

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

English 3 – 11th Grade

Course Code:100137001

STRAND/BODY OF KNOWLEDGE: Reading Process, Literary Analysis, Writing Process, Writing Applications, Communication, Information and Media Literacy

TOPIC I: Cultural Connections

			Pacing
			5 days Week 1 08/23/10-08/27/10
Next Generation Sunshine State Standards	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>LA.1112.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style</p> <p>LA.1112.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text</p> <p>LA.1112.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection</p> <p>LA.1112.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts</p> <p>LA.1112.1.7.4 The student will identify cause-and-effect relationships in text</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> • cause-and-effect relationships ▪ compare and contrast characters ▪ descriptive details/supporting details ▪ sequential order ▪ context clues ▪ read a creation myth <p><u>Literary Analysis</u></p> <ul style="list-style-type: none"> ▪ characterization methods ▪ transformation of character ▪ plot ▪ setting ▪ theme ▪ imagery – descriptive and sensory detail ▪ simile ▪ symbol ▪ symbolism <p><u>Writing Process/Application</u></p> <ul style="list-style-type: none"> ▪ use prewriting strategies to generate ideas and formulate a plan ▪ write a draft of a descriptive essay appropriate to the topic, audience, and purpose ▪ Review: capitalization, parts of 	<p>Students will:</p> <ul style="list-style-type: none"> ▪ explore the key idea of origin ▪ analyze characteristics of a creation myth ▪ read a creation myth ▪ develop strategies for reading folk literature ▪ understand archetypes ▪ identify causes and effects ▪ analyze details ▪ plan and compose a draft descriptive essay, incorporating sensory language ▪ develop the writing trait of <i>ideas</i> (focus and support) within the essay 	<p><u>Core Textbook:</u> <i>McDougal Littell Literature “The World on the Turtle’s Back” (Iroquois) Pg. 32</i></p> <p><u>Informational Text Extension</u> Early American Writing 1600-1800: An Emerging Nation Pg. 18</p> <p><u>Selection Resources</u> Resource Manager Unit 1 pp 17 – 35 Best Practices Toolkit pp.31 -46 -Graphic Organizers/Strategies</p> <p><u>Vocabulary Resources</u> Vocabulary in Context Vocabulary Study p. 131 Scaffolding Vocabulary Instruction Vocabulary Center at www.classzone.com</p> <p><u>Differentiated Instruction</u> See References in TE pages 33-40</p>

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<p>LA.11112.2.1.1 The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text</p> <p>LA.1112.2.1.4 The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme</p> <p>LA.1112.2.1.5 The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial</p> <p>LA.1112.2.1.7 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</p>	<p>speech, and writing complete sentences</p> <p><u>Suggested Prompt</u> Much like “The World on The Turtle’s Back” you are going to write a creation myth, but this is going to be about you! Write a paragraph/essay describing who you are, where you are from, and your core beliefs. Use anecdotes to support to add necessary descriptive details. Be sure to use complete sentences.</p> <p><u>Differentiated Instruction Suggestions</u></p> <ul style="list-style-type: none"> ▪ Scaffold prewriting activities with students ▪ Adjust the length of the assignment for students as needed 		<p>Technology: Easy Planner CD Audio Anthology CD Test Generator CD Best Practices Toolkit WriteSmart CD www.classzone.com</p>
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<p>in a variety of texts with an emphasis on how they evoke reader's emotions</p> <p>LA.1112.2.1.8 The student will explain how ideas, values, and themes of a literary work often reflect the historical period</p> <p>LA.1112.3.1.1 The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests</p> <p>LA.1112.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.</p>			
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MIAMI-DADE COUNTY PUBLIC SCHOOLS
Instructional Focus Calendar

English 3 – 11th Grade

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Date	Pacing Guide Benchmark(s)	Data Driven Benchmark(s)	Activities	Assessment(s)	Strategies
08/23/10- 08/27/10					