

Duval County Public Schools

Intensive Reading Grades 9-12 2006-2007



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**2005 Florida Department of Education
COURSE DESCRIPTION - GRADES 9-12, ADULT
Subject Area: Language Arts
Course Number: 1000410
Course Title: 9-12 Intensive Reading**

Course Length: 36 weeks

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basic Assumptions for Reading Education

- Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations and systematic practice opportunities, as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a block of time of no less than ninety minutes daily. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less than 90 minutes. The intensity of the intervention should be determined using the most recent data available from reliable and valid assessments.

- Due to the extensive remediation needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of remediation need highly-qualified reading instructors who have demonstrated success in the remediation of the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.
- **The amount of FCAT specific practice (“test prep”) should be limited, given most students’ vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

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

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase. The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fl DOE.org/>.

After successfully completing this course, the student will:

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.

2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.

3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.

5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Florida's Reading Formula for Success
5+3+ii+iii=NCLB

(5) Five Essential Components of Reading

Phonemic Awareness
Phonics
Fluency
Vocabulary Development
Comprehension

(3) Three Types of Assessment

Screening
Diagnosis
Progress Monitoring

(ii) initial instruction in all classrooms

Small or Large Group Instruction

An effective reading program has to integrate the five instructional components of effective reading instruction into a comprehensive and cohesive instructional design. This includes the following:

Explicit and systematic instructional practices
Many opportunities for practice with and without scaffolds
Aligned student materials

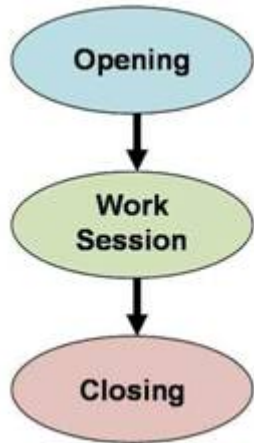
(iii) immediate intensive intervention

Small Group or Individual

A classroom teacher can provide additional instruction and practice some students may need. (Differentiate)
Alternative instructional practices

(NCLB)=No Child Left Behind

Components of an Intensive Reading Class Period



The teacher's role in the Opening is that of instructor
(40 minutes)

The teacher's role in the Work Session is that of facilitator
(40 minutes)

The teacher's role in the Closing is that of a synthesizer
(10 minutes)

Opening

- Read Aloud
- Word Study
- Focus Lesson

Work Period

- Practical Application Activities
- Instructional Center Activities
- Triple I Session
- Independent Reading
- Reciprocal Teaching Groups
- Literature Circles

Closing

- Review lessons of the day
- Students – teacher share

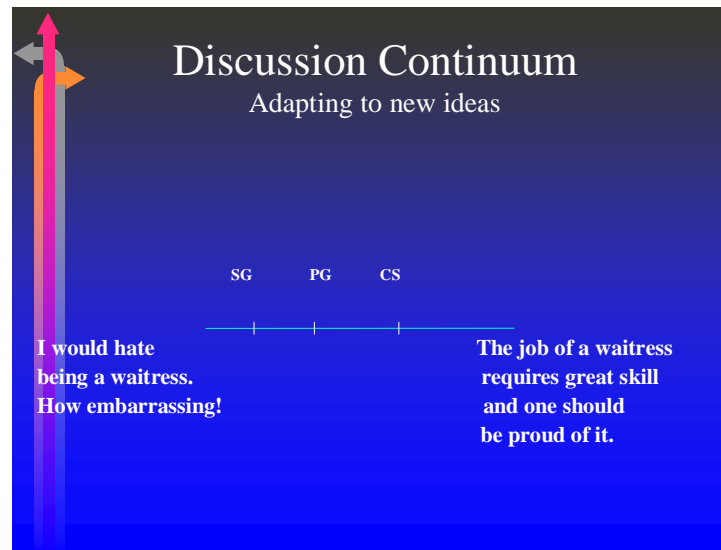
Typical Day in an Intensive Reading Class

OPENING

Read Aloud: Selection - Hope Was Here by Joan Bauer, pg. 1-3

📖 Pre-reading activity

- Students review the stances on the discussion continuum line and place their initials at the point that reflects their opinions.




- Teacher gives a glimpse of the theme of the read aloud by
 - Discussion: "Our focus for the next two weeks is on reading about people who are trying to understand themselves better and to make meaning of their lives."
 - Reading: the first paragraph on the first page..."Believe me when I tell you, I know about survival..."

📖 Listening task

- As you listen to the story, decide on subsection titles for the different parts of the story.

- Example – One title for the introductory paragraph could be “After I was born, my mother gave me away”. What title would you give it?
- Today’ reading could be divided into four subsections. After we finish the reading, you will create your titles and then we will discuss the number of titles. Will you agree with me that there are four or will you arrive at more or less?
- **Work Session Application:** The final part of this task is the pair retell. While consulting your titles, you will retell what you heard to your partner. Your partner will then do his/her retell. You will decide which “retell” is most accurate

Word Study: 17-lesson pacing guide – Root Words

 Follow the lesson on the pacing guide

 **Work Session Application: quer, quis, ques, quir**

- Write the Latin roots and their definitions in the “word study” section of your academic notebook.
- Select one Latin root and create a Word Tree for the term. Consult other sources such as www.dictionary.com, or www.vocabulary.com/wordcity

Word Study: Derivative Detective

When I disagree with my 9 week grade, I might go to my teacher and ask, "Would you answer my **query** about how I got a D in French?"

While I waited for the car service technician to change the oil in my car, I **inquired** about the prices of the new 2006 Nissan Maximas.

My brother is so **inquisitive**; he never stops asking questions when I talk to him about my PowerPoint slides.

Pounding the desk because she disagrees with the speaker is **questionable** behavior for the leader of the meeting.

What do you think "quer," "quir," "ques" and "quis" mean?

What do these words mean?

- A. Inquiry
- B. Quest
- C. Inquisition
- D. Questionnaire

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Extension Activities

- Graffiti Poster – Tell students that "graffiti (pl) means "a little" scratching" in Italian. Use a website, such as www.davis.k12.ut.us/ffjh/thompson/cells.htm, to obtain lists of Greek and Latin root words. Students make posters with the root in the center and words that can be made from the root sporadically etched around the root. The poster should be somewhat artistic and include many words from the root. One example is *cogn* meaning know. Students may include recognize, cognition, incognito, cognitive, etc. for words surrounding the root.
- Word Tapestries – A variation on Graffiti Poster. Students create an imaginative drawing of a root word and hide present day derivations in an artistic design surrounding the root.

Focus Lesson: 9th grade *Critical Reading and Writing Sourcebook*, pg. 60-61 of teacher guide and pg. 11-15 of student book

Discuss "identity" as it means literally and figuratively

- Is it shaped by personal beliefs? Example

- Is it shaped by friends? Example
- Is it shaped by immediate and extended family? Example
- Is it shaped by personal or family accomplishments? Example
- Is it shaped by personal appearance? Example
- What else shapes one's identity?
- 📖 Students: Write a 2-column graphic in academic notebook
 - Attributes of those who are comfortable with their identity
 - Attributes of those who struggle with their identity.
- 📖 Students: Read paragraph one on pg 13
- 📖 Students: Complete 1-minute quickwrite activity on pg. 12 **Share during Work Session**
- 📖 Teacher: Review with students
 - Making response notes – “Talking to the Text”
 - Mark or highlight
 - Question
 - Clarify
 - Visualize
 - Predict
 - React and Connect
 - Stop and Think
 - Staying connected to the text with directed reading
- 📖 Students begin read pg. 13-15
- 📖 **Practical Application: Finish the reading during Work Session**

WORK SESSION


Practical Application Activities

- 📖 Students finish read pg. 13-15
- 📖 1-minute Quickwrite - pair share

Word Study

- 📖 Word Tree for one Latin root – individual activity

Listening Comprehension

 Pair Retell of *Hope Was Here* read aloud – pair share

Fluency Practice

 Student pairs complete a fluency exercise from Jamestown Fluency

Literature Circle


 Group reads the next section of “Jaws: The Prequel,” and completes the sensory chart


Triple i

 Group X meets with me for REWARDS work – 10 minutes


 Group Y meets with me for REWARDS work – 10 minutes

Independent Reading

 Log the pages read


 Complete “Select a Quote”

Vocabulary

 Although many of the unfamiliar words in the “Good Daughter” selection are defined, two, possibly unknown ones, are not. Please complete the “Context-Content-Experience graphic (pg 136 *Words, Words, Words* (Janet Allen))

CLOSING

 Review student “Stop and Think” responses and “Talking to the Text” notes

 Exit Slip: How will the listening practice help you in one of your other subject areas (social studies, science, health, foreign language)?

Intensive Reading Weeks 1-9

Week 1

Opening

- **Academic Notebook**
Set up academic notebook
- **Read Aloud**
Teacher-selected novel, short story, news article
Students can make response entries in their academic notebooks or teacher can facilitate discussion on the day's reading
- **Word Study/Vocabulary**
Follow 17-lesson pacing guide
Provide "practical application" activity
- **Focus Lesson**
Lessons
 - Teacher expectations/rules for classroom
 - Procedures for read aloud, focus lesson, independent reading (teacher continues this list)
 - Setting up a notebookProvide "practical application" activity if appropriate
- **Baseline assessment**
Administer Critical Reading and Writing Sourcebook baseline assessment in vocabulary & comprehension

Work Session

- Practical application activities
 - Word study/Vocabulary
 - Focus lesson
 - Read aloud or read aloud
- Independent reading
 - Select and begin reading a book
 - Personal response activities

Closing **Reflect and share**

Week 2

Opening

- **Read Aloud**
- **Word Study/Vocabulary**
- **Focus lesson – Critical Reading and Writing Sourcebook**

Work Session

Closing: Reflect and share

Week 3

Read Aloud

Word Study/Vocabulary

Focus Lesson

- Continue Sourcebook lessons

Work Session

- Practical Application from Critical Reading and Writing Sourcebook
- Independent Reading

Closing: Reflect and share

Week 4 - 9

Read Aloud or Read Aloud/Think Aloud

Word Study/Vocabulary

Focus Lesson

Work Session

- Practical Application
- Independent Reading
- Begin Small Group iii (2 sessions)

Closing: Reflect and share

Intensive Reading Observation Tool

Opening - 40 minutes	You Will See	Observation
<p>Read Aloud or RA/TA - 10 minutes</p> <ul style="list-style-type: none"> ▪ Reading takes place in a slightly more difficult selection ▪ Reading Options for RA and RA/TA <ol style="list-style-type: none"> 1. Novel 2. Picture book 3. News or magazine article 4. Poetry 5. Drama 6. Short Story 7. School textbook <p>TEACHER NOTE: Think about your purpose for each read aloud.</p> <ul style="list-style-type: none"> ▪ Sometimes you might read aloud for pleasurable reasons only followed by a short discussion on a specific questions or conceptual point ▪ Sometimes you might use the read aloud/think aloud for exclusive work on a fix-up or "stay connected" strategy ▪ Sometimes you do a combination 	<p>Read Aloud</p> <ul style="list-style-type: none"> ▪ Fluent, expressive reading (3-5 pages) ▪ Reading excerpt comes from a novel, short story, or newspaper/magazine article ▪ Read aloud is followed by student discussion or work session activities <p>Read Aloud/Think Aloud: Teacher</p> <ul style="list-style-type: none"> ▪ Illustrates specific reading strategy or clarification/fix-up strategy for use in expository texts ▪ Models 1-2 examples of strategy usage within text or nonfiction article <p>The students and teacher</p> <ul style="list-style-type: none"> ▪ Discuss clarifications, uses, and adaptations of strategy ▪ Update strategy notebook 	<p>Observed____ Not Observed____</p> <p>Comments</p>

<p style="text-align: center;">approach of a pleasurable reading combined with a think aloud focus</p>		
<p>Word Study - 10-15 minutes Systematic instruction and application in one of the following:</p> <ul style="list-style-type: none"> ▪ Study of common affixes ▪ Study of Latin/Greek/Anglo Saxon word roots ▪ Study of basic syllabication patterns for decoding of unknown words ▪ Study of contextual clues ▪ Study of tier 2 vocabulary ▪ Study of word etymology 	<ul style="list-style-type: none"> ▪ Explicit instruction to whole group ▪ Teacher modeling of skill/strategy ▪ Guided student practice of skill/strategy <p>NOTE: The class works in one area for a designated period of time. Example: study Latin roots for X number of sessions and then change the focus.</p> <p><i>Word Study can be done with words from Critical Reading and Writing Sourcebook, read aloud selection, teacher choice</i></p>	<p>Observed___ Not Observed___</p> <p>Comments</p>
<p>Initial Instruction/Focus Lesson - 15-20 minutes</p> <ul style="list-style-type: none"> ▪ Lessons follow <i>Critical Reading and Writing Sourcebook</i> teacher guide ▪ Additional lessons are drawn from 25 critical literacy tasks that are aligned with Florida reading standards ▪ Strategy lessons are documented in student reading notebooks 	<ul style="list-style-type: none"> ▪ Initial instruction that focuses on SSS reading standards and follows <i>Critical Reading and Writing Sourcebook</i> ▪ Lesson is in <i>Rationale, Model/Think Aloud, Guided Practice, Recap/Clarify</i> presentation format ▪ Students keep a record of strategy lesson with examples in their strategy notebook 	<p>Observed___ Not Observed___</p> <p>Comments</p>

Work Session – 35+ minutes	You Will See	Observation
<p>Practical Application - occurs every day</p> <ul style="list-style-type: none"> ▪ Directly tied to focus lesson, word study, read aloud, or school instructional focus ▪ Strategy application is on same type of content textbook or magazine/news article as focus lesson ▪ Article collection represents a variety of reading levels ▪ Strategy applications are kept in learning log entry of reading strategy notebook 	<ul style="list-style-type: none"> ▪ Students apply focus lesson to an article or textbook ▪ Student pairs collaborate on strategy discussion/modifications ▪ Students summarize work in strategy section of academic notebook ▪ 	<p>Observed____ Not Observed____</p> <p>Comments</p>
<p>Triple / Session - 10-minute meetings (immediate, intensive intervention)</p> <ul style="list-style-type: none"> ▪ occurs every day ▪ 10 minute duration ▪ 1-3 conferences are held daily 	<ul style="list-style-type: none"> ▪ Teacher conducts 1-3 conferences per day ▪ Highly structured instructional focus ▪ Regular informal mastery assessments recorded in student's reading notebook and teacher's data file ▪ Flexible and ever-changing grouping formats according to student needs (individual, small group) 	<p>Observed____ Not Observed____</p> <p>Comments</p>
<p>Student Differentiated Study</p> <ul style="list-style-type: none"> • Variety of leveled student professional development materials are available for focused self study (<i>Great Source, Jamestown Press Publishers</i>) 	<ul style="list-style-type: none"> ▪ Students have access a variety of leveled reading material for personal development work ▪ Students keep personal developmental charts with record of work 	<p>Observed____ Not Observed____</p> <p>Comments</p>

<ul style="list-style-type: none"> ▪ Computer support: Edu Test, FCAT Explorer, RENAISSANCE Fluent Reader ▪ Listening center ▪ Learning Center <p>Pair Strategy Sessions:</p> <ul style="list-style-type: none"> • Student pairs work together after their individual practice to assess their progress <p>Reciprocal Teaching Groups</p>	<ul style="list-style-type: none"> ▪ Students self-check work ▪ Pairs discuss, modify, and practice targeted reading strategies/skills ▪ Pairs complete pair strategy conference forms after each meeting ▪ Pairs practice fluency activities ▪ Pairs practice "think aloud" on expository text/articles ▪ Student-Facilitated reading of same text 	
<p>Academic Notebook</p> <ul style="list-style-type: none"> • Each section of notebook includes a table of contents 	<ul style="list-style-type: none"> ▪ Notebook includes the following sections: strategy notes, word study/vocabulary enrichment, written responses to reading, and personal goal-setting 	<p>Observed___ Not Observed___</p> <p>Comments</p>
<p>REWARDS program</p>	<ul style="list-style-type: none"> ▪ Students who do poorly on fluency probes or phonics assessment are enrolled in REWARDS program ▪ Student group meets on a regular basis during triple I session 	<p>Observed___ Not Observed___</p> <p>Comments</p>

Independent Reading 15+ minutes	You Will See	Observation
<p>Independent Reading - 15 minutes</p> <ul style="list-style-type: none"> occurs every day within the work session time slot Classroom libraries and Accelerated Reader books are available 	<ul style="list-style-type: none"> Independent reading with personal written responses in journals Book byte writing activities Pair share of readings Literature Circle sessions (Begin 2nd - 3rd Quarter) 	<p>Observed____ Not Observed____</p> <p>Comments</p>
Closing – 10 minutes	You Will See	Observation
<p>Reflect and Connect</p> <ul style="list-style-type: none"> Whole class "check-in" of how the day went Exit slip assignment - teacher may respond to student exit slip 	<ul style="list-style-type: none"> Students conduct a strategy debrief <ol style="list-style-type: none"> How, when, or where used Answer these questions: <ul style="list-style-type: none"> "Do you see places where strategy could be used?" "Does it help repair comprehension?" "Does it make sense to you?" 	<p>Observed____ Not Observed____</p> <p>Comments</p>

<p>Share</p> <ul style="list-style-type: none"> ▪ Students present their work and share their successes 	<ul style="list-style-type: none"> ▪ Individual or team share of personal improvement, investigations, literary explorations ▪ Book talk/share or personal literary response opportunities ▪ Read book byte 	<p>Observed____ Not Observed____</p> <p>Comments</p>
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INTENSIVE READING – 9TH GRADE PACING GUIDE

SEMESTER 1							
Week	Date	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resources	Assessment
1	Aug. 7	BASELINE ASSESSMENT: PRE TEST <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
3	Aug 21	SDRT PRE TEST					
2-3-4 (15 days)	Aug. 14 21 28	Identity (Selection 1-2)	Prefixes Context clues	Inferences Point of View Comparing/contrasting Character development Sequence Themes Graphics: Character Web Venn Diagram Bio Poem Frame Story Board	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.A.2.4.2 L.A.E.1.4.3 L.A.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
5-6 (9 days)	Sept. 4 11	World War I (Selection 3-4)	Prefixes Suffixes	Summarizing Predicting events, effects Main ideas, details Graphics: Major Events Timeline "Sketch Your Events" Storyboard Sensory Detail Sketch Sequence of Events chart	L.A.A.1.4.1 L.A.A.1.4.3 L.A.A.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
7-8 (10 days)	Sept.18 25	Author Focus: Gwendolyn Brooks (Selection 5-6)	Negative prefixes Context clues	Character development Themes Draw conclusions Poetry/word choices	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.E.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>

				Details Graphics: Plot Organizer Word Bank Circular Story Map Sensory Web	L.A.E.2.4.1 L.A.E.2.4.3		
9	Oct. 2 (5 days)	INTERIM # 1 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
10	Oct. 9	END OF QUARTER 1 LATEST DATE TO BEGIN TRIPLE I & REWARDS PROGRAM					
11-12 (8 days)	Oct. 16 23	New Lands (Selections 7-8)	Context clues Prefixes	Inferences Generalizations Plot related to conflict Conflict and resolution Graphics: Word Web Story Pyramid Plot Line Like-Dislike-Reason Chart	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.5 L.A.E.2.4.1 L.A.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
13-14 (10 days)	Oct. 30 Nov. 6	Myths and Monsters (Selections 9-10)	Prefixes Greek and Latin roots	Predicting events, effects Draw conclusions Plot related to conflict Graphics: Story Frame Plot Line Prediction-Confirmation Story Board Character Analysis	L.A.A.1.4.1 L.A.A.1.4.2 L.A.A.1.4.3 L.A.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
15 (5 days)	Nov. 13	Author Focus: Dorothy West (Selection 11)	Synonyms	Compare/contrast Predicting events, effects Irony Graphics: Character Attribute Map Venn Diagram	L.A.A.1.4.1 L.A.A.1.4.2 L.A.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
16 (2 days)	Nov. 20	THANKSGIVING WEEK					
17-18	Nov. 27	Author Focus:	Antonyms	Generalizations	L.A.A.1.4.2	<i>Reading and Writing</i>	<i>Reading and</i>

(9 days)	Dec 4	Dorothy West (Selection 12)		Author's purpose Common themes Graphics: Character Attribute Map Theme + Facts Chart	L.A.A.1.4.3 L.A.A.2.4.2 L.A.E.1.4.3	<i>Sourcebook</i>	<i>Writing Sourcebook Multiple Choice</i>
19	Dec. 11 (5 days)	INTERIM #2 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
20 (2 days)	Dec. 18-20	END OF QUARTER 2					

INTENSIVE READING – 9TH GRADE PACING GUIDE

SEMESTER 2							
Week	Day	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Source	Assessment
21-22 (10 days)	Jan. 8 15	Protest and Revolt (Selection 13-14)	Homographs Homophones	Draw conclusions Character development Predicting events, effects Summarizing Persuasive techniques Graphics: Supporting Details + Main Idea Character Analysis Chart Sequence of Events Chart	L.A.A.1.4.1 L.A.A.1.4.2 L.A.A.2.4.1 L.A.A.2.4.5 L.A.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
23-24 (10 days)	Jan. 22 29	Africa (Selection 15-16)	Prefixes Suffixes Synonyms	Main ideas and details Figurative language Summarizing Sequence Draw conclusions Compare/contrast Graphics: Topic Net Information Organizer (then convert into Semantic Feature Analysis Chart) Venn Diagram	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
25	Feb 5-6	FCAT WRITING!!					
26 (5 days)	Feb. 12	Author Focus: Luis Rodriguez (Selection 17-18)	Prefixes Suffixes Context clues	Inferences Flashback Sequence Summarizing Character development Graphics: Circular Story Map Character Trait Organizer	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.E.1.4.1 L.A.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>

				Sequence Map Story Frame			
27 (5 days)	Feb. 19	INTERIM #3 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
28-29	Feb. 26 Mar. 9	FCAT!!					
30 (4 days)	Mar. 12	END OF QUARTER 3					
31	Mar 26	SDRT POST TEST					
32 (10 days)	Apr. 2 9	Conflict (Selection 19-20)	Latin and Greek root parts Greek suffixes and prefixes	Generalizations Summarizing Persuasive techniques Sequence Graphics: Herringbone Diagram Episode Analysis	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.A.2.4.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
33-34 (10 days)	Apr. 16 23	World War II: The Holocaust (Selection 21-22)	Roots Latin roots Context clues Word origins	Draw conclusions Sequence Details Character development Predicting events, effects Inferences Graphics: 5WH Chart Sequence of Events Chart “Change from Beginning to End” Chart Character Web	L.A.A.1.4.1 L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
35-36 (10 days)	Apr. 30 May 7	Author Focus: Kurt Vonnegut (Selection 23-24)	Prefixes Suffixes Context clues	Author’s purpose Irony Figurative language Draw conclusions Character development Main idea and details Summarizing Graphics: Plot Line Double Entry Journal	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.A.2.4.2 L.A.E.1.4.1 L.A.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>

				Story Map Story Pie			
37 (5 days)	May 14	POST TEST <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
38 (4 days)	May 21	LAST WEEK OF SCHOOL					

NOTES TO TEACHERS

Vocabulary Focus

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Instructional Focus

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Diagnostic Pre, Interim, Post Tests

- ✓ Diagnostic tests focus on two reading skill areas: vocabulary and comprehension. The interim tests chart progress on vocabulary development and comprehension. The pre-test provides a baseline evaluation and the post test provides progress in the grade level as a whole.
- ✓ Comprehension Assessment
 - Fiction or non-fiction passage + 8 questions that evaluate higher order thinking
 - 6 multiple choice questions and 2 “Read-Think-Explain questions
- ✓ Vocabulary Assessment
 - Section 1: Questions 1-5 focus on word meaning and lesson vocabulary (critical grade level vocabulary)
 - Section 2: Questions 6-10 focus on word structure and analysis (prefixes, suffixes, roots)

Assessment

- ✓ This term refers to the assessment that accompanies each selection
- ✓ 10 multiple choice and 1 short response question

INTENSIVE READING – 10TH GRADE PACING GUIDE

SEMESTER 1							
Week	Date	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resources	Assessment
1	Aug. 7	BASELINE ASSESSMENT: PRE TEST <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
3	Aug 21	SDRT PRE TEST					
2-3-4 (15 days)	Aug. 14 21 28	School Days (Selection 1-2)	Context clues Antonyms History of language	Generalizations Drawing conclusions Comparisons/Contrast Graphics: Problem-Solution- Refined Solution Sequence Organizer	L.A.E.1.4.1 L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
5-6 (9 days)	Sept. 4 11	Apartheid (Selection 3-4)	Context clues Suffixes Homophones	Plot as related to conflict Point of view Cause-effect Summarizing Graphics: Word Web Concept Web Plot Line	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.E.2.4.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
7-8 (10 days)	Sept.18 25	Author Focus: Zora Neale Hurstons (Selection 5-6)	Context clues Prefixes Homophones Synonyms	Inferences Figurative language Character Development Comparison/Contrast Graphics: “Brown Bag of Miscellany” Venn Diagram Story Frame	L.A.E.1.4.1 L.A.E.2.4.1 L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
9	Oct. 2 (5 days)	INTERIM # 1 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					

10	Oct. 9	END OF QUARTER 1					
LATEST DATE TO BEGIN TRIPLE I & REWARDS PROGRAM							
11-12 (8 days)	Oct. 16 23	Family Ties (Selection 7-8)	Word roots Synonyms Word origins	Predicting events and effects Setting Poetry/meaning Summarizing Graphics: Bio-Poem Frame Word Cluster	L.A.A.1.4.3 L.A.A.1.4.1 L.A.E.2.4.1 L.A.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
13-14 (10 days)	Oct. 30 Nov. 6	Stories of the Arab World (Selection 9-10)	Context clues Suffixes Synonyms	Draw conclusions Summarizing Sequence Conflict Graphics: Circular Story Map Sequence Chart Story Board Contrast Map Character Map Story Map Conflict-Multiple Solutions	L.A.A.1.4.1. L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
15 (5 days)	Nov. 13	Author Focus Piri Thomas (Selection 11)	Context clues Word roots	Sequence Theme Graphics: Time line Autobiographical Planner	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.E.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
16 (2 days)	Nov. 20	THANKSGIVING WEEK					
17-18 (9 days)	Nov. 27 Dec 4	Author Focus Peri Thomas (Selection 12)	Context clues Word analysis	Cause/effect and plot Author's voice Graphics: Story Pyramid	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.E.2.4.2 L.A.E.1.4.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
19	Dec. 11 (5 days)	INTERIM #2					
<i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>							
20 (2 days)	Dec. 18-20	END OF QUARTER 2					

INTENSIVE READING – 10TH GRADE PACING GUIDE

SEMESTER 2							
Week	Day	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resource	Assessment
21-22 (10 days)	Jan. 8 15	Dreams (Selection13-14)	Context clues Suffixes Synonyms	Author’s purpose Summarizing Character development Graphics: Fishbone 5WH chart Research chart	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.A.2.4.2 L.A.A.2.4.4 L.A.A.2.4.6- 2.4.8 L.A.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
23-24 (10 days)	Jan. 22 29	Knights and Chivalry (Selection15-16)	Context clues Synonyms	Inferences Details Summarizing Graphics: Detail/Main Idea Concept Diagram	L.A.A.1.4.1 L.A.A.1.4.2 L.A.A.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
25	Feb 5-6	FCAT WRITING!!					
26 (5 days)	Feb. 12	Author Focus Naguib Mahfouz (Selection 17-18)	Context clues Prefixes Root words Greek prefix	Author’s voice Theme Predicting events, effects Sensory language Graphics: Theme/Support/Main Idea Sensory Chart Sequence Organizer Word Web Story Pyramid	L.A.A.1.4.1 L.A.A.1.4.2 L.A.A.1.4.3 L.A.E.1.4.1 L.A.E.1.4.3 L.A.E.2.4.1 L.A.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
27 (5 days)	Feb. 19	INTERIM #3 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					

28-29	Feb. 26 Mar. 9	FCAT!!					
30 (4 days)	Mar. 12	END OF QUARTER 3					
31	Mar 26	SDRT POST TEST					
32 (10 days)	Apr. 2 9	Discrimination (Selection 19-20)	Context clues Prefixes Synonyms	Summarizing Draw conclusions Point of view Persuasive techniques Graphics: “What He Says-What It Shows About Him” Linear Spiral String	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.A.2.4.2 L.A.A.2.4.5 L.A.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
33-34 (10 days)	Apr. 16 23	Images of War (Selection 21-22)	Synonyms Context clues Prefixes Suffixes	Sequence Inference Plot: conflict and resolution Persuasive techniques Graphics: Story + Summary Story Pie Time Line Like-Dislike-Reason	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.5 L.A.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
35-36 (10 days)	Apr. 30 May 7	Author Focus Isaac Asimov (Selection 23-24)	Suffixes Prefixes Synonyms Word analysis	Draw conclusions Word analysis Author’s voice Summarizing Graphics: Collection Card Venn Diagram Summary Chart Sketch and Write Mind Map	L.A.A.1.4.2 L.A.A.1.4.3 L.A.A.2.4.1 L.A.E.1.4.5 L.A.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
37 (5 days)	May 14	POST TEST <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
38 (4 days)	May 21	LAST WEEK OF SCHOOL					

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 - Fiction or non-fiction passage + 8 questions that evaluate higher order thinking
 - 6 multiple choice questions and 2 “Read-Think-Explain questions
- ✓ Vocabulary Assessment
 - Section 1: Questions 1-5 focus on word meaning and lesson vocabulary (critical grade level vocabulary)
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Assessment

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INTENSIVE READING – 11TH GRADE PACING GUIDE

Week	Date	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resources	Assessment
2-3-4 (15 days)	Aug. 14 21 28	America (Selection 1-2)	Context clues Prefixes Root words	Draw conclusions Author’s purpose Main idea and details Inferences Persuasive techniques Graphics: Notable quotes Summarizer organizer Feelings organizer Main idea organizer	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.2 LA.A.2.4.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
5-6 (9 days)	Sept. 4 11	Slavery and Emancipation (Selection 3-4)	Context clues Prefixes	Inferring meaning Generalizations Summarizing Details Predicting events, effects Persuasive techniques Graphics: Flow chart Herringbone 5WH herringbone	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
7-8 (10 days)	Sept.18 25	Author Focus: Annie Dillard (Selection 5-6)	Connotation/ Denotation Homographs Context clues Suffixes	Inferences Figurative language Draw conclusions Summarizing Graphics: Sensory language Idea cluster	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>

				Character cluster Conclusion chart 5WH hand			
10	Oct. 9	END OF QUARTER 1					
11	Oct 16	LATEST DATE TO BEGIN TRIPLE I AND REWARDS PROGRAM					
11-12 (8 days)	Oct. 16 23	Vietnam (Selection 7-8)	Context clues Root words Connotation/ Denotation Antonyms	Poetry/meaning Poetry/rhythm Summarizing Character development Theme Author's Purpose Persuasive techniques Graphics: 5WH cluster Venn Multiple Venn Attributes with evidence	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.2 LA.A.2.4.5 LA.E.1.4.3 LA.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
13-14 (10 days)	Oct. 30 Nov. 6	Japanese- American Internment (Selection 9-10)	Context clues Homographs Prefixes	Draw conclusions Mood Sequence Persuasive techniques Comparing/Contrasting Graphics: Story frame Sensory words brainstorming Sequence organizer	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.5 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
15 (5 days)	Nov. 13	Author Focus: Ernest Gaines (Selection 11)	Root words	Plot Flashback Character development Graphics: Story frame Story map	LA.A.1.4.3 LA.E.1.4.1 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
16	Nov. 20	THANKSGIVING WEEK					

(2 days)							
17-18 (9 days)	Nov. 27 Dec 4	Author Focus: Ernest Gaines (Selection 12)	Context clues Synonyms	Sequence Author's purpose Point of view Theme Graphics: 3-Circle Venn Storyboard Story pie	LA.A.1.4.2 LA.A.2.4.1 LA.A.2.4.2 LA.E.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
20 (2 days)	Dec. 18-20	END OF QUARTER 2					

INTENSIVE READING – 11TH GRADE PACING GUIDE

Week	Day	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resource	Assessment
21-22 (10 days)	Jan. 8 15	Power of Words (Selection 13-14)	Suffixes Connotation/ Denotation Prefixes & suffixes	Generalizations Draw conclusions Summarizing Persuasive techniques Graphics: Important quotes Word pictures Word web	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
23-24 (10 days)	Jan. 22 29	Civil Rights (Selection 15-16)	Context clues Root words Inferring meaning	Predicting events Point of view Main idea and details Word choice Sequence	LA.A.1.4.1 LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>

				Graphics: Chain of events organizer Plot line Main idea/detail organizer	LA.E.1.4.1		
26 (5 days)	Feb. 12	Author Focus: Emily Dickinson (Selection 17-18)	Context clues Synonyms Sensory language Root words	Poetry/meaning Poetry/alliteration Poetry/rhyme Poetry/sentence structure Graphics: Poem fact sheet Poem characteristics web	LA.A.1.4.2 LA.A.1.4.3 LA.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
30 (4 days)	Mar. 12	END OF QUARTER 3					
32 (10 days)	Apr. 2 9	Work (Selection 19-20)	Homographs Prefixes	Plot Character development Poetry/meaning Graphics: Character attribute map Dynamic character trait chart Herringbone	LA.E.1.4.2 LA.E.2.4.3 LA.A.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
33-34 (10 days)	Apr. 16 23	Alaska (Selection 21-22)	Homophones Context clues	Details Figurative language Draw conclusions Character development Summarizing Comparing/contrasting Graphics: Branching diagram Venn Double entry journal	LA.A.1.4.2 LA.A.1.4.3 LA.E.1.4.1 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>

35-36 (10 days)	Apr. 30 May 7	Author Focus: Henry David Thoreau (Selection 23-24)	Suffixes Word origins	Draw conclusions Theme Paraphrase Main idea and details Graphics: Concentric circles diagram Action/effect organizer Main idea/supporting details chart	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
37 (5 days)	May 14						
38 (4 days)	May 21	LAST WEEK OF SCHOOL					

NOTES TO TEACHERS

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Diagnostic Pre, Interim, Post Tests

- ✓ Diagnostic tests focus on two reading skill areas: vocabulary and comprehension. The interim tests chart progress on vocabulary development and comprehension. The pre-test provides a baseline evaluation and the post test provides progress in the grade level as a whole.
- ✓ Comprehension Assessment
 - Fiction or non-fiction passage + 8 questions that evaluate higher order thinking
 - 6 multiple choice questions and 2 “Read-Think-Explain” questions
- ✓ Vocabulary Assessment

- Section 1: Questions 1-5 focus on word meaning and lesson vocabulary (critical grade level vocabulary)
- Section 2: Questions 6-10 focus on word structure and analysis (prefixes, suffixes, roots)

Assessment

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INTENSIVE READING – 12TH GRADE PACING GUIDE

Week	Date	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resources	Assessment
2-3-4 (15 days)	Aug. 14 21 28	Meeting the Unknown (Selection 1-2)	Synonyms Root word	Inferences Sequence Plot Main idea and details Graphics: Sequence of events chart Sequence organizer Venn Story Pyramid	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.3 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
5-6 (9 days)	Sept. 4 11	Land and Rivers (Selection 3-4)	Context clues Homographs	Inferring meaning Summarizing Draw conclusions Inferences Comparing/contrasting Main idea and details Word choice Graphics: Word chain 5WH chart Descriptive word chart Venn Sketch a place	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
7-8 (10 days)	Sept.18 25	Author Focus: Chinua Achebe (Selection 5-6)	Context clues Suffixes Word origins	Inferences Character development Sequence	LA.A.1.4.1 LA.A.1.4.2 LA.A.1.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i>

				Predicting events, effects Plot Graphics: Character attribute map Double entry journal Story pie Conflict-solution circle	LA.E.1.4.3 LA.E.2.4.1		<i>Multiple Choice</i>
10	Oct. 9	END OF QUARTER 1					
11	Oct 16	LATEST DATE TO BEGIN TRIPLE I AND REWARDS PROGRAM					
11-12 (8 days)	Oct. 16 23	Romance (Selection 7-8)	Context clues	Author's purpose Sequence Paraphrase Main idea and details Graphics: Emotion chart 5-Senses chart Bio-Poem Venn "Narrow the topic" chart	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
13-14 (10 days)	Oct. 30 Nov. 6	Scientific Mysteries (Selection 9-10)	Synonyms Context clues Root words	Draw conclusions Word choice Inference Main idea and details Graphics: Event-Result chart Sequence of events circles Main idea organizer Important points cluster	LA.A.1.4.2 LA.A.2.4.1 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
15 (5 days)	Nov. 13	Author Focus: Virginia Woolf (Selection 11)	Root words	Inferences Graphics: Sensory language chart Concept web	LA.A.1.4.3 LA.A.1.4.2 LA.E.1.4.1 LA.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
16 (2 days)	Nov. 20	THANKSGIVING WEEK					
17-18	Nov. 27	Author Focus:	Prefixes	Predicting events, effects	LA.A.1.4.1	<i>Reading and Writing</i>	<i>Reading and</i>

(9 days)	Dec 4	Virginia Woolf (Selection12)		Theme Symbolism Sequence Graphics: Word for concept web Storyboard	LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.1 LA.E.1.4.3	<i>Sourcebook</i>	<i>Writing Sourcebook Multiple Choice</i>
		END OF QUARTER 2					
20 (2 days)	Dec. 18-20						

INTENSIVE READING – 12TH GRADE PACING GUIDE

Week	Day	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Source	Assessment
21-22 (10 days)	Jan. 8 15	Violence (Selection 13-14)	Context clues Homographs	Predicting events, effects Author’s purpose Plot Poetry/meaning Rhythm Graphics: Cartoon strip graphic Double entry journal Plot line Word chart	LA.A.1.4.1 LA.A.1.4.2 LA.A.2.4.2 LA.E.1.4.3 LA.E.2.4.1 LA.E.2.4.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
23-24 (10 days)	Jan. 22 29	Antarctica (Selection 15-16)	Prefixes Suffixes	Plot Inferences Foreshadowing Theme Graphics: Story string Description chart Cause-effect organizer	LA.A.1.4.2 LA.A.1.4.3 LA.E.1.4.1 LA.E.1.4.3 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>

26 (5 days)	Feb. 12	Author Focus: Arthur C. Clarke (Selection 17-18)	Connotation Context clues Homographs	Plot Character development Paraphrase Irony Predicting events, effects Inferring meaning Persuasive techniques Graphics: Word map Draw a picture 2-story narrative structure	LA.A.1.4.1 LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.5 LA.E.1.4.1 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
30 (4 days)	Mar. 12	END OF QUARTER 3					
32 (10 days)	Apr. 2 9	Families (Selection 19-20)	Connotation Context clues Synonyms Prefixes	Inferences Figurative language Main idea and details Conflict and resolution Details Graphics: Comparison organizer Inference organizer Episode analysis organizer	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.1 LA.E.1.4.1 LA.E.2.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
33-34 (10 days)	Apr. 16 23	The Written Word (Selection 21-22)	Context clues Suffixes Root words	Author's purpose Comparing/contrasting Word choice Persuasive techniques Graphics: Ideas web Venn Summary organizer	LA.A.1.4.2 LA.A.1.4.3 LA.A.2.4.2 LA.A.2.4.5 LA.E.1.4.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
35-36	Apr. 30	Author Focus:	Connotation	Character development	LA.A.1.4.2	<i>Reading and Writing</i>	<i>Reading and</i>

(10 days)	May 7	R.K. Narayan (Selection 23-24)	Context clues Synonyms Analyze words	Flashback Inferences Mood Persuasive techniques Graphics: Story organizer Words and Actions chart Story-within-a-story structure	LA.A.1.4.3 LA.A.2.4.1 LA.A.2.4.5 LA.E.1.4.1 LA.E.2.4.1	<i>Sourcebook</i>	<i>Writing Sourcebook</i> <i>Multiple Choice</i>
37 (5 days)	May 14						
38 (4 days)	May 21	LAST WEEK OF SCHOOL					

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- ✓ These topics are addressed during the *Reading and Writing Sourcebook* lessons.
- ✓ You may elect to follow the sequenced plan of instruction for affixes and roots. However, remember that the interim assessments will have questions that test student knowledge of the topics in the “Vocabulary Focus” column.

Instructional Focus

- ✓ These concepts are addressed during the *Reading and Writing Sourcebook* lessons and will be tested on the interim assessment.
- ✓ Other concepts, as denoted by student data charts, may also be included in focus lessons and triple I sessions.

Diagnostic Pre, Interim, Post Tests

- ✓ Diagnostic tests focus on two reading skill areas: vocabulary and comprehension. The interim tests chart progress on vocabulary development and comprehension. The pre-test provides a baseline evaluation and the post test provides progress in the grade level as a whole.
- ✓ Comprehension Assessment
 - Fiction or non-fiction passage + 8 questions that evaluate higher order thinking
 - 6 multiple choice questions and 2 “Read-Think-Explain” questions
- ✓ Vocabulary Assessment
 - Section 1: Questions 1-5 focus on word meaning and lesson vocabulary (critical grade level vocabulary)
 - Section 2: Questions 6-10 focus on word structure and analysis (prefixes, suffixes, roots)

Assessment

- ✓ This term refers to the assessment that accompanies each selection
- ✓ 10 multiple choice and 1 short response question