

Language Arts
Pacing Guide for Reading
9th – 10th Grade Level
2011-2012



Bay District Schools

“...every student will be successful.”

Ninth-Tenth Grade Pacing Guide Correlated to the Language Arts Standards and Benchmarks for Reading

Language Arts Pacing Guide for Reading Bay District Schools

Purpose:

The Language Arts Pacing Guide for Reading has been designed to link the Next Generation Standards to the language arts curriculum with the intention of providing practitioners with a framework for teaching the new standards and a pace for accomplishing benchmark mastery via nine week intervals. Each school will need to look at their data in order to design an educational focus plan (pacing guide) relevant to the needs of their students.

Description:

The Language Arts Pacing Guide for Reading specifies the language arts content that will be covered during the nine-week instructional periods. The guide identifies Next Generation Standards/Benchmarks and serves as a framework; in addition, the pacing guide allows teachers to input information specific to their students' needs.

- ❖ **Column One** – Benchmark/Text Alignment
Lists the specific Benchmark by number and states the Benchmark
- ❖ **Column Two** – Focus Skill(s)
- ❖ **Column Three** – Progress Monitoring / Assessment
Provides teachers with myriad of assessment and monitory resources available
- ❖ **Column Four** – Open: Specific to Teacher/Grade/Subject/School
Serves as a placeholder for teachers to add information that is specific to their school's needs or students' needs

Language Arts Pacing Guide Implementation:

The role of the teacher is to:

- Teach students the Next Generation Standards as dictated by state law for their grade level,
- Implement the Elementary/Secondary Reading Framework with fidelity,
- Enhance the curriculum by using resources and instructional technology, and
- Differentiate instruction as needs are identified by assessments/progress monitoring.
- Collaborate with the Literacy Leadership Team to maximize school resources and expertise,
- Document questions and suggestions for improvement of the Pacing Guide, and
- Visit the Florida Department of Education website and Just Read, Florida! website for current research-based information.

Contact Kathleen Fontaine for further information: fontakh@bay.k12.fl.us

Ninth-Tenth Grade Pacing Guide Correlated to the Language Arts Standards and Benchmarks for Reading

2 nd 9 Week Period			
<i>The 1st 9 week period benchmarks are continued throughout this 9 week period. Only benchmarks new to this reporting period are added.</i>			
Benchmark		Progress Monitoring and Assessments	Teacher's Notes:
<p>READING APPLICATION: Grades 9-10: LA.910.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.</p> <p>Grades 9-10: LA.910.1.7.4 The student will identify cause-and-effect relationships in text.</p> <p>Grades 9-10: LA.910.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explains their impact on meaning in text.</p> <p>Grades 9-10: LA.910.1.7.7 The student will compare and contrast elements in multiple texts.</p>	<ul style="list-style-type: none"> • Main Idea (stated or implied) • Relevant Details • Conclusion/ Inferences • Cause and Effect • Text Structures/ Organizational Patterns (e.g., comparison/contrast, cause/effect, chronological order, argument/support) • Compare(similarities within/across texts) • Contrast(differences within/across texts) 	<ul style="list-style-type: none"> • FCAT • Discovery Education (ThinkLink-Progress monitoring) • Weekly Assessment • FCAT Format Weekly Assessments • Fluency Assessment • Running Records • Unit Assessment • Benchmark Assessment • ELL Practice and Assessment • Cold Reads • FAIR Toolkit 	

Ninth-Tenth Grade Pacing Guide Correlated to the Language Arts Standards and Benchmarks for Reading

3rd 9 Week Period			
<i>The 1st and 2nd 9 week period benchmarks are continued throughout this 9 week period. Only benchmarks new to this reporting period are added.</i>			
Benchmark	Reading Unit and Focus Skill	Progress Monitoring and Assessments	Teacher's Notes:
<p>LITERARY ANALYSIS FICTION/ NONFICTION: Grades 9-10: LA.910.2.1.5 The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).</p> <p>Grades 9-10: LA.910.2.1.7 The student will analyze , interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.</p>	<ul style="list-style-type: none"> • Theme • Character Development • Character Point of View • Setting • Plot Development (e.g., foreshadowing, flashback) • Conflict • Resolution • Descriptive Language (e.g., tone, irony, mood, imagery, alliteration, onomatopoeia, allusion, satire) • Figurative Language (e.g., simile, metaphor, symbolism, personification, hyperbole, pun) 	<ul style="list-style-type: none"> • FCAT • Discovery Education (ThinkLink-Progress monitoring) • Weekly Assessment • FCAT Format Weekly Assessments • Fluency Assessment • Running Records • Unit Assessment • Benchmark Assessment • ELL Practice and Assessment • Cold Reads • FAIR Toolkit 	

Ninth-Tenth Grade Pacing Guide Correlated to the Language Arts Standards and Benchmarks for Reading

<p>Grades 9-10: LA.910.2.2.1 The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).</p>	<ul style="list-style-type: none">• Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, illustrations, maps, diagrams, information found in captions, stanzas, bold/italicized text)		
---	---	--	--

Ninth-Tenth Grade Pacing Guide Correlated to the Language Arts Standards and Benchmarks for Reading

4 th 9 Week Period			
<i>The 1st, 2nd, and 3rd 9 week period benchmarks are continued throughout this 9 week period. Only benchmarks new to this reporting period are added.</i>			
Benchmark	Reading Unit and Focus Skill	Progress Monitoring and Assessments	Teacher's Notes:
<p>INFORMATIONAL TEXT/RESEARCH PROCESS: Grades 9-10: LA.910.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.</p> <p>Grades 9-10: LA.910.6.2.2 The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.</p>	<ul style="list-style-type: none"> • Text Features (e.g., headings, text boxes subheadings, titles, subtitles, charts, maps, diagrams, captions, illustrations, graphs, bold or italicized text) • Synthesize Information (within/across texts) • Determine the Validity and Reliability of Information (within/across texts) 	<ul style="list-style-type: none"> • FCAT • Discovery Education (ThinkLink-Progress monitoring) • Weekly Assessment • FCAT Format Weekly Assessments • Fluency Assessment • Running Records • Unit Assessment • Benchmark Assessment • ELL Practice and Assessment • Cold Reads • FAIR Toolkit 	