

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

M/J Language Arts 1

Course Code: 100101001

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

What Makes a Good Story?
What do you FEAR Most?

Pacing
5 Days Week 1 08/23/10 - 08/27/10

NEXT GENERATION SUNSHINE STATE STANDARDS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>LA.6.1.6.3 The student will use context clues to demonstrate meanings of unfamiliar words.</p> <p>LA.6.1.6.5 The student will relate new vocabulary words to familiar words.</p> <p>LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words.</p> <p>LA.6.1.7 The student uses a variety of strategies to comprehend text.</p> <p>LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning.</p> <p>LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.</p>	<p><u>Reading Process</u></p> <ul style="list-style-type: none"> Introduce vocabulary in context. Replace vocabulary words with synonyms. Monitor reading. Visualize story events during reading. Compare and contrast characters. Make inferences. Summarize Read- Think- Explain-Complete short and extended responses (p. 41). <p><u>Literary Analysis</u></p> <ul style="list-style-type: none"> Elements of plot, including exposition, rising action, climax, falling action, and resolution. <p><u>Writing Process & Application</u></p> <ul style="list-style-type: none"> Focus/Ideas-Explore thought-gathering devices -graphic organizers (See Writing Workshop p. 16) and http://www.classzone.com Group or cluster ideas Brainstorming Formulate a plan and draft a 	<p>The student will:</p> <ul style="list-style-type: none"> read and interpret a short story. explore the key idea of overcoming fear. analyze plot. understand and use new words. distinguish denotative and connotative meanings of words. practice short and extended responses . identify the author's purpose. identify nouns and compound nouns. avoid writing sentence fragments. plan and compose a descriptive essay, incorporating sensory language. develop the writing trait of <i>ideas</i>, including focus and support within 	<p>Core Text Book:</p> <p>"Reader's Workshop" p. 24 "The School Play" (Gary Soto) <i>McDougal Littell Literature</i> p.30 <i>Interactive Reader & Writer</i></p> <p>Selection Resources: "Reader's Workshop" Resource Manager Unit 1 p. 15 Best Practices Toolkit pp. 31-38, D14, D23, D32, D33, D30, D31 "The School Play" (Gary Soto) Resource Manager Unit 1 pp. 17-41 Best Practices Toolkit pp. 31-38, 43-46</p> <p>Vocabulary Resources: "The School Play" (Gary Soto) Vocabulary in Context p. 40 Vocabulary Study (R.M. p. 31) Scaffolding Vocabulary Instruction (B.P.T. pp. 43-46) Vocabulary Center at ClassZone.com</p> <p>Differentiated Instruction Resources: See T.E. and online resources</p> <p>Technology: Write Smart CD Audio Anthology CD</p>

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<p>LA.6.1.7.4 The student will identify cause-effect relationships in text.</p> <p>LA.6.1.7.7 The student will compare and contrast elements in multiple texts.</p> <p>LA.6.1.7.8 The student will use strategies to repair comprehension of grade appropriate text.</p> <p>LA.6.2.1.1 The student will identify the characteristics of various genres as forms with distinct characteristics and purposes</p> <p>LA.6.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution and theme in a variety of fiction)</p> <p>LA.6.6.2.2 The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g. encyclopedias, websites, experts) that includes paraphrasing to</p>	<p>descriptive essay relating an experience when fear kept you from doing something or interfered</p> <ul style="list-style-type: none"> • with your ability to demonstrate your best performance on a test, in a sports event, or in front of an audience. Direct students to refer to their quick write, expanding on their ideas. • Nouns • Compound nouns • Sentence fragments (p. 41) <p><u>Communication</u></p> <ul style="list-style-type: none"> • Share quick write responses, responses to essential questions, and essays with a partner and the class. <p><u>Information and Media Literacy</u></p> <ul style="list-style-type: none"> • Essential Question- What makes your heart pound? (p. 106) • Setting and conflict in media • Visual and sound elements in media • Research: The Fateful Journey of the Donner Party refer to 	<p>the essay.</p> <ul style="list-style-type: none"> • apply listening and speaking strategies. • explore how movies-makers build excitement. • identify and analyze sound elements and visual elements. • analyze setting and conflict in a movie. 	<p>Media-film clip from <i>Lemony Snicket's A Series of Unfortunate Events</i> (Media Smart DVD)</p> <p>http://www.classzone.com Author Online- Gary Soto Core Analysis Frame: Fiction</p> <p><u>Other Instructional Resources</u> Reading/Writing Connection: p. 41 (T.E./S.E.) Writing Center at ClassZone .com</p> <p>Essay Writing Skills: Writing Workshop text pages 168-174</p> <p>Assess and Reteach: (Resource Manager Unit 1) Selection Test A pp. 39-40 Selection Test B/C pp. 40-41 Test Generator CD (Standards Lesson File) Literature Lesson 5: Elements of Plot Reading Lesson 2: Monitoring Vocabulary Lesson 17: Denotation and Connotation</p>

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<p>convey ideas and details from the source, main idea(s) and relevant details.</p> <p>LA.6.3.1.1 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.6.3.2.1 The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood.</p> <p>LA.6.3.4.4 The student will edit for the correct usage of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection)</p>	<p>http://www.classzone.com How does this story relate to the key idea of the role of fears in our lives? Group Activity-Have students write the tale of the Donner Party, identifying each element of plot (exposition, rising action, falling action, and the resolution). or Sketch the trail traveled by the Donner Party from Missouri to Nevada.</p>		

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<p>LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details).</p> <p>LA.6.5.2.2 The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology, and supporting graphics appropriate to the situation.</p> <p>LA.6.6.3.1. The student will analyze ways that production elements (e.g. graphics, color, motion, sound, digital technology) affect communication across the media.</p>			

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Instructional Focus Calendar

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