central idea of the text?</p> <p>What are the literary elements?</p>	<p>I will whole class read aloud</p> <p>I will determine a central idea</p> <p>I will write specific details to provide a summary for the text</p> <p>I will cite strong and thorough textual evidence to support analysis of what</p>	<p>In addition,</p> <p>Add vocabulary as needed from Readings and</p> <p>2. Academic Vocabulary</p>

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<p>Reading Horizon Scope Englishmaven.com Wordville.com</p>	<p><i>The Mouse</i> <i>Mr. Nobody</i> <i>The Chickens</i> <i>The Pueblo People</i> <i>The Story of Regulus</i> <i>Hummingbirds</i> <i>Little Red Riding Hood</i></p>	<p>How do literary elements compare events and facts of the text? What kinds of literary devices does the author use? What is the author's purpose? What evidence can you find in the text to support your summary? How does the context help to identify word meaning?</p>	<p>the text says explicitly as well as inferences drawn from the text I will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.RI.8)</p>	
	<p>Writing Text Types and Purposes 1-3 Production and Distribution of Writing 4-6 Research to Build and Present Knowledge 7-9 Range of Writing 10</p>		<p>I will write informative/explanatory texts to examine and convey complex ideas. I will write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. I will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	