

Quarter: 1st

READING

page: 1

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

9.4 The student will read, comprehend, and analyze a variety of literary texts including NARRATIVE NONFICTION

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Identify author’s main idea and purpose.</p> <ul style="list-style-type: none"> identify main idea, purpose, and supporting details. <p>b) Summarize text relating the supporting details.</p> <ul style="list-style-type: none"> provide a summary of the text. <p>c) Identify the characteristics that distinguish literary forms.</p> <ul style="list-style-type: none"> narrative nonfiction – biographies, autobiographies, personal essays. essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech <p>i) Explain the influence of historical context on the form, style, and point of view of a written work</p> <p>g) Analyze the cultural or social function of a literary text.</p> <ul style="list-style-type: none"> Students will understand that literary texts can fulfill a social or cultural function depending on the time, location, and purpose of the author. For example, <i>The Grapes of Wrath</i>, which focuses on the plight of migrant farmers, affected the conscience of a nation and helped laws to change. understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live. <p>l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p> <ul style="list-style-type: none"> Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationships), thinking aloud, etc. Students will apply a process for reading as they analyze a variety of literature. Strategies for reading should be used to develop reading comprehension skills 	<ul style="list-style-type: none"> main idea purpose supporting details summary narrative nonfiction biographies autobiographies personal essays editorial journal/diary essay speech 	<p>Some reading strategies may include the following:</p> <p>Before reading:</p> <ul style="list-style-type: none"> Set a purpose Activate prior knowledge, brainstorm, map/web/cluster, small group discussion. Think about what I know Make predications. Develop questions to be answered after reading. <p>During reading:</p> <ul style="list-style-type: none"> Look for key words Take notes Pause and check predications made before reading Ask questions of myself, such as Does this make sense? Do I understand what I’m reading? Pause and summarize in my head while I’m reading <p>After reading:</p> <ul style="list-style-type: none"> Create a graphic representation of what I read. Retell the story. Search out answers to unanswered questions. Answer questions developed before reading. 	<p>NOTE: May begin 9.1 Communication standard to continue throughout semester</p>

Quarter: **1st**

READING

page: **2**

Pacing: **4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)**

9.4 The student will read, comprehend, and analyze a variety of literary texts including FICTIONAL NARRATIVES

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Identify author’s main idea and purpose.</p> <ul style="list-style-type: none"> identify main idea, purpose, and supporting details. <p>b) Summarize text relating the supporting details.</p> <ul style="list-style-type: none"> provide a summary of the text. <p>c) Identify the characteristics that distinguish literary forms.</p> <ul style="list-style-type: none"> narrative – short story, anecdote, character sketch <p>d) Use literary terms in describing and analyzing selections.</p> <ul style="list-style-type: none"> understand an author’s use of structuring techniques to present literary content. identify and analyze an author’s presentation of literary content by the use of structuring techniques, such as: dialogue; foreshadowing; subplots and multiple story lines; flashback; <p>e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <ul style="list-style-type: none"> Explain the relationships among the elements of literature, such as: protagonist and other characters; plot; setting; tone; point of view—first person, third person limited, third person omniscient; theme; narrator. analyze the techniques used by an author to convey information about a character. analyze character types, including: dynamic/round character; static/flat character; and stereotype and caricature. analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character’s actions, interactions with other characters, dialogue, physical appearance, and thoughts. analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme. understand the techniques an author uses to convey information about a character. understand character types. 	<ul style="list-style-type: none"> main idea purpose supporting details short story anecdote character sketch novel dialogue foreshadowing subplots/multiple story lines flashback allusion plot setting tone point of view <ul style="list-style-type: none"> --first person --third person limited --third person omniscient theme narrator character <ul style="list-style-type: none"> --dynamic/static --round/flat --stereotype --caricature characterization mood imagery irony <ul style="list-style-type: none"> --dramatic --situational --verbal symbolism style 		

<ul style="list-style-type: none">• understand a character’s development throughout a text.• analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature,• Students will understand that parallel plots are plots in which each main character has a separate but related story line that merges together (e.g., <i>A Tale of Two Cities</i>).• determine a theme of a text and analyze its development over the course of the text. <p>g) Analyze the cultural or social function of a literary text.</p> <ul style="list-style-type: none">• Students will understand that literary texts can fulfill a social or cultural function depending on the time, location, and purpose of the author. For example, <i>The Grapes of Wrath</i>, which focuses on the plight of migrant farmers, affected the conscience of a nation and helped laws to change.• understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live. <p>i) Explain the influence of historical context on the form, style, and point of view of a written work.</p> <p>j) Compare and contrast author’s use of literary elements within a variety of genres.</p> <ul style="list-style-type: none">• compare and contrast types of figurative language and other literary devices such as: symbolism; allusion; imagery• compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each. <p>h) Explain the relationship between the author’s style and literary effect.</p> <ul style="list-style-type: none">• understand the relationship between an author’s style and literary effect. <p>k) Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose.</p> <ul style="list-style-type: none">• identify and analyze an author’s use of diction (word choice) and syntax to convey ideas and content, including: irony (dramatic, situational, verbal), dialect	<ul style="list-style-type: none">• dialect• diction		
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Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
 The intent of this standard is that students will increase their independence as learners of vocabulary.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • use roots or affixes to determine or clarify the meaning of words. • understand that word structure aids comprehension of unfamiliar and complex words. • use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. <ul style="list-style-type: none"> • Teachers should use a study of cognates (words from the same linguistic family) to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • use context and connotations to help determine the meaning of synonymous words and appreciate an author’s choices of words and images. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). <p>Learning Intentions The student will understand complex words by</p> <ul style="list-style-type: none"> • Analyzing roots and affixes through structural analysis • Comparing and contrasting synonyms and antonyms • Using cognates to infer the meaning of unknown words <p>e) Identify literary and classical allusions and figurative language in text.</p> <ul style="list-style-type: none"> • use prior reading knowledge and other study to identify 	<ul style="list-style-type: none"> • root • prefix • suffix • synonym • antonym 	<p>An allusion is an indirect reference to a person, place, event or thing-- real or fictional. J.D. Salinger’s <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet’s story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible.</p>	

<p>the meaning of literary and classical allusions demonstrate understanding of figurative language, word relationships, and connotations in word meanings.</p> <p>Learning Intentions The student will analyze the meaning of literary and classical allusions by</p> <ul style="list-style-type: none"> Identifying allusions and their source using prior knowledge, print conventions, and reference materials Reinterpreting the allusions in context <p>f) Extend general and specialized vocabulary through speaking, reading, and writing.</p> <ul style="list-style-type: none"> consult general and specialized reference materials (e.g., dictionaries, thesaurus). <p>g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p>			
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9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paraphrasing.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.</p> <ul style="list-style-type: none"> apply rules for sentence development, including: <ul style="list-style-type: none"> subject/verb; direct object; indirect object; predicate nominative; and predicate adjective. identify and appropriately use coordinating conjunctions: <i>for, and, nor, but, or, yet, and so</i> (FANBOYS). understand that grammatical and syntactical choices convey a writer’s message. <p>Learning Intentions</p>	<ul style="list-style-type: none"> subject/verb direct object indirect object predicate adjective predicate nominative coordinating conjunctions appositives independent clauses/ main clauses subordinate/dependent clauses 	<p>Students will understand that a main clause is an independent clause that expresses a complete thought and can stand alone as a sentence.</p> <p>Students will understand that a subordinate clause is a dependent clause and does not express a complete thought.</p>	

The student will be able to construct sentences including matching subject with verb, using direct and indirect objects, predicate nominative/adjectives, and coordinating conjunctions as evidenced in their own writing and peer editing.

The student will be able to identify grammatical and syntactical choices in an essay to explain the writer's message as evidenced in their own writing and peer editing.

b) Use parallel structures across sentences and paragraphs.

- use parallel structure when:
 - linking coordinate ideas;
 - comparing or contrasting ideas; and
 - linking ideas with correlative conjunction
 - *both...and*
 - *either...or*
 - *neither...nor*
 - *not only...but also.*
- understand that parallel structure means using the same grammatical form to express equal or parallel ideas.

Learning Intentions

The student will be able to identify and demonstrate parallel structure in their own sentences and paragraphs as evidenced by creating paragraphs and sentences that link and coordinate ideas.

The student will be able to identify and demonstrate parallel structure by linking ideas with correlative conjunctions as evidenced in paragraphs and sentences in their own writing.

c) Use appositives, main clauses, and subordinate clauses.

- use appositives.
- demonstrate an understanding of dependent clauses, independent clauses, and a variety of phrases to show sentence variety.
- write using various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Learning Intentions

The student will be able to identify and construct sentences using appositives, main clauses and subordinate clauses as evidenced by constructing sentences that illustrate correct usage the aforementioned in their own writing.

<p>The student will be able to identify and construct sentences using different types of phrases and clauses to convey specific meanings and add variety and interest as evidenced by their writing and presentations.</p> <p>d) Use commas and semicolons to distinguish and divide main and subordinate clauses.</p> <ul style="list-style-type: none"> distinguish and divide main and subordinate clauses, using commas and semicolons. use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses. understand rules for commas and semicolons when dividing main and subordinate clauses. <p>Learning Intentions</p> <p>The student will be able to identify, use and compose sentences using commas, semicolons, conjunctive adverbs to distinguish, divide, and link main, subordinate, and independent clauses as evidenced by self and peer editing of their informal and formal writing.</p>			
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English Curriculum Pacing Guide

<p>Quarter: 2nd</p> <p>Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)</p>	<p>READING</p>	<p>page: 1</p>
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9.5 The student will read and analyze a variety of NONFICTION TEXTS.

The intent of this standard is that students will read and analyze a variety of nonfiction, i.e., informational/factual prose materials.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Recognize an author’s intended purpose for writing and identify the main idea.</p> <ul style="list-style-type: none"> identify and infer the main idea from a variety of complex informational text. explain author’s purpose in informational text. <p>Learning Intentions</p> <p>The student will recognize an author’s intended purpose for writing and identify the main idea.</p> <ul style="list-style-type: none"> purpose: descriptive, expository, narrative, persuasive diction, tone, voice <p>b) Summarize text relating supporting details.</p> <ul style="list-style-type: none"> identify and summarize essential details that support the main 	<ul style="list-style-type: none"> main idea author’s purpose text features <ul style="list-style-type: none"> --title page --bolded/highlighted words --index --graphics --charts --headings text structures (organizational pattern) 	<p>Some reading strategies may include the following:</p> <p>Before reading:</p> <ul style="list-style-type: none"> Set a purpose Activate prior knowledge, brainstorm, map/web/cluster, small group discussion. Think about what I know Make predications. Develop questions to be answered after reading. 	

<p>idea of informational text.</p> <ul style="list-style-type: none"> • understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline. <p>Learning Intentions</p> <p>The student will summarize text relating supporting details.</p> <ul style="list-style-type: none"> ▪ identify topics and supporting details within nonfiction writing to determine author’s purpose. <p>c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.</p> <ul style="list-style-type: none"> • demonstrate the use of text features to locate information, such as title page; bolded or highlighted words; index; graphics; charts; and headings. • analyze text structures (organizational pattern) • examine text structures to aid comprehension and analysis of complex, informational texts. • Students will understand the purpose of text structures and use those features to locate information, such as: problem-solution, cause and effect, ordered sequence, definition or description with a list. <p>Learning Intentions</p> <p>The student will understand the purpose of text structures and use those features to locate information and gain meaning from texts.</p> <ul style="list-style-type: none"> ▪ external: headings, graphics, typography <p>d) Identify characteristics of expository and technical texts</p> <p>Learning Intentions</p> <p>The student will identify characteristics of expository, technical, and persuasive texts.</p> <ul style="list-style-type: none"> ▪ expository: lists, instructions, directions ▪ technical: definition, description, topic specific vocabulary ▪ persuasive: ethos, logos, and pathos <p>f) Evaluate clarity and accuracy of information.</p> <ul style="list-style-type: none"> • evaluate the clarity and accuracy of information found in informational texts, such as manuals, textbooks, business letters, newspapers, etc. <p>Learning Intentions</p> <p>The student will evaluate clarity and accuracy of information.</p> <ul style="list-style-type: none"> ▪ currency, relevancy, authority, accuracy, purpose <p>g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.</p> <ul style="list-style-type: none"> • analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. 	<ul style="list-style-type: none"> --cause and effect --comparison/contrast --enumeration/listing --sequential or chronological --concept/definition --generalization --process • fact/opinion • allegory • fable 	<p>During reading:</p> <ul style="list-style-type: none"> • Look for key words • Take notes • Pause and check predications made before reading • Ask questions of myself, such as Does this make sense? Do I understand what I’m reading? • Pause and summarize in my head while I’m reading <p>After reading:</p> <ul style="list-style-type: none"> • Create a graphic representation of what I read. • Retell the story. • Search out answers to unanswered questions. Answer questions developed before reading. 	
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<p>Learning Intentions The student will analyze and synthesize information in order to solve problems, answer questions, or complete a task. use multiple sources, context clues, and facts</p> <p>h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <ul style="list-style-type: none"> • make inferences and draw conclusions from complex informational text. <p>i) Differentiate between fact and opinion.</p> <p>Learning Intentions Differentiate between fact and opinion.</p> <ul style="list-style-type: none"> ▪ use cross referencing to verify statements <p>j) Organize and synthesize information, such as in a graphic organizer, from sources for use in written and oral presentations.</p> <p>Learning Intentions The student will organize and synthesize information from sources for use in written and oral presentations.</p> <ul style="list-style-type: none"> ▪ use a variety of annotation techniques to collect relevant source material <p>k) Use the reading strategies to monitor comprehension throughout the reading process.</p> <ul style="list-style-type: none"> • use a variety of reading strategies to self-monitor the reading process. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. • Students will understand before-, during-, and after-reading strategies. <p>Learning Intentions The student will use the reading strategies to monitor comprehension throughout the reading process.</p> <ul style="list-style-type: none"> ▪ active reading model and use of context clues 			
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NOTE: A novel study may be an additional focus this quarter.

Quarter: 2nd

VOCABULARY (READING)

page: 2

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

The intent of this standard is that students will increase their independence as learners of vocabulary.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • use roots or affixes to determine or clarify the meaning of words. • understand that word structure aids comprehension of unfamiliar and complex words. • use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • use context and connotations to help determine the meaning of synonymous words and appreciate an author’s choices of words and images. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <ul style="list-style-type: none"> • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <ul style="list-style-type: none"> • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • analyze connotations of words with similar denotations. <p>d) Identify the meaning of common idioms.</p> <ul style="list-style-type: none"> • demonstrate an understanding of idioms. 	<p>context clues such as</p> <ul style="list-style-type: none"> • definition • synonym • antonym • compare • contrast • cause & effect • example • general context 	<p>Connotation is subjective, cultural and emotional. A stubborn person may be described as being either <i>strong-willed</i> or <i>pig-headed</i>. They have the same literal meaning (i.e., <i>stubborn</i>), <i>strong-willed</i> connotes admiration for the level of someone's will, while <i>pig-headed</i> connotes frustration in dealing with someone.</p> <p>Denotation is a dictionary definition of a word.</p> <p>Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).</p>	

Quarter: **2nd**

WRITING

page: **3**

Pacing: **4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)**

9.6 The student will develop EXPOSITORY writings for a variety of audiences and purposes.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Generate, gather, and organize ideas for writing.</p> <ul style="list-style-type: none"> • use prewriting strategies and organize writing. • understand that writing is a process. • develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. <p>Learning Intentions The student will be able to organize and produce ideas for writing as evidence by graphing, revising, and editing a final product in the form of a paper.</p> <p>b) Plan and organize writing to address a specific audience and purpose.</p> <ul style="list-style-type: none"> • plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. • understand the importance of audience, purpose and point of view when writing. • plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. <p>Learning Intentions The student will be able to demonstrate genres of writing for specific audiences as evidenced by formulating a paper for that audience.</p> <p>c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <ul style="list-style-type: none"> • demonstrate the purpose of writing as expository. • understand that the function of a thesis statement is to focus on the purpose of writing. • provide an engaging introduction and a clear thesis statement that introduces the information presented. • write using a clear, focused thesis that addresses the purpose for writing. 	<ul style="list-style-type: none"> • thesis • elaborate • clarity • transition • audience • conclusion • expository • narrative • persuasive 		

- develop the topic with appropriate information, details, and examples.

Learning Intentions

The student will be able to construct a thesis statement as evidenced by modeling and formulating with examples of a clear, focused statement.

d) Write clear, varied sentences using specific vocabulary and information.

- write clear, varied sentences, and increase the use of embedded clauses.
- recognize the importance of maintaining a formal style and objective tone in academic writing.

Learning Intentions

The student will be able to distinguish between varied and unvaried sentence structure as evidenced by embedding clauses within a formal and informal style of writing.

e) Elaborate ideas clearly through word choice and vivid description.

- use specific vocabulary and information.
- use precise language to convey a vivid picture.

Learning Intentions

The student will be able to elaborate ideas through word choice and vivid description as evidenced by careful arrangement of words in the forms of both quick-writes and formal styles of writing.

f) Arrange paragraphs into a logical progression.

Learning Intentions

The student will be able to arrange paragraphs into logical progression as evidenced by constructing thoughts in the forms of both quick-writes and formal styles of writing.

g) Use transitions between paragraphs and ideas.

- arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas.

Learning Intentions

The student will be able to use transitions between paragraphs and ideas as evidenced by composing thoughts in a logical progression using organizational patterns such as a 4-Square or T-Chart in both formal and informal writing.

<p>h) Revise writing for clarity of content, accuracy and depth of information.</p> <ul style="list-style-type: none">• revise writing for clarity, content, depth of information, and intended audience and purpose. <p>Learning Intentions</p> <p>The student will be able to revise writing for clarity of content, accuracy and depth of information as evidenced by self and/or peer editing a formal and informal writing selection.</p> <p>i) Use computer technology to plan, draft, revise, edit, and publish writing</p> <ul style="list-style-type: none">• use computer technology to assist in the writing process. <p>Learning Intentions</p> <p>The student will be able to use computer technology to plan, draft, revise, edit, and publish writing as evidenced by working through the writing process in various forms of writing.</p>			
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Quarter: **2nd** (may bridge into 3rd Quarter)

RESEARCH

page: **4**

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Use technology as a tool for research to organize, evaluate, and communicate information.</p> <ul style="list-style-type: none"> • use Internet resources, electronic databases, and other technology to access, organize, and present information. • become adept at embedding information accessed electronically in a research document. • acquire skills in evaluating both print and electronic resources. <p>Learning Intentions The student will be able to use technology as a tool for research as evidenced by organizing, evaluating, and communicating information within a research product.</p> <p>b) Narrow the focus of a search.</p> <ul style="list-style-type: none"> • focus the topic by : <ul style="list-style-type: none"> ◦ identifying audience; ◦ identifying purpose; ◦ identifying useful search terms; and ◦ combining search terms effectively. <p>Learning Intentions The student will be able to narrow the focus of a search as evidenced by synthesizing information within pre-writing process of a research product.</p> <p>c) Find, evaluate, and select appropriate sources to access information and answer questions.</p> <ul style="list-style-type: none"> • scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research. <p>Learning Intentions The student will be able to find, evaluate, and select appropriate sources to access information and answer questions as evidenced by directly quoting and/or paraphrasing information from cited sources within the research product.</p> <p>d) Verify the validity and accuracy of all information.</p> <ul style="list-style-type: none"> • differentiate between reliable and unreliable resources. 	<ul style="list-style-type: none"> • audience • primary and secondary sources • bias • paraphrase • plagiarism 		

- question the validity and accuracy of information:
 - Who is the author or sponsor of the page?
 - Are there obvious reasons for bias?
 - Is contact information provided?
 - Is there a copyright symbol on the page?
 - What is the purpose of the page?
 - Is the information on the page *primary* or *secondary*?
 - Is the information current?
 - Can the information on the Web page be verified?

Learning Intentions

The student will be able to verify the validity and accuracy of information as evidenced by referencing multiple sources during the research process to create a final research product.

e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

Learning Intentions

The student will be able to make sense of information as evidenced by identifying misconceptions, main and supporting ideas, conflicting information, and bias by referencing multiple sources during the research process to create a final research product.

f) Credit the sources of quoted, paraphrased, and summarized ideas.

- avoid plagiarism by:
 - understanding that *plagiarism* is the act of presenting someone else’s ideas as one’s own;
 - recognizing that one must correctly cite sources to give credit to the author of an original work;
 - recognizing that sources of information must be cited even when the information has been paraphrased; and
 - using quotation marks when someone else’s exact words are quoted.
- distinguish one’s own ideas from information created or discovered by others.
- differentiate their original thoughts and ideas from the thoughts and ideas of others.
- distinguish common knowledge from information that is unique to a source or author.

Learning Intentions

The student will be able to properly cite sources of quoted and paraphrased material as evidenced by summarizing and synthesizing the

<p>sources to create a final research product.</p> <p>g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <ul style="list-style-type: none">• use a style sheet, such as MLA or APA, to cite sources.• understand the format for citing sources of information.• understand that using a standard form of documentation legally protects the intellectual property of writers.• use a standard style method, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to cite sources. <p>Learning Intentions</p> <p>The student will be able to cite sources of information using a standard method of documentation such as MLA and APA as evidenced by formulating a research product with parenthetical citations and a works cited page.</p> <p>h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p> <ul style="list-style-type: none">• understand that using a standard form of documentation legally protects the intellectual property of writers. <p>Learning Intentions</p> <p>The student will be able to understand the meaning and consequences of plagiarism as evidenced by summarizing and synthesizing the sources to create a final research product.</p>			
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Quarter: 3rd	READING	page: 1
Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)		

9.5 The student will read and analyze a variety of NONFICTION TEXTS.
 The intent of this standard is that students will read and analyze a variety of nonfiction, i.e., informational/factual prose materials.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Recognize an author’s intended purpose for writing and identify the main idea.</p> <ul style="list-style-type: none"> • identify and infer the main idea from a variety of complex informational text. • explain author’s purpose in informational text. <p>Learning Intentions The student will recognize an author’s intended purpose for writing and identify the main idea.</p> <ul style="list-style-type: none"> ▪ purpose: descriptive, expository, narrative, persuasive ▪ diction, tone, voice <p>b) Summarize text relating supporting details.</p> <ul style="list-style-type: none"> • identify and summarize essential details that support the main idea of informational text. • understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline. <p>Learning Intentions The student will summarize text relating supporting details.</p> <ul style="list-style-type: none"> ▪ identify topics and supporting details within nonfiction writing to determine author’s purpose. <p>d) Identify characteristics of persuasive texts. Learning Intentions: The student will identify characteristics of expository, technical, and persuasive texts.</p> <ul style="list-style-type: none"> ▪ expository: lists, instructions, directions ▪ technical: definition, description, topic specific vocabulary ▪ persuasive: ethos, logos, and pathos <p>e) Identify a position/argument to be confirmed, disproved, or modified.</p> <ul style="list-style-type: none"> • identify an author’s position/argument within informational text. <p>Learning Intentions</p>	<ul style="list-style-type: none"> • main idea • supporting details • argument • position • claim • support • counterargument/ counterclaim • persuasive techniques • rhetorical devices • parallelism • repetition • rhetorical question • analogy • anecdote • diction • syntax • cliché 		

<p>The student will identify a position/argument to be confirmed, disproved, or modified.</p> <ul style="list-style-type: none"> ▪ use peer review to evaluate effectiveness of arguments <p>g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.</p> <ul style="list-style-type: none"> • analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. <p>Learning Intentions Analyze and synthesize information in order to solve problems, answer questions, or complete a task.</p> <ul style="list-style-type: none"> ▪ use multiple sources, context clues, and facts <p>h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <ul style="list-style-type: none"> • make inferences and draw conclusions from complex informational text. <p>Learning Intentions The student will draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <ul style="list-style-type: none"> • analyze diction, context clues, tone, purpose <p>i) Differentiate between fact and opinion.</p> <p>Learning Intentions The student will differentiate between fact and opinion.</p> <ul style="list-style-type: none"> ▪ use cross referencing to verify statements <p>j) Organize and synthesize information, as with graphic organizers, from sources for use in written and oral presentations.</p> <p>Learning Intentions The student will organize and synthesize information from sources for use in written and oral presentations.</p> <ul style="list-style-type: none"> ▪ use a variety of annotation techniques to collect relevant source material 			
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NOTE: A novel study may be an additional focus this quarter.

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
 The intent of this standard is that students will increase their independence as learners of vocabulary.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <ul style="list-style-type: none"> • use roots or affixes to determine or clarify the meaning of words. • understand that word structure aids comprehension of unfamiliar and complex words. • use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • use context and connotations to help determine the meaning of synonymous words and appreciate an author’s choices of words and images. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <ul style="list-style-type: none"> • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • analyze connotations of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <p>e) Identify literary and classical allusions and figurative language in text.</p> <ul style="list-style-type: none"> • use prior reading knowledge and other study to identify the meaning of literary and classical allusions • demonstrate understanding of figurative language, word relationships, and connotations in word meanings. 	<p>An allusion is an indirect reference to a person, place, event or thing-- real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in</p>		

<ul style="list-style-type: none">• recognize that figurative language enriches text.• evaluate the use of figurative language in text. <p>f) Extend general and specialized vocabulary through speaking, reading, and writing.</p> <ul style="list-style-type: none">• consult general and specialized reference materials (e.g., dictionaries, thesaurus). <p>g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p>	the Bible.		
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Quarter: **3rd**

WRITING

page: **3**

Pacing: **4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)**

9.6 The student will develop PERSUASIVE writings for a variety of audiences and purposes.

	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Generate, gather, and organize ideas for writing.</p> <ul style="list-style-type: none"> • use prewriting strategies and organize writing. • understand that writing is a process. • develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. <p>Learning Intentions The student will be able to organize and produce ideas for writing as evidence by drafting, revising, and editing a final product in the form of a paper.</p> <p>b) Plan and organize writing to address a specific audience and purpose.</p> <ul style="list-style-type: none"> • plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. • understand the importance of audience, purpose and point of view when writing. • plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. <p>Learning Intentions The student will be able to demonstrate genres of writing for specific audiences as evidenced by formulating a paper for that audience.</p> <p>c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <ul style="list-style-type: none"> • demonstrate the purpose of writing as expository. • understand that the function of a thesis statement is to focus on the purpose of writing. • provide an engaging introduction and a clear thesis statement that introduces the information presented. • write using a clear, focused thesis that addresses the purpose for writing. • develop the topic with appropriate information, details, and examples. 	<ul style="list-style-type: none"> • thesis • claim • transition • counterclaim / counterargument • conclusion • audience • viewpoint • author’s perspective • audience 	<p>Writing will encompass narrative, expository, persuasive, and analytical forms.</p> <p>Students should have practice writing for shorter time frames as well as extended time frames.</p>	

<p>Learning Intentions The student will be able to construct a thesis statement as evidenced by modeling and formulating with examples of a clear, focused statement.</p> <p>d) Write clear, varied sentences using specific vocabulary and information.</p> <ul style="list-style-type: none">• write clear, varied sentences, and increase the use of embedded clauses.• recognize the importance of maintaining a formal style and objective tone in academic writing. <p>Learning Intentions The student will be able to distinguish between varied and unvaried sentence structure as evidenced by embedding clauses within a formal and informal style of writing.</p> <p>e) Elaborate ideas clearly through word choice and vivid description.</p> <ul style="list-style-type: none">• use specific vocabulary and information.• use precise language to convey a vivid picture. <p>Learning Intentions The student will be able to elaborate ideas through word choice and vivid description as evidenced by careful arrangement of words in the forms of both quick-writes and formal styles of writing.</p> <p>f) Arrange paragraphs into a logical progression.</p> <p>Learning Intentions The student will be able to arrange paragraphs into logical progression as evidenced by constructing thoughts in the forms of both quick-writes and formal styles of writing.</p> <p>g) Use transitions between paragraphs and ideas.</p> <ul style="list-style-type: none">• arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas. <p>Learning Intentions The student will be able to use transitions between paragraphs and ideas as evidenced by composing thoughts in a logical progression using organizational patterns such as a 4-Square or T-Chart in both formal and informal writing.</p> <p>h) Revise writing for clarity of content, accuracy and depth of information.</p>			
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- revise writing for clarity, content, depth of information, and intended audience and purpose.

Learning Intentions

The student will be able to revise writing for clarity of content, accuracy and depth of information as evidenced by self and/or peer editing a formal and informal writing selection.

i) Use computer technology to plan, draft, revise, edit, and publish writing

- use computer technology to assist in the writing process.

Learning Intentions

The student will be able to use computer technology to plan, draft, revise, edit, and publish writing as evidenced by working through the writing process in various forms of writing.

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Quarter: 3rd	COMMUNICATION	page: 4
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Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Analyze and interpret special effects used in media messages including television, film, and Internet.</p> <ul style="list-style-type: none"> • evaluate how special effects are employed in a multimedia message to persuade the viewer. <p>b) Determine the purpose of the media message and its effect on the audience.</p> <ul style="list-style-type: none"> • recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as: <ul style="list-style-type: none"> – ad hominem – means “to the man” does not argue the issue, instead it argues the person; – red herring – is a deliberate attempt to divert attention; – straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); – begging the question – assumes the conclusion is true without proving it; circular argument; – testimonial – uses famous people to endorse the product or idea; – ethical appeal – establishes the writer as knowledgeable; – emotional appeal – appeals strictly to emotions often used with strong visuals; and – logical appeal – is the strategic use of logic, claims, and evidence. • describe the effect of persuasive messages in the media on the audience. • comprehend persuasive language and word connotations to convey viewpoint and bias. <p>c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p> <ul style="list-style-type: none"> • identify public opinion trends and possible causes. • identify and evaluate word choice in the media. <p>d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.</p> <ul style="list-style-type: none"> • identify basic principles of media literacy: <ul style="list-style-type: none"> – media messages are constructed; 		<ul style="list-style-type: none"> • develop media literacy by studying various media components and messages • create and publish media messages, such as public service announcements aimed at a variety of audiences and with different purposes. 	

<ul style="list-style-type: none">– messages are representations of reality with values and viewpoints;– each form of media uses a unique set of rules to construct messages;<ul style="list-style-type: none">– individuals interpret based on personal experience; and– media are driven to gain profit or power.– investigate the use of bias and viewpoints in media.– identify and analyze sources and viewpoints in the media.• recognize that all media messages are constructed and that to understand the whole meaning of the message they can <i>deconstruct</i> it, looking at the following attributes:<ul style="list-style-type: none">◦ Authorship (Who constructed the message?)◦ Format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, kids’ voices.)◦ Audience (Who is the person or persons meant to see the message? How will different people <i>see</i> the message?)◦ Content (This is not just the visible content but the embedded content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.)◦ Purpose (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?)• identify key questions of media literacy:<ul style="list-style-type: none">◦ Who created the message?◦ What techniques are used to attract attention?◦ How might different people react differently to this message?◦ What values, lifestyles and points of view are represented in, or omitted from, this message?◦ What is the purpose of this message?• identify and analyze choice of information in the media and distinguish between fact and opinion.e) Monitor, analyze, and use multiple streams of simultaneous information.• analyze information from many different print and electronic sources.			
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Quarter: **3rd**

COMMUNICATION

page: 5

Pacing: **4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)**

9.1 The student will make planned oral presentations independently and in small groups.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Include definitions to increase clarity.</p> <ul style="list-style-type: none"> • define technical and specialized language to increase clarity of their oral presentations. <p>b) Use relevant details to support main ideas.</p> <ul style="list-style-type: none"> • organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.). <p>c) Illustrate main ideas through anecdotes and examples.</p> <ul style="list-style-type: none"> • incorporate details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations. • use examples from their knowledge and experience to support the main ideas of their oral presentation. <p>d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</p> <ul style="list-style-type: none"> • use grammar and vocabulary appropriate for situation, audience, topic, and purpose. • understand that technical and specialized language helps the audience comprehend the content of oral presentations. <p>e) Use nonverbal techniques for presentation.</p> <ul style="list-style-type: none"> ▪ demonstrate nonverbal techniques including, but not limited, to eye contact, facial expressions, gestures, and stance. ▪ keep eye contact with audience, be aware of postures and gestures <p>e) Use verbal techniques for presentation.</p> <ul style="list-style-type: none"> • understand that verbal techniques are important for effective communication. • use verbal techniques including, but not limited to, appropriate tone, diction, articulation, clarity, type, and rate. • adjust volume, tone, and rate, , use natural tone. <p>j) Use a variety of strategies to listen actively.</p> <ul style="list-style-type: none"> ▪ demonstrate active listening skills by looking at the speaker, using body language to indicate attentiveness, and give appropriate feedback. 			

Quarter: **4th**

READING

page: **1**

Pacing: **4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)**

9.4 The student will read, comprehend, and analyze a variety of literary texts including POETRY

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Identify author’s main idea and purpose.</p> <ul style="list-style-type: none"> identify main idea, purpose, and supporting details. <p>b) Summarize text relating the supporting details.</p> <ul style="list-style-type: none"> provide a summary of the text. <p>c) Identify the characteristics that distinguish literary forms.</p> <ul style="list-style-type: none"> poetry – such as epic, ballad, sonnet, lyric, elegy, ode; <p>d) Use literary terms in describing and analyzing selections.</p> <ul style="list-style-type: none"> understand an author’s use of structuring techniques to present literary content. identify and analyze an author’s presentation of literary content by the use of structuring techniques, such as stanza; forms (e.g. couplet, quatrain, sestet, octet, octave) dialogue; foreshadowing; flashback; soliloquy; verse; refrain. <p>e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <ul style="list-style-type: none"> Explain the relationships among the elements of literature, such as: characters ; plot; setting; tone; point of view (first person, third person limited, third person omniscient) theme; speaker analyze the techniques used by an author to convey information about a character. determine a theme of a text and analyze its development over the course of the text. <p>f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion</p> <ul style="list-style-type: none"> identify sound devices, including rhyme (approximate, end, slant); rhythm; repetition; alliteration; assonance; consonance; onomatopoeia; and parallelism. 	<ul style="list-style-type: none"> poetry epic ballad sonnet lyric stanza couplet quatrain sestet octave verse refrain speaker sound device rhyme (approximate, end, slant) rhythm repetition alliteration assonance consonance onomatopoeia figurative language simile metaphor personification apostrophe allusion oxymoron paradox 		

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| <ul style="list-style-type: none">• understand an author's use of figurative language to create images, sounds, and effects• compare and contrast types of figurative language and other literary devices such as simile; metaphor; personification; analogy; symbolism; apostrophe; allusion; imagery; paradox; and oxymoron. | | | |
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Quarter: **4th**

READING

page: **2**

Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

9.4 The student will read, comprehend, and analyze a variety of literary texts including DRAMA.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Identify author’s main idea and purpose.</p> <ul style="list-style-type: none"> identify main idea, purpose, and supporting details. <p>b) Summarize text relating the supporting details.</p> <ul style="list-style-type: none"> provide a summary of the text. <p>c) Identify the characteristics that distinguish literary forms.</p> <ul style="list-style-type: none"> drama – comedy, tragedy; Students will read and analyze one-act and full-length plays. <p>d) Use literary terms in describing and analyzing selections.</p> <ul style="list-style-type: none"> identify and analyze elements of dramatic literature: dramatic structure (exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement/conclusion/resolution); monologue; soliloquy; dialogue; aside; dialect; and stage directions. understand an author’s use of structuring techniques to present literary content. identify and analyze an author’s presentation of literary content by the use of structuring techniques, such as dialogue; foreshadowing; parallel plots; subplots and multiple story lines; flashback; soliloquy understand an author’s use of figurative language to create images, sounds, and effects compare and contrast types of figurative language and other literary devices <p>e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <ul style="list-style-type: none"> describe how stage directions help the reader understand a play’s setting, mood, characters, plot, and theme. understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration and dialogue. Explain the relationships among the elements of literature analyze the techniques used by an author to convey information about a 	<ul style="list-style-type: none"> drama <ul style="list-style-type: none"> --comedy --tragedy dramatic structure <ul style="list-style-type: none"> --exposition --rising action --conflict --falling action --resolution monologue soliloquy dialogue aside foil stage directions 		

<p>character.</p> <ul style="list-style-type: none"> • analyze character types, including: • analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character’s actions, interactions with other characters, dialogue, physical appearance, and thoughts. • analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme. • understand the techniques an author uses to convey information about a character. • understand character types. • understand a character’s development throughout a text. • analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature, • determine a theme of a text and analyze its development over the course of the text. <p>g) Analyze the cultural or social function of a literary text.</p> <ul style="list-style-type: none"> • Students will understand that literary texts can fulfill a social or cultural function depending on the time, location, and purpose of the author. For example, <i>The Grapes of Wrath</i>, which focuses on the plight of migrant farmers, affected the conscience of a nation and helped laws to change. • understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live. <p>j) Compare and contrast author’s use of literary elements within a variety of genres.</p> <ul style="list-style-type: none"> • compare and contrast types of figurative language and other literary devices Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and narrative nonfiction. • compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each. • understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare). <p>l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p>			
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Quarter: **4th**

VOCABULARY (READING)

page: **3**

Pacing: **4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)**

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • use roots or affixes to determine or clarify the meaning of words. • understand that word structure aids comprehension of unfamiliar and complex words. • use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • use context and connotations to help determine the meaning of synonymous words and appreciate an author’s choices of words and images. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <ul style="list-style-type: none"> • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • analyze connotations of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <p>d) Identify the meaning of common idioms.</p> <ul style="list-style-type: none"> • demonstrate an understanding of idioms. 			

Quarter: **4th**

WRITING

page: 4

Pacing: **4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)**

9.6 The student will develop NARRATIVE a variety of audiences and purposes.

Essential Knowledge, Skills, and Processes	Academic Vocabulary	Clarifying Information	Possible Selections
<p>a) Generate, gather, and organize ideas for writing.</p> <ul style="list-style-type: none"> • use prewriting strategies and organize writing. • understand that writing is a process. • develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. <p>Learning Intentions The student will be able to organize and produce ideas for writing as evidenced by graphing, revising, and editing a final product in the form of a paper.</p> <p>b) Plan and organize writing to address a specific audience and purpose.</p> <ul style="list-style-type: none"> • plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. • understand the importance of audience, purpose and point of view when writing. • plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. <p>Learning Intentions The student will be able to demonstrate genres of writing for specific audiences as evidenced by formulating a paper for that audience.</p> <p>c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <ul style="list-style-type: none"> • demonstrate the purpose of writing as narrative, persuasive, expository, or analytical. • understand that the function of a thesis statement is to focus on the purpose of writing. • provide an engaging introduction and a clear thesis statement that introduces the information presented. • write using a clear, focused thesis that addresses the purpose for writing. • develop the topic with appropriate information, details, and 			

examples.

Learning Intentions

The student will be able to construct a thesis statement as evidenced by modeling and formulating with examples of a clear, focused statement.

d) Write clear, varied sentences using specific vocabulary and information.

- write clear, varied sentences, and increase the use of embedded clauses.
- recognize the importance of maintaining a formal style and objective tone in academic writing.

Learning Intentions

The student will be able to distinguish between varied and unvaried sentence structure as evidenced by embedding clauses within a formal and informal style of writing.

e) Elaborate ideas clearly through word choice and vivid description.

- use specific vocabulary and information.
- use precise language to convey a vivid picture.
- apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters.

Learning Intentions

The student will be able to elaborate ideas through word choice and vivid description as evidenced by careful arrangement of words in the forms of both quick-writes and formal styles of writing.

f) Arrange paragraphs into a logical progression.

Learning Intentions

The student will be able to arrange paragraphs into logical progression as evidenced by constructing thoughts in the forms of both quick-writes and formal styles of writing.

g) Use transitions between paragraphs and ideas.

- arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas.

Learning Intentions

The student will be able to use transitions between paragraphs and ideas as evidenced by composing thoughts in a logical progression using organizational patterns such as a 4-Square or T-Chart in both formal and informal writing.

<p>h) Revise writing for clarity of content, accuracy and depth of information.</p> <ul style="list-style-type: none">• revise writing for clarity, content, depth of information, and intended audience and purpose. <p>Learning Intentions</p> <p>The student will be able to revise writing for clarity of content, accuracy and depth of information as evidenced by self and/or peer editing a formal and informal writing selection.</p> <p>i) Use computer technology to plan, draft, revise, edit, and publish writing</p> <ul style="list-style-type: none">• use computer technology to assist in the writing process. <p>Learning Intentions</p> <p>The student will be able to use computer technology to plan, draft, revise, edit, and publish writing as evidenced by working through the writing process in various forms of writing.</p>			
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