

Ganado Unified School District

(Reading Intervention)

PACING Guide SY 2017-2018

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>1st Quarter</p> <p>What's Happening? Basic Reading Skills: Consonant blends Consonant diagraphs Vowel Pairs Vowel diagraphs Diphthongs Phonograms</p> <p>IXL</p>	<p>ELL Standards: Listening and Speaking Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. Reading Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. Writing Standard 1: The student will express his or her thinking and ideas in a variety of writing genres</p>	<p>What is the structure of the English language?</p> <p>What kinds of literary devices do author's use?</p> <p>What is the author's purpose?</p> <p>What is my purpose for reading, writing, speaking, and listening?</p> <p>How do I identify correct words to use in my language?</p>	<p>I will determine word construction and their meanings.</p> <p>I will read aloud and silently with my class at a global level.</p> <p>I will strengthen my knowledge of the English language and compare it to my Navajo language.</p>	<p>Consonant blend Initial Medial Final Consonant diagraph Vowels Schwa Phonogram diphthong</p>
<p>2nd Quarter</p> <p><i>Reading Strategies with Informational Text AND Sadler Reading Strategies</i></p> <p>STAR Reading Scope Englishmaven.com Wordville.com</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)</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 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>See Vocabulary listed with each workbook reading</p>

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<p>3rd Quarter Articles from Workbook pages <i>Reading Strategies with Informational Text</i> AND <i>Sadler Reading Strategies</i></p> <p>Reading Horizon Scope Englishmaven.com</p> <p>Wordville.com IXL</p>	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RI.2)</p> <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9-10.RI.3)</p>	<p>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?</p>	<p>I will read aloud with whole class 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>Add vocabulary as needed from Readings and Academic Vocabulary</p> <p>Word lists that include homophones, synonyms, antonyms, and multiple meaning words help students to maximize comprehension</p>
<p>4th Quarter <i>Reading Strategies with Informational Text</i> AND <i>Sadler Reading Strategies</i></p> <p>STAR Reading eReading.com (Informational texts)</p>	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.RI.5)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.6)</p>	<p>What is the main idea? How do I cite evidence? How do I draw conclusions? How do I infer? How do I use figurative language?</p>	<p>I will read aloud with whole class 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>Add vocabulary as needed from Readings and Academic Vocabulary</p> <p>Word lists that include homophones, synonyms, antonyms, and multiple meaning words help students to maximize comprehension</p>