

**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
**District Pacing Guide**

**Edge C Developmental Language Arts Through ESOL**

**Course Code: 100238RL4**

**STRAND/BODY OF KNOWLEDGE: Reading Process/Writing Process/Literary Analysis**

**UNIT 1: Double Take**

**CLUSTER 1:** Watch for the moment when people show you who they are.

**ESSENTIAL QUESTION:** When Do You Really Know Someone?

Pacing
8/23/10—9/3/10 Weeks 1-2 10 Days

SUNSHINE STATE STANDARDS BENCHMARKS	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>LA.910.1.6.7/1112.1.6.7 Identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.</p> <p><b>LA.910.1.6.8/1112.1.6.8 Identify advanced word/phrase relationships and meanings.</b></p> <p><b>LA.910.1.6.9/1112.1.6.9 Determine the correct meaning of words with multiple meanings in context.</b></p>	<p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Visualize: Respond to and Interpret visuals</li> <li>• Plan and monitor: Set a purpose, make and confirm predictions</li> <li>• Comprehension and Critical Thinking: Compare across texts</li> </ul> <p><b>Literary Analysis</b></p> <ul style="list-style-type: none"> <li>• Analyze Conflict</li> <li>• Identify Author's Perspective</li> <li>• Analyze news features</li> <li>• Compare and Evaluate literature</li> <li>• Analyze setting</li> <li>• Personification</li> </ul>	<p><b>Student will:</b></p> <p>Set a purpose for reading.</p> <p>Use previewing and predicting reading strategies.</p> <p>Identify key vocabulary: Using cognates, word phrase relationship and multiple meanings</p> <p>Acquire academic vocabulary</p> <p>Analyze text features: Art</p> <p>Engage in classroom discussion.</p> <p>Understand a speaker's message</p> <p>Listen actively and participate in a conversation</p>	<p><b>Core Textbook: <i>Edge C; Volume 1</i></b></p> <p style="text-align: right;"><b>Unit 1 Launch – Lesson 10 Cluster 1</b></p> <p><b>Cluster 1:</b> <b>Short Story:</b> <i>The Moustache</i> T8-T24 <b>Poem:</b> <i>Grandmother</i> T25 <b>News Feature:</b> <i>Who we Really Are</i> T27</p> <p><b>Unit Writing Project: Write a Reflective Essay T100B-115</b></p> <ul style="list-style-type: none"> <li>✓ Lesson 1: Study the Form and Prewrite T102-105 Use Strategies to Generate Ideas; Choose a Topic; Identify Audience and Purpose; Plan and Organize Ideas, Writing Transparency 1</li> <li>✓ Lesson 2: Write a Draft T106-107 Employ Literary Devices; Writing Transparency 2</li> <li>✓ Lesson 3: Revise your Draft T108-111 Writing Process: Revise; Evaluate and Revise the Draft for Focus and Unity; Participate in Peer Conferencing</li> <li>✓ Lesson 4: Edit and Proofread Your Draft T112-114 Writing Process: Edit and Proofread; Grammar: Run-on sentences; Mechanics: Capitalization, Proper Nouns and Adjectives, commas. Transparency 3 &amp; 4. Grammar and Writing Practice Book pp. 185-188.</li> <li>✓ Lesson 5: Publish and Present T115 Writing Process: Publish, Reflect and Evaluate; Language and Learning Handbook T739</li> </ul> <p><b>Lesson 1: Unit Launch</b> T0-T3</p> <ul style="list-style-type: none"> <li>• Listening and Speaking: Classroom Discussion/Evaluate a Speaker's Message T0; Analyze and Debate using sentence frames T2</li> <li>• Comprehension &amp; Critical Thinking: Read and Interpret Interview Questions T2</li> <li>• Choose More to Read using Edge Library Support Materials: T3</li> </ul>

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<p>LA.910.1.7.1/1112.1.7.1 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><b>LA.910.1.7.2/1112.1.7.2</b> <b>Analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.</b></p> <p><b>LA.910.1.7.3/1112.1.7.3</b> <b>Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.</b></p> <p><b>LA.910.1.7.7/1112.1.7.7</b> <b>Compare and contrast elements in multiple texts.</b></p>	<p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Introduce key vocabulary</li> <li>• Use cognates and relate words</li> <li>• Content Area vocabulary: Biology</li> <li>• Use structural analysis: roots, prefixes</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Phrasing</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write about literature: journal entry</li> <li>• Written composition: paragraph on perspective and judgment</li> <li>• Writing process: Write an Opinion Paragraph</li> </ul> <p><b>Writing Project</b></p> <ul style="list-style-type: none"> <li>• Write a Reflective Essay</li> </ul> <p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• Express Ideas and Opinions</li> </ul>	<p>Respond to and interpret visuals.</p> <p>Recognize genre: short stories</p> <p>Determine the main idea or essential message</p> <p>Identify author's perspective</p> <p>Connect across texts</p> <p>Generalize; explain and analyze literary elements</p> <p>Evaluate literature</p> <p>Gather information and present an oral report</p> <p>Write a reflective essay using the writing process</p>	<p><b>Lesson 2: How to Read</b> T4-7</p> <ul style="list-style-type: none"> <li>• Vocabulary Strategy: Academic words T5-6; Vocabulary study cards routine (PD29)</li> <li>• Engage and Connect: Have students connect story and strategy to own lives T4-5</li> <li>• Reading Strategy: Plan and Monitor; Making Predictions T5</li> <li>• Literary Analysis: Analyze Genre: Short Stories T4; Analyze Elements: Characters and Conflict T4-7</li> </ul> <p><b>Lesson 3: Prepare to Read</b> T8</p> <ul style="list-style-type: none"> <li>• Vocabulary: Introduce key vocabulary: Cognates and word relationships T8, Interactive Practice Book 6-7</li> <li>• Reading Strategy: Activate Prior Knowledge: Anticipation Guide T8</li> <li>• Language and Grammar Lab: Language Function Transparency A</li> </ul> <p><b>Lesson 4: Before Reading</b> T9</p> <ul style="list-style-type: none"> <li>• Reading Strategy: Plan and Monitor: Make and Confirm Predictions T9, Interactive Practice Book P9</li> <li>• Literary Analysis: Analyze Conflict T9, Reading Transparency 1, Interactive Practice Book P8</li> </ul> <p><b>Read</b> <i>The Moustache; Grandmother</i> T10-25, CD 1, Tracks 1-3</p> <ul style="list-style-type: none"> <li>• Literary Analysis: Style: Identify Author's Perspective T10; Analyze Conflict T12-24</li> <li>• Reading Strategy: Plan and Monitor; Set a Purpose and Make Predictions T12-20; Confirm Predictions T14-22</li> <li>• Analyze Visuals: Respond to and Interpret Visuals (Art) T11,14, 17, 21</li> <li>• Vocabulary: Daily Routines T13, Link Vocabulary and Concepts T15, Content Area Vocabulary T18</li> <li>• Grammar: Kinds of Sentences T14; Transparency 1, Grammar/Writing Practice Book pp.1-2/ Subjects and Predicates T16; Transparency 2, Grammar/Writing Practice Book pp.3-4/ Noun in the Subject T20; Transparency 3, Grammar/Writing Practice Book pp.5-6.</li> </ul> <p><b>Lesson 5: Before Reading</b> T26</p> <ul style="list-style-type: none"> <li>• Reading Strategy: Plan and Monitor; Preview and Set a Purpose T26, Interactive Practice Book, pp. 11-14</li> <li>• Literary Analysis: Analyze News Feature T26</li> <li>• Build Background T27</li> </ul> <p><b>Read</b> <i>Who we Really Are</i> T27-30, CD 1, Track 4</p> <ul style="list-style-type: none"> <li>• Research Skills: Use the Research Process/Synthesize Information T28</li> <li>• Grammar: Verb in the Predicate T28; Transparency 4, Grammar/Writing Practice Book pp.7-8</li> </ul> <p><b>Lesson 6: Reflect and Assess</b> T31</p> <ul style="list-style-type: none"> <li>• Write About Literature: Make a Judgment, Interactive Practice Book p. 15</li> <li>• Fluency Routine: Reading Handbook T775—Phrasing; <i>Who we Really</i> fluency passage, CD 13, Track 1</li> <li>• Vocabulary: Key Voc. Review</li> <li>• Comprehension and Critical Thinking: Compare Across Texts</li> </ul>
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<p>LA.910.2.1.1/1112.2.1.1 Analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text.</p> <p><b>LA.910.2.1.5/1112.2.1.5</b> <b>Analyze and develop an interpretation of a literary work by describing an author's use of literary elements.</b></p> <p><b>LA.910.2.2.1/1112.2.2.1</b> <b>Analyze and evaluate information from text features.</b></p> <p>LA.910.2.2.4/1112.2.2.4 Identify and analyze the characteristics of a variety of types of text.</p> <p>LA.910.3.1.2/1112.3.1.2 Making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Kinds of sentences</li> <li>• Subjects and Predicates</li> <li>• Noun in the Subject</li> <li>• Verb in the Predicate</li> <li>• Complete Sentences</li> </ul> <p><b>Listening/Speaking</b></p> <ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Evaluate a speaker's message</li> <li>• Debate</li> </ul>		<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Cluster 1 Test: Assessment Handbook, lb-le</li> </ul> <p><b>Lessons 7-8: Integrate the Language Arts</b> T32-33</p> <ul style="list-style-type: none"> <li>• Grammar: Use Complete Sentences; Grammar &amp; Writing Practice Book, pp. 9-10; Grammar Transparency 5</li> <li>• Language Development: Express Ideas and Opinions—Assessment Handbook, p. 10; Language CD, Track 1</li> <li>• Literary Analysis: Analyze Setting, Interactive Practice Book p. 16</li> <li>• Vocabulary Study: Prefixes T33, Interactive Practice Book, p. 17</li> <li>• Writing: Write an Opinion Paragraph T33</li> </ul> <p><b>Lesson 9: Workplace Workshop</b> T34</p> <ul style="list-style-type: none"> <li>• Vocabulary: Content Area Vocabulary; Vocabulary Routine PD27</li> <li>• Research: Career Exploration</li> </ul> <p><b>Lesson 10: Vocabulary Workshop</b> T35</p> <ul style="list-style-type: none"> <li>• Vocabulary Strategy: Use Structural Analysis; Reading Handbook T803</li> </ul>
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<p>LA.910.3.1.3/1112.3.1.3 Using organizational strategies and tools to develop a personal organizational style.</p> <p>LA.910.3.3.2/1112.3.3.2 Creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas</p> <p><b>LA.910.6.1.1/1112.6.1.1</b> <b>Explain how text features aid the reader's understanding.</b></p> <p>LA.910.6.1.2/1112.6.1.2 Analyze the structure and format of functional workplace, consumer, and technical documents.</p> <p>LA.910.6.2.1/1112.6.2.1 Select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria to assess appropriateness of resources.</p>			<p><b>*Technology:</b> Implementation of ELLIS and/or TeenBiz3000 will take place upon teacher discretion, <b>one (1)</b> day a week in a lab or classroom setting,.</p> <p><b>NOTE:</b> Use your professional judgment as to which lessons or parts of lessons would be most beneficial for your students based on your data. The <b>Writing Project</b> is presented at the beginning of each unit, but its implementation in the unit is based on teacher discretion.</p>
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