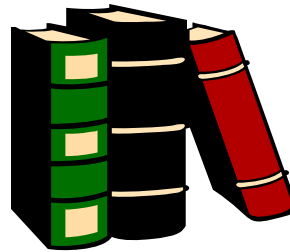


# Duval County Public Schools

## English I

2006-2007



**Joseph J. Wise, Superintendent**



**Dr. Janice Hunter, Chief Officer  
Curriculum and Instruction**

**Mary Ann Clark, Supervisor  
K-12 Language Arts/Reading**

### **Adopted Course Materials**

**Glencoe Literature: The Reader's Choice, Course 4, 2003**

**Glencoe Writer's Choice: Grammar and Composition, 2001**

## ENGLISH LANGUAGE ARTS REVISED CURRICULUM 2006-07

This curriculum has been reformatted to accomplish the following purposes:

- To introduce the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and has been adopted across the district by the four academic subject areas
- To correlate Sunshine State Standards for English Language Arts and NCEE New Standards Performance Standards in one easy-to-read table
- To introduce performance tasks for students to demonstrate understanding of the standards

### The Three Stages of Understanding by Design

1. Identify desired results:
  - State and NCEE performance standards (established goals)
  - Enduring understandings
  - Essential questions
  - Knowledge and skills
2. Determine acceptable evidence of understanding:
  - Performance assessments
  - Short and extended response items
  - Traditional quizzes and tests, including FCAT-like items
  - Informal checks and observations
  - Discussions
3. Plan engaging and effective instruction:
  - Unit plans
  - Lesson plans

## Definitions

A content outline is provided to suggest the order in which units should be taught. Following the sequence will ensure fewer gaps in knowledge and skills among students who transfer from school to school and within the school.

The  pacing guide  estimates the number of weeks to be spent teaching each unit in both block and traditional schedule schools. Teachers should use this as a guide for planning instruction.

The Sunshine State Standards/Benchmarks and the New Standards Performance Standards are statements of what students should know or understand.

Enduring understandings are the big ideas of the unit.

Essential questions are designed to help students uncover the big ideas.

Enduring understandings and essential questions should be used in planning instruction.

Knowledge refers to standards and benchmarks that students are learning. Skills are processes that students should be able to perform successfully.

Performance tasks are performances that all students are expected to do.

**Honors Course Credit** - The Florida Department of Education expects that districts will establish guidelines for awarding advanced/honors credit in an English Language Arts course. Since 1998 the district's requirements for honors credit have been:

- Students in advanced courses are responsible for the same Sunshine State Standards as standard level students. However, these advanced students complete a more rigorous curriculum. Instructional strategies will reflect the rigor and depth of the material. Student grades will also reflect the quality and completion of the additional requirements inherent in advanced courses.
- Advanced courses will include the following:
  - Extended and complex writing components both timed and not timed
  - Frequent analysis of primary sources
  - Extensive use of documents/data for writing prompts
  - Complex problem solving

## English I Language Arts 1001310

Will meet graduation requirements for English

### **Basic Assumptions for Language Arts Education:**

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

**A. Major Concepts/Content.** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using reading strategies to construct meaning from informative, technical, and literary texts
- acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study
- using process writing strategies, student inquiry, and self-monitoring techniques
- using speaking, listening, and viewing strategies in formal presentations and informal discussions
- understanding and responding to a variety of literary forms
- understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.** Students earning credit in English I may not earn credit in English Skills I, English Honors I, or English I Through ESOL.

1. Desired Results

Benchmarks from the Sunshine State Standards for English I	NCEE Performance Standards
<p>The student uses the reading process effectively. (LA.A.1.4)</p> <ol style="list-style-type: none"> <li>1. selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.</li> <li>2. selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.</li> <li>3. refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.</li> <li>4. applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings</li> </ol> <p>Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.4)</p> <ol style="list-style-type: none"> <li>1. determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.</li> <li>2. determines the author's purpose and point of view and their effects on the text.</li> <li>3. describes and evaluates personal preferences regarding fiction and nonfiction.</li> <li>4. locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.</li> <li>5. identifies devices of persuasion and methods of appeal and their effectiveness.</li> <li>6. selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs,</li> </ol>	<p>E1a: The student reads at least twenty-five books or book equivalents each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of materials from at least three different literary forms and from at least five different authors.</p> <p>E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that: makes and supports warranted and responsible assertions about the texts; supports assertions with elaborated and convincing evidence; draws the texts together to compare and contrast themes, characters, and ideas; makes perceptive and well developed connections; evaluates writing strategies and elements of the author's craft.</p> <p>E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: restates or summarizes information; relates new information to prior knowledge and experience; extends ideas; makes connections to related topics or information.</p> <p>E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.</p> <p>E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include adding or deleting details, adding or deleting explanations, clarifying difficult passages, rearranging words, sentences, and paragraphs to improve or clarify meaning, sharpening the focus, reconsidering the organizational structure, rethinking and/or rewriting the piece in light of different audiences or purposes.</p>

<p>government publications, microfiche, news sources, and information services.</p> <p>7. analyzes the validity and reliability of primary source information and uses the information appropriately.</p> <p>8. synthesizes information from multiple sources to draw conclusions.</p> <p>2. The student will use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English. The student will</p> <p>LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.</p> <p>LA.B.1.4.2 draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with precision of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.</p> <p>LA.B.1.4.3 produce final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.</p> <p>Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.4)</p> <p>1. writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.</p> <p>2. organizes information using appropriate systems.</p> <p>3. writes fluently for a variety of occasions, audiences,</p>	<p>E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: initiates new topics in addition to responding to adult-initiated topics; asks relevant questions; responds to questions with appropriate elaboration; uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...", "very likely...", "I'm unsure whether..." confirms understanding by paraphrasing the adult's directions or suggestions.</p> <p>E3b: The student participates in group meetings, in which the student: displays appropriate turn-taking behaviors; actively solicits another person's comment or opinion; offers own opinion forcefully without dominating; responds appropriately to comments and questions; volunteers contributions and responds when directly solicited by teacher or discussion leader; gives reasons in support of opinions expressed; clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions; employs a group decision-making technique such as brainstorming or a problem solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solution, evaluate solution); divides labor so as to achieve the overall group goal efficiently.</p> <p>E3c: The student prepares and delivers an individual presentation, in which the student: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members; shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials; uses notes or other memory aids to structure the presentation; develops several main points relating to a single thesis; engages the audience with appropriate verbal cues and eye contact; projects a sense of individuality and personality in selecting and organizing content, and in delivery.</p> <p>E3d: The student makes informed judgments about television, radio, and film productions; that is, the student: demonstrates an awareness of the presence of the media in the daily lives of most people; evaluates the role of the media in focusing attention and in forming an opinion; judges the extent to which the media are a source of entertainment as well as a source of information; defines the role of advertising as part of</p>
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<p>and purposes, making appropriate choices regarding style, tone, level of detail, and organization.</p> <p>4. selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.</p> <p>Standard 1: The student uses listening strategies effectively. (LA.C.1.4)</p> <ol style="list-style-type: none"> <li>1. selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.</li> <li>2. describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.</li> <li>3. uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.</li> <li>4. identifies bias, prejudice, or propaganda in oral messages.</li> </ol> <p>Standard 2: The student uses viewing strategies effectively. (LA.C.2.4)</p> <ol style="list-style-type: none"> <li>1. determines main concept and supporting details in order to analyze and evaluate non-print media messages.</li> <li>2. understands factors that influence the effectiveness of nonverbal cues used in non-print media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.</li> </ol> <p>Standard 3: The student uses speaking strategies effectively. (LA.C.3.4)</p>	<p>media presentation.</p> <p>E3e: The student listens to and analyzes a public speaking performance; that is, the student: takes notes on salient information; identifies types of arguments (e.g., causation, authority, analogy) and identifies types of logical fallacies (e.g., inferring causation from correlation, over-generalizing); accurately summarizes the essence of each speaker's remarks; formulates a judgment about the issues under discussion.</p> <p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: makes thematic connections among literary texts, public discourse, and media; evaluates the impact of author's decisions regarding word choice, style, content, and literary elements; analyzes the characters of literary forms and genres; evaluates literary merit; explains the effect of point of view; makes inferences and draws conclusions about fictional and non-fictional contexts, events, setting, themes, and styles; interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; evaluates the stance of a writer in shaping the presentation of a subject; interprets ambiguities, subtleties, contradictions, ironies, and nuances; understands the role of tone in presenting literature (both fictional and non-fictional); demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.</p> <p>E2b: The student produces a response to literature that: engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; advances a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; demonstrates understanding of the literary work through suggesting an interpretation; anticipates and answers a reader's questions; recognizes possible ambiguities, nuances, and complexities; provides a sense of closure to the writing.</p> <p>E2e: The student produces a persuasive essay that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that makes a clear and knowledgeable judgment; creates an organizing structure that</p>
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<p>1. uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.</p> <p>2. selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.</p> <p>3. uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.</p> <p>4. applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.</p> <p>5. develops and sustains a line of argument and provides appropriate support</p> <p>The student understands the nature of language. (LA.D.1.4)</p> <p>1. applies an understanding that language and literature are primary means by which culture is transmitted.</p> <p>2. makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.</p> <p>The student understands the power of language. (LA.D.2.4)</p> <p>1. understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.</p> <p>2. understands the subtleties of literary devices and techniques in the comprehension and creation of communication.</p> <p>3. recognizes production elements that contribute to the effectiveness of a specific medium.</p> <p>4. effectively integrates multimedia and technology into presentations.</p>	<p>is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively; includes appropriate information and arguments; excludes information and arguments that are irrelevant ; anticipates and addresses reader concerns and counter-arguments; supports arguments with detailed evidence, citing sources of information as appropriate; uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes; provides a sense of closure to the writing.</p> <p>E2f: The student produces a reflective essay that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; analyzes a condition or situation of significance; develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience; creates an organizing structure appropriate to purpose and audience; uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario; provides a sense of closure to the writing.</p> <p>E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: restates or summaries information; relates new information to prior knowledge and experience; extends ideas; makes connections to related topics or information</p> <p>E2a: The student produces a report that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that conveys a perspective on the subject; creates an organizing structure appropriate to purpose, audience, and context; includes appropriate facts and details; excludes extraneous and inappropriate information; uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate; provides a sense of closure to the writing.</p> <p>E6a: The student critiques public documents with an eye to strategies</p>
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<p>5. critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information.</p> <p>6. understands that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.</p> <p>The student understands the common features of a variety of literary forms. (LA.E.1.4)</p> <ol style="list-style-type: none"> <li>1. identifies the characteristics that distinguish literary forms.</li> <li>3. identifies universal themes prevalent in the literature of all cultures.</li> <li>4. understands the characteristics of major types of drama.</li> <li>5. understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.</li> </ol> <p>The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.4)</p> <ol style="list-style-type: none"> <li>1. analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.</li> <li>2. understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.</li> <li>3. analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.</li> <li>6. recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.</li> </ol>	<p>common in public discourse, including: effective use of arguments; use of the power of anecdote; anticipation of counter-claims; appeal to audiences both friendly and hostile to the position presented; use of emotionally laden words and imagery; citing of appropriate references of authorities.</p> <p>E6b: The student produces public documents, in which the student: exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote; utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader's emotions, and arguments dependent upon the writer's persona; uses arguments that are appropriate in terms of knowledge, values, and degree of understanding of the intended audience; uses a range of strategies to appeal to readers.</p>
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Quarter 1: Unit 1

Key concepts for discussion: setting, characters, point of view, theme, plot

Enduring Understandings	Essential Questions	Knowledge and Skills
<ul style="list-style-type: none"> <li>• Nonfiction, fiction, and poetry readings should evoke discussion about people, events, and ideas.</li> <li>• Narrative nonfiction includes autobiography, memoir, biography, and narrative essay.</li> <li>• Informative nonfiction includes expository and persuasive essays.</li> <li>• Vocabulary affects comprehension.</li> <li>• Fluency affects comprehension.</li> <li>• Listeners acknowledge the viewpoints of others.</li> <li>• Nonfiction, fiction, and poetry evoke a response.</li> <li>• Nonfiction, fiction, and poetry works reflect the culture that shaped them.</li> </ul>	<ul style="list-style-type: none"> <li>• How does a reader interact with a piece of nonfiction, fiction, or poetry?</li> <li>• How does knowledge of literary elements promote analysis and reading comprehension?</li> <li>• How does a reader evaluate the effective use of the literary elements?</li> <li>• What varying techniques and strategies might a reader choose to utilize while engaged in reading nonfiction, fiction, and poetry?</li> <li>• How does an effective writer follow the general structure of expository and persuasive writing?</li> <li>• What is the importance of synthesizing information from multiple sources?</li> <li>• How does one identify author's purpose in nonfiction, fiction, and poetry?</li> <li>• How does intensive study of a particular genre or author deepen one's understanding and appreciation of that particular genre or author?</li> </ul>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>▪ setting</li> <li>▪ biographical sketch of author</li> <li>▪ genre characteristics</li> <li>▪ themes and characters</li> <li>▪ literary conventions</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>▪ discuss and write a response to literature.</li> <li>▪ make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings.</li> <li>▪ revise and edit their written work to render it publishable in terms of the conventions of the English language.</li> <li>▪ speak about their understandings using the conventions of the English language.</li> </ul>

Quarter II: Unit 2

Key concepts for discussion: narrative nonfiction, informative nonfiction, analyzing nonfiction

Enduring Understandings	Essential Questions	Knowledge and Skills
<ul style="list-style-type: none"> <li>• Reading influences life; it is an interactive and individual activity between reader and text.</li> <li>• Vocabulary affects comprehension.</li> <li>• Fluency affects comprehension.</li> <li>• Writing is a process that influences life.</li> <li>• Listeners acknowledge the viewpoints of others.</li> <li>• Literature evokes a response.</li> <li>• Literary works reflect the culture that shaped them.</li> </ul>	<ul style="list-style-type: none"> <li>• How does a reader interact with fiction, poetry, or nonfiction?</li> <li>• How does knowledge of literary elements promote comprehension and retention?</li> <li>• How does a reader evaluate the effective use of literary elements?</li> <li>• What varying techniques and strategies might a reader choose to utilize while engaged in reading fiction, poetry, and nonfiction?</li> <li>• How does an effective writer use the writing process to produce or respond to a short story, poem, or nonfiction?</li> <li>• What is the importance of examining recurring themes across texts?</li> <li>• What is the relationship between the author of a piece of literature and his/her personal experiences?</li> <li>• How does intensive study of a genre or author deepen one’s understanding of and appreciation for that particular genre or author?</li> </ul>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>▪ setting</li> <li>▪ biographical sketch of author</li> <li>▪ genre characteristics</li> <li>▪ themes and characters</li> <li>▪ literary conventions</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time.</li> <li>▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings.</li> <li>▪ make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings.</li> <li>▪ revise and edit their written work to render it publishable in terms of the conventions of the English language.</li> <li>▪ speak about their understandings using the conventions of the English language.</li> </ul>

Semester 2  
 Quarter III: Unit 3

Key concepts for discussion: voice, sound devices, figures of speech, imagery, and structure

Enduring Understandings	Essential Questions	Knowledge and Skills
<ul style="list-style-type: none"> <li>• Reading provides insight into life; it is an interactive and individual activity between reader and text.</li> <li>• Vocabulary affects comprehension.</li> <li>• Fluency affects comprehension.</li> <li>• Writing is a process that influences life.</li> <li>• Listeners acknowledge the viewpoints of others.</li> <li>• Poetry and prose evoke responses.</li> <li>• Poetry and prose are read, understood, and appreciated on many levels.</li> </ul>	<ul style="list-style-type: none"> <li>• How does a reader interact with poetry and prose?</li> <li>• How does knowledge of literary elements promote comprehension and retention of literary elements?</li> <li>• How does a reader evaluate the effective use of the literary elements?</li> <li>• What varying techniques and strategies might a reader choose to utilize while engaged in reading poetry and prose?</li> <li>• How does an effective writer use the writing process to produce or respond to poetry and prose?</li> <li>• What is the importance of examining recurring themes across poetry and prose?</li> <li>• What is the relationship between the author of a poem and prose to his/her personal experiences?</li> <li>• How does a reader gain an appreciation for poetry and prose?</li> <li>• How does intensive study of a particular genre or author deepen one's understanding and appreciation of that particular genre or author?</li> </ul>	<p>Students should know about:</p> <ul style="list-style-type: none"> <li>▪ setting</li> <li>▪ biographical sketch of author</li> <li>▪ genre characteristics</li> <li>▪ themes and characters</li> <li>▪ literary conventions</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time.</li> <li>▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings.</li> <li>▪ make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings.</li> <li>▪ revise and edit their written work to render it publishable in terms of the conventions of the English language.</li> <li>▪ speak about their understandings using the conventions of the English language.</li> </ul>

Quarter IV: Unit 4

Key concepts for discussion: characters, setting, plot, dialogue, literary devices

Enduring Understandings	Essential Questions	Knowledge and Skills
<ul style="list-style-type: none"> <li>• Reading influences life; it is an interactive and individual activity between reader and text.</li> <li>• Vocabulary affects comprehension.</li> <li>• Fluency affects comprehension.</li> <li>• Writing is a process that influences life.</li> <li>• Listeners recognize the viewpoints of others.</li> <li>• Drama, epic poetry, and science fiction evoke responses to literature.</li> <li>• Drama, epic poetry, and science fiction reflect the culture that shaped them.</li> </ul>	<ul style="list-style-type: none"> <li>• How does a reader interact with drama, epic poetry, and science fiction?</li> <li>• How does knowledge of literary elements and devices promote comprehension?</li> <li>• How does a reader evaluate the effective use of the literary elements?</li> <li>• What varying techniques and strategies might a reader choose to utilize while engaged in reading drama, epic poetry, or science fiction?</li> <li>• How does an effective writer use the writing process to produce or respond to drama, epic poetry, or science fiction?</li> <li>• What is the relationship between the author of a piece of literature and his/her personal experiences?</li> <li>• How does intensive study of a particular genre or author deepen one's understanding and appreciation of that particular genre or author?</li> </ul>	<p>Students should know about:</p> <ul style="list-style-type: none"> <li>▪ setting</li> <li>▪ biographical sketch of author</li> <li>▪ genre characteristics</li> <li>▪ themes and characters</li> <li>▪ literary conventions.</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time.</li> <li>▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings.</li> <li>▪ make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings.</li> <li>▪ revise and edit their written work to render it publishable in terms of the conventions of the English language.</li> <li>▪ speak about their understandings using the conventions of the English language.</li> </ul>

## 2. Acceptable Evidence of Understanding

Teachers should plan to utilize both formative and summative assessments to determine students' understanding of the standards.

NCEE Performance Standard	Sunshine State Standard	SSS/NCEE Performance Assessments
E1a: 25 book standard (independent reading)	LAA243	Annotated reading list Reader response journal
E1b: Deep reading by one author, on one issue or subject (independent reading)	LAA142,143,241,242, LAD141,143 understands the nature of language	E1b/E2b/E5a: Response to literature; E4a/b edited and revised
E1c: Informational text	LAA244 Locate information for research	E1c/E2a: Report (see below)
E2a: Report	LAB141-143, 241-143	E2a: Report based on Internet research; E4a/b edited and revised (LAA244, LAB142,143, 241, 242,243)
E2b: Response to literature	LAE241-248 Responding critically to text	E2b/E5a: Response to literature
E2f: Reflective essay		E1b/E2f: Reflective essay
E3a: One-to-one reading/writing conferences with teacher	LAA141,143,144,243 Reading conference	conference notes
E3b: Participation in reading group	LAA141,143,144,241,242,243, LAC143 Reading group discussions	reading group roles
E3c: Oral presentation	LAC341-345, LAD244	oral presentation of Internet research
E4a: Editing	LAB143 Editing	E2a, E2b, E2f final edited piece
E4b: Revision	LAB142 Revision	E2a, E2b, E2f final revised piece
	LAA,LAB,LAD,LAE	Unit Test: Reading, Literature, Editing End of Course Exam: Reading, Editing Portfolio Assessment: Writing

### 3. Performance Tasks

#### NCEE Performance Standards

##### Reading:

E1a: The student reads at least 25 books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list (see Performance Standards book, pp. 22-23.) The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that: makes and supports warranted and responsible assertions about the texts; supports assertions with elaborated and convincing evidence; draws the texts together to compare and contrast themes, characters, and ideas; makes perceptive and well developed connections; evaluates writing strategies and elements of the author's craft.

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: restates or summarizes information; relates new information to prior knowledge and experience; extends ideas; makes connections to related topics or information.

##### Writing

E2a: The student produces a report that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that conveys a perspective on the subject; creates an organizing structure appropriate to purpose, audience, and context; includes appropriate facts and details; excludes extraneous and inappropriate information; uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate; provides a sense of closure to the writing.

E2b: The student produces a response to literature that: engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; advances a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; demonstrates understanding of the literary work through suggesting an interpretation; anticipates and answers a reader's questions; recognizes possible ambiguities, nuances, and complexities; provides a sense of closure to the writing.

E2f: The student produces a reflective essay that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; analyzes a condition or situation of significance; develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience; creates an organizing structure appropriate to purpose and audience; uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario; provides a sense of closure to the writing.

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

makes thematic connections among literary texts, public discourse, and media; evaluates the impact of author's decisions regarding word choice, style, content, and literary elements; analyzes the characters of literary forms and genres; evaluates literary merit; explains the effect of point of view; makes inferences and draws conclusions about fictional and non-fictional contexts, events, setting, themes, and styles; interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; evaluates the stance of a writer in shaping the presentation of a subject; interprets ambiguities, subtleties, contradictions, ironies, and nuances; understands the role of tone in presenting literature (both fictional and non-fictional); demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

### Speaking, Listening, and Viewing

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: initiates new topics in addition to responding to adult-initiated topics; asks relevant questions; responds to questions with appropriate elaboration; uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...," "very likely...," "I'm unsure whether..."; confirms understanding by paraphrasing the adult's directions or suggestions;

E3b: The student participates in group meetings, in which the student: displays appropriate turn-taking behaviors; actively solicits another person's comment or opinion; offers own opinion forcefully without dominating; responds appropriately to comments and questions; volunteers contributions and responds when directly solicited by teacher or discussion leader; gives reasons in support of opinions expressed; clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions; employs a group decision-making technique such as brainstorming or a problem solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solution, evaluate solution); divides labor so as to achieve the overall group goal efficiently;

E3c: The student prepares and delivers an individual presentation, in which the student: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members; shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource material; uses notes or other memory aids to structure the presentation; develops several main points relating to a single thesis; engages the audience with appropriate verbal cues and eye contact; projects a sense of individuality and personality in selecting and organizing content, and in delivery.

E4a: The student independently and habitually demonstrates understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, usage.

E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include: adding or deleting details, adding or deleting explanations, clarifying difficult passages, rearranging words, sentences, and paragraphs to improve or clarify meaning, sharpening the focus, reconsidering the organizational structure, rethinking and/or rewriting the piece in light of different audiences and purposes.

#### 4. Instructional Delivery Model

Reader's Workshop	Writer's Workshop
<ul style="list-style-type: none"><li>• annotated reading list</li><li>• reader response journals</li><li>• book sharing</li><li>• reading conferences</li><li>• author studies</li><li>• reading discussion groups</li><li>• oral presentations</li></ul>	<ul style="list-style-type: none"><li>• writer's notebook (craft lessons)</li><li>• report</li><li>• response to literature</li><li>• narrative account</li><li>• persuasive essay</li><li>• reflective essay</li><li>• revising</li><li>• editing</li><li>• writing conferences</li><li>• genre studies</li></ul>

Semester 1  
Pacing Guide English I: Quarter One

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading Selected readings from core text, informational texts, and Internet; dialectical journals; reading group discussions; teacher reading conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading and core text: Glencoe's <i>The Reader's Choice: Course 4</i> <b>At least three fiction selections</b> from the text and related poetry and nonfiction selections via Internet, other print sources and non-print media	Dialectical journal  E2b/E5a Response to Literature
3-4	Writing Workshop: E2b/E5a: Response to Literature: analyzing and writing a critical response; craft lessons: reading and analyzing professional models of response to literature, critical essays; drafting, revising, editing, publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Glencoe's <i>The Reader's Choice: Course 4:</i> <b>At least three fiction selections</b> from the text and related poetry and nonfiction selections via Internet, other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons  E2b/E5a Response to Literature - Expository
5-6	Reading Workshop: Selected readings from core text, informational texts, and the Internet; dialectical journals; reading group discussions;	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively.	Independent reading in a fictional piece: Glencoe's <i>The Reader's Choice: course 4</i> <b>At least three fiction</b>	Dialectical journal  E2a/E5a Response to

	conferences	LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	<b>selections from the text and related poetry and nonfiction</b> selections via Internet, other print sources; non-print media	literature
7-8	Writing Workshop: E2a Report: analyzing, and writing a report; Craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Glencoe's <i>The Reader's Choice: Course 4: <b>At least three fiction</b></i> selections from the text and related poetry and nonfiction selections via Internet, other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons  E2a Report Expository
9	Writing Workshop: E2f: Reflective Essay: reading appropriate text, analyzing, and writing a personal response; Craft lessons: reading and analyzing professional models of reflective essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms.	Independent reading core text <b>At least three fiction</b> selections from the text and related poetry and nonfiction selections via Internet, other print sources	E2a Report  On-demand essay: responding to text selection (reflective)  Book Shares  County Unit

		LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.		Exam Teacher nine weeks assessment
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Pacing Guide English I: Quarter Two

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading selected readings from core text, informational texts, and the Internet; dialectical journals; reading group discussions; teacher reading conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Glencoe's <i>The Reader's Choice: Course 4</i> <b>At least three nonfiction</b> selections from the text and related fiction and poetry via Internet, other print sources; non-print media	Dialectical journal  E2b/E5a Response to Literature
3-4	Writing Workshop: E2b/E5a: Response to Literature: analyzing and writing a critical response; craft lessons: reading and analyzing professional models of response to literature, critical essays; drafting, revising, editing, publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Glencoe's <i>The Reader's Choice: Course 4</i> : <b>At least three nonfiction</b> selections from the text and related fiction and poetry via Internet, other print sources, and non-print media; professional models of responses to literature	Writer's notebook; craft lessons  E2b/E5a Response to Literature - Persuasive
5-6	Reading/Writing Workshops: E6a: The student critiques public documents. E6b: The student produces	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively.	Independent reading of a fictional piece: Glencoe's <i>The Reader's Choice</i> :	Dialectical journal E6a: The student

	public documents Selected readings from core text, informational texts, and the Internet; dialectical journals; reading group; discussions; conferences	LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	<i>Course 4</i> <b>At least three nonfiction</b> selections from the text and related fiction and poetry via Internet, other print sources, and non-print media	critiques public documents. E6b: The student produces public documents  E2b/E5a Response to Literature – Persuasive
7-8	Writing Workshop: E2a Report: analyzing and writing a report; Craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; drafting, devising, editing, publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Glencoe's <i>The Reader's Choice</i> : <i>Course 4</i> : <b>At least three nonfiction selections</b> from the text and related fiction and poetry via Internet, other print sources, and non-print media; professional models of responses to literature	Writer's notebook; craft lessons  Book Shares
9	Writing Workshop: E2f: Reflective essay: reading appropriate text, analyzing, and writing a personal response; craft lessons: reading and	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively.	Independent reading core text <b>At least three nonfiction</b> selections from the text and related fiction and	On-demand essay: responding to text selection (reflective)

	<p>analyzing professional models of reflective essays; drafting, revising, editing, publishing; paired, group, and teacher writing conferences</p>	<p>LAC1.4 The student uses listening strategies effectively.  LAC3.4 The student uses speaking strategies effectively.  LAD1.4 The student understands the nature of language.  LAD2.4 The student understands the power of language.  LAE 1.4 The student understands the common features of a variety of literary forms.  LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>poetry via Internet, other print sources</p>	<p>Oral reports   Unit Exam  County Semester Exam</p>
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Semester 2  
Pacing Guide English I Quarter Three

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading selected readings from core text, informational texts, and the Internet; dialectical journals; reading group discussions; teacher reading conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading and core text: Glencoe's <i>The Reader's Choice: Course 4</i> <b>Relevant nonfiction, fiction, and poetry</b> selections from the text and via Internet, other print sources, and non-print media	Dialectical journal  E2b/E5a Response to Literature
3-4	Writing Workshop: E2b/E5a: Response to Literature: analyzing and writing a critical response; craft lessons: reading and analyzing professional models of response to literature, critical essays; drafting, revising, editing, publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Glencoe's <i>The Reader's Choice: Course 4</i> : <b>Relevant nonfiction, fiction, and poetry</b> selections from the text and via Internet, other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons  Poetry Emulation
5-6	Reading Workshop: Selected readings from core text, informational texts, and the Internet; dialectical journals; reading group discussions;	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively.	Independent reading of a fictional piece: Glencoe's <i>The Reader's Choice: Course 4</i> <b>Relevant nonfiction,</b>	Dialectical journal  E2b/E5a Response to literature –

	conferences	LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	<b>fiction, and poetry</b> selections from the text and via Internet, other print sources, and non-print media	Expository essay
7-8	Writing Workshop: E2a Report: analyzing, and writing a report; craft lessons, reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; drafting, revising, editing, publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Glencoe's <i>The Reader's Choice: Course 4: <b>Relevant nonfiction, fiction, and poetry</b></i> selections from the text, via Internet, other print sources and non-print media; professional models of responses to literature	Writer's notebook; craft lessons  E2a Report Expository
9	Writing Workshop: E2f: Reflective Essay: reading appropriate text, analyzing, and writing a personal response; craft lessons: reading and analyzing professional models of reflective essays; drafting, revising, editing, publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading core text <b>Relevant nonfiction, fiction, and poetry</b> selections from the text and via Internet, other print sources, and non-print media	On-demand essay: responding to text selection (reflective)  Oral reports/Book Shares  Unit Exam

Pacing Guide English I: Quarter Four

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading Selected readings from core text, informational texts, and the Internet; Dialectical journals; reading group discussions; teacher reading conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading and core text: Glencoe's <i>The Reader's Choice: Course 4</i> <b>nonfiction, fiction, drama, and poetry</b> selections from the text, via Internet, other print sources, and, non-print media	Dialectical journal  E2b/E5a Response to Literature
3-4	Writing Workshop: E2b/E5a: Response to Literature: analyzing and writing a critical response; craft lessons: reading and analyzing professional models of response to literature, critical essays; drafting, revising, editing, publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Glencoe's <i>The Reader's Choice: course 4:</i> <b>nonfiction, fiction, drama, and poetry</b> selections from the text, selections via Internet, other print sources, and non-print media; professional models of responses to literature	Writer's notebook; craft lessons  E2b/E5a Response to Literature -  Sketch/scene using drama elements
5-6	Reading Workshop: Selected readings from core text, informational texts, and the Internet; dialectical journals; reading group discussions; conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively.	Independent reading in a fictional piece: Glencoe's <i>The Reader's Choice: Course 4:</i> <b>nonfiction, fiction, drama, and poetry</b>	Dialectical journal  E2b/E5a Response to Literature –

		LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	selections from the text and selections via Internet, other print sources; non-print media	Expository
7-8	Writing Workshop: E2a Report: analyzing, and writing a report; craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; drafting, revising, editing, publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	core text: Glencoe's <i>The Reader's Choice</i> : course 5: <b>nonfiction, fiction, drama, and poetry</b> selections from the text and selections via Internet, other print sources and non-print media; professional models of responses to literature	Writer's notebook; craft lessons  E2a Report Expository  Book Shares
9	Writing Workshop: E2f: Reflective Essay: reading appropriate text, analyzing, and writing a personal response; craft lessons: reading and analyzing professional models of reflective essays; drafting, revising, editing, publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading core text selections via Internet, other print sources	E2a Report  On-demand essay: responding to text selection (reflective)  County End of Course Exam  Teacher End-of-year Assessment

