

# Ganado Unified School District

## Reading Intervention

### PACING Guide SY 2014-2015

Timeline & Resources	AZ Career and Readiness Standards - ELA	Essential Questions	Learning Goal	Vocabulary
1 <sup>st</sup> Quarter <i>What's Happening?</i> <i>Reading Strategies with Informational Text AND Reading and Writing Sourcebook</i>	Key Ideas and Details 9-10.RI.1-3  Craft and Structure 9-10.RI.4-6  Integration of Knowledge and Ideas 9-10.RI.7-8	What is the central idea of the text? What are the literary elements? How do literary elements compare events and facts of the text? What kinds of literary devices does the author use? What is the author's purpose? What evidence can you find in the text to support your summary? How does the context help to identify word meaning?	I will whole class read aloud I will determine a central idea I will write specific details to provide a summary for the text I will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text I will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.RI.8)	Effect Appeal Announced Concussion Controversy Misjudge Symptom Multiple Announced Report Function Misbehave Mistrial Concussion Misinform Category criticism gramophone excellence often biography entertainer telephone telecast graph
ARTICLES FROM WORK BOOK	ADDITIONAL READINGS to include fiction/nonfiction, speech, autobiography			

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<p><i>QUESTIONS LINGER ABOUT TASERS SPACE IS FILLING WITH JUNK CONCUSSIONS HAVE LONG-TERM EFFECTS PLASTIC SWIRLS IN THE PACIFIC THE GRAMMY AWARDS</i></p> <p>(issues include: Human Rights Global Sports Arts Environment)</p>	<p>Responding to Literature pages 8-72</p> <p><i>A Cry for Peace</i> <i>A Farewell Tribute to Gandhi</i></p> <p>Contemporary Issues/School Days</p> <p><i>High School: The Bad and the Good</i> <i>Finding Patrick</i></p> <p>Apartheid <i>It's Quiet Now</i> <i>Survival</i></p> <p>Zora Neale Hurston How It Feels to Be Colored Me (from I Love Myself When I'm Laughing The Eatonville Anthology</p>	<p>What is the central idea of the text? What are the literary elements? How do literary elements compare events and facts of the text? What kinds of literary devices does the author use? What is the author's purpose? What evidence can you find in the text to support your summary? How does the context help to identify word meaning?</p>	<p>I will read aloud with whole class I will group discuss issues of a personal and global, human rights I will determine the meaning words and phrases as they are used in a text which includes figurative, connotative, and technical meanings I will analyze the cumulative impact of specific word choices on meaning and tone(e.g. how the language of a court opinion differs fro that of a newspaper). 9-10.RI.4 I will Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. (9-10.RI.7) (See <i>To Kill a Mockingbird</i> with movie)</p> <p>Include one novel per quarter</p>	<p>Bear Immature Collective Inadequate Illiterate Debate Inexpensive Violate Court irregular</p> <p>See Vocabulary listed with each workbook reading</p>
<p><b>2<sup>nd</sup> Quarter</b> Text and workbook remain the same Articles from Workbook pages 96-172</p> <p>The Second Amendment Goes to Court</p>	<p>Key Ideas and Details 9-10.RI.1-3</p> <p>Craft and Structure 9-10.RI.4-6</p> <p>Integration of Knowledge and Ideas 9-10.RI.7-8</p> <p>Additional Readings Pages 73-142</p>	<p>What is the central idea of the text? What are the literary elements? How do literary elements compare events and facts of the text? What kinds of literary devices does the author use? What is the author's</p>	<p>I will whole class read aloud I will determine a central idea I will write specific details to provide a summary for the text I will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text I will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is</p>	<p>See Vocabulary listed with each workbook reading</p>

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<p>Global Zero Launches Its Campaign The Harlem Globetrotters The Harlem Globetrotters</p>	<p><i>Family Ties</i> <i>Stories of the Arab World</i> <i>Piri Thomas</i> <i>Dreams</i> (See also subtitles)</p>	<p>purpose? What evidence can you find in the text to support your summary? How does the context help to identify word meaning?</p>	<p>valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.RI.8)</p>	
<p><b>3<sup>rd</sup> Quarter</b> Articles from Workbook pages 191-267  <i>The Law Gets Tough with Paparazzi</i> <i>Somalia's Problems Lead to Piracy</i> <i>Special Olympics Changes Lives</i> <i>Bike Sharing Gets Rolling</i> <i>The sounds of Jazz are in the Air</i></p>	<p>Additional Readings Pages 143-239  <i>Knights and Chivalry</i> <i>Naguib Mahfouz</i> <i>Discrimination</i> <i>Images of War</i> <i>Isaac Asimov</i> (See also subtitles)</p>	<p>What is the central idea of the text? What are the literary elements? How do literary elements compare events and facts of the text? What kinds of literary devices does the author use? What is the author's purpose? What evidence can you find in the text to support your summary? How does the context help to identify word meaning?</p>	<p>I will read aloud with whole class I will group discuss issues of a personal and global, human rights I will determine the meaning words and phrases as they are used in a text which includes figurative, connotative, and technical meanings I will analyze the cumulative impact of specific word choices on meaning and tone(e.g. how the language of a court opinion differs fro that of a newspaper). 9-10.RI.4 I will Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. (9-10.RI.7) (See <u><i>America Street: A Multicultural Anthology of Stories</i></u> This is an anthology with narrative and autobiographical structures)  <i>Include one novel per quarter as per Sourcebook themes. (Example: The Holocaust/Sourcebook with the Book:</i></p>	<p>In addition, Add vocabulary as needed from 1. Sourcebook Readings and 2. Academic Vocabulary  Word lists that include homophones, synonyms, antonyms, and multiple meaning words help students to maximize comprehension</p>

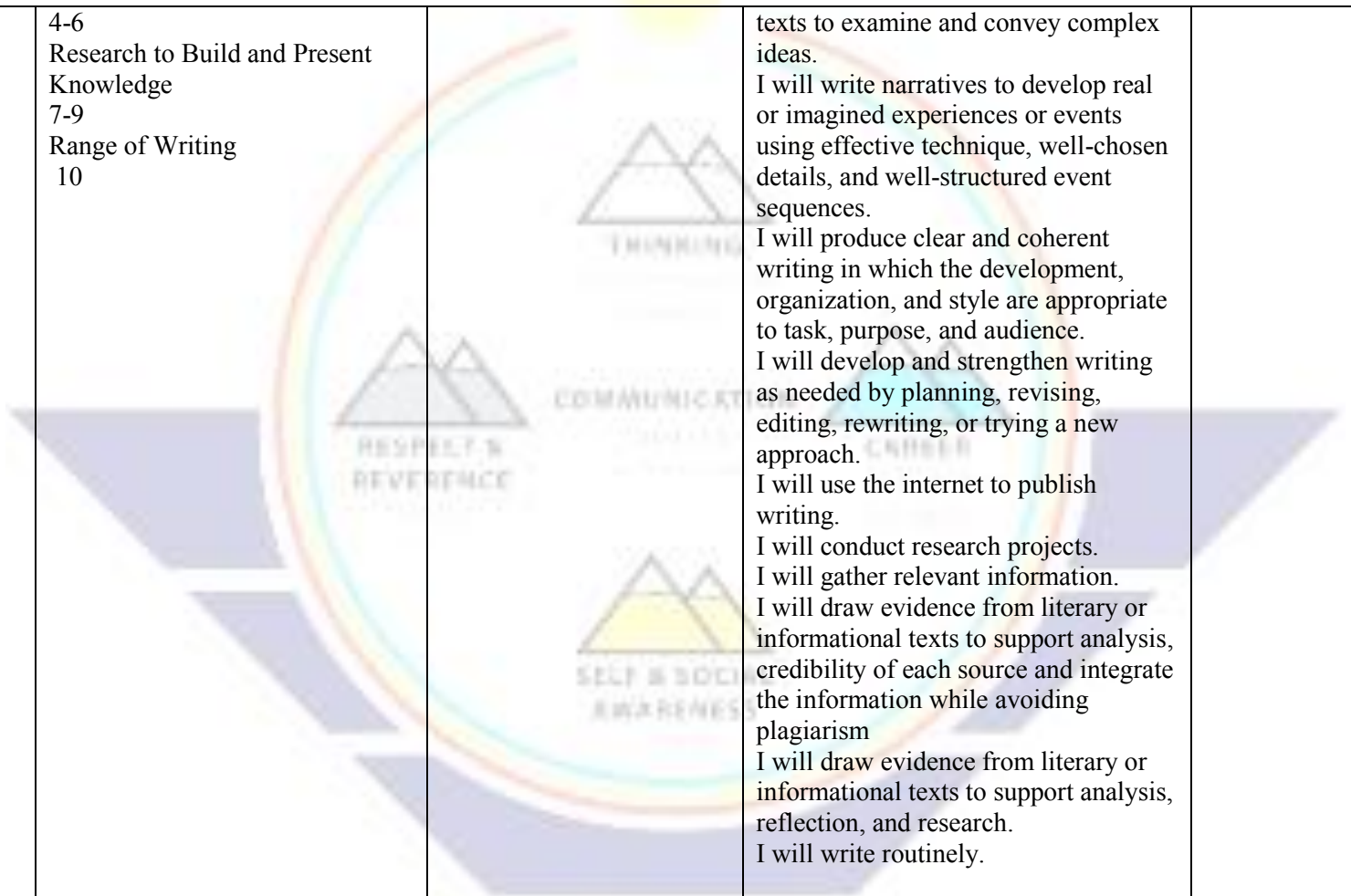
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			<i>The Boy in the Striped pajamas</i>	
<b>4<sup>th</sup> Quarter</b> Workbook pages 267-362  <i>New Jersey abolishes the Death Penalty</i> <i>Families of Missing Persons</i> <i>Get Help</i> <i>Doping Damages</i> <i>Even the Best</i> <i>The Outlook Is Improving for Right Whales</i> <i>Court Gives Saggy Pants a Lift</i>	Additional Readings (Pink/purple Sourcebook)  Pages 8-238 <i>Responding to Literature</i> <i>Identity</i> <i>WWI</i> <i>Gwendolyn Brooks</i> <i>New Lands</i> <i>Myths and Monsters</i> <i>Dorothy West</i> <i>Protest and Revolt</i> <i>Africa</i> <i>Luis Rodriguez</i> <i>Conflict</i> <i>WWII – The Holocaust</i> <i>Kurt Vonnegut</i>  (See also subtitles)	What is the central idea of the text? What are the literary elements? How do literary elements compare events and facts of the text? What kinds of literary devices does the author use? What is the author’s purpose? What evidence can you find in the text to support your summary? How does the context help to identify word meaning?	I will whole class read aloud I will determine a central idea I will write specific details to provide a summary for the text I will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text I will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.RI.8)	In addition, Add vocabulary as needed from 1. Sourcebook Readings and 2. Academic Vocabulary
Math <i>Six Minute Solution: A Reading Fluency Program</i> (See graphs in Appendix pages 245-247)	HS.S-MD.1 HS.MP.2	How does graphing your fluency rate guide your progress?	I will use a bar graph to monitor my fluency rate.	
	Writing Text Types and Purposes 1-3 Production and Distribution of Writing		I will write arguments to support claims in an analysis of substantive topics or texts. I will write informative/explanatory	

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	<p>4-6 Research to Build and Present Knowledge</p> <p>7-9 Range of Writing</p> <p>10</p>		<p>texts to examine and convey complex ideas.</p> <p>I will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>I will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>I will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>I will use the internet to publish writing.</p> <p>I will conduct research projects.</p> <p>I will gather relevant information.</p> <p>I will draw evidence from literary or informational texts to support analysis, credibility of each source and integrate the information while avoiding plagiarism</p> <p>I will draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>I will write routinely.</p>	
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