

RR English I Pacing Guide, Trimester II

Ongoing: Daily journals utilizing Power-graph Format
Daily reading/summarizing student book of choice
Weekly reading summary

Wk #1 12/3 – 12/7

- Ice Breaker/Memory Strategies
- Establish 2nd Tri Learning Goals
- Spelling L# 16-18 & Assessment
- “ “ L# 19 & 20 pkt.
- Language: Adjectives, Adverbs & Commas & Review
- Pre-reading, possible themes, Vocab & Setting the Stage for The Lottery
- Inferences L# 1-5

Wk #2 12/10 – 12/14

- Spelling L# 19 & 20 Assess. (Unit Mastery L# 16-20)
- Vocabulary Connections: L#6 Literature: Icarus and Daedalus & Assess.
- Language: Combining Sentences, Conjunctions & Punctuation & Review
- Writing Letters., Personal & Formal
- Read The Lottery, Review vocab. & story
- Literary Focus: Foreshadowing
- One Step Further: Argument For/Against

Wk #3 12/17 -12/21

- Spelling L# 21 -23 Pkt. & Assessment
- “ “ L# 24 & 25 Pkt. & Assess. (Unit Mastery L# 21-25)
- Language: New Topics in Sentence Structure, Perfect Paragraphs & Rev.
- Pre-Reading, Vocab. & Setting the Stage, The Gift of the Magi
- Read The Gift of the Magi, It Happened Like This & Check for Understanding/Vocabulary

Wk #4 1 / 2 – 1 / 4

- Review Magi story
- Literary Focus & Reading/Writing Connection Activity
- Writing Corner & One Step Further (Report Survey Results/Sm. Grp Discussion)
- Spelling L# 26 - 28 Pkt & Assess.
- Inferences: L# 16-20

Wk #5 1/7 – 1/11

- Spelling 29 & 30 Pkt & Assess (Unit Mastery L# 26 – 30)
- Vocabulary: L# 7 Science: Night Flights & Assess.
- Preview: To Kill a Mockingbird
- Vocabulary: (Understanding & Guided Practice)
- Setting the Stage (Anticipatory Set)
- Reading of Mockingbird (Awaiting Special Needs McComb Units)
- Inferences: L# 16-20

Wk #6 1/14 – 1/18

- Spelling:(Note, students will bump up to the next group level & cover L# 1-3 & Assessment).
- #540 bump to #780
- #780 bump to #1020
- #1020 bump to #1260
- Vocabulary: L# 8 Health: Walking in Space Reading
- Mockingbird (McComb Units)
- Student “Catch-up”

Wk #7 1/21 – 1/25

- Vocabulary: Unit #2 Rev. & Assess.
- L#Spelling L# 4 & 5 Pkt & Assess. (Unit Matery L# 1-5)
- Special Needs McComb Unit Mockingbird Wk #3
- Vocabulary: L#9 pkt.
- Conclusion: L#1-5

Wk #8 1/28 – 2/1

- Spelling L# 6-8 pkt. & Assess.
- Vocabulary L# 9 Social Studies: Marvelous Jackie Robinson & Assess.
- Special Needs McComb Unit/Mockingbird Wk #4
- Conclusions: L# 6-10

Wk #9 2/4 – 2/8

- Spelling L# 9 & 10 pkt & Assess. (Unit Mastery L# 6-10).
- Vocabulary: L#10 Literature: Athletes on Ice & Assess.
- Special Needs Mockingbird McComb Unit wk #5

Wk #10 2/11 – 2/15

- Spelling L# 11-13 pkt & Assess.
- Vocabulary: L# 11 Science: Mind and Body & Assess.
- Vocabulary: L# 12 Health: She’s Really on the Ball & Assess.
- Special Needs McComb Unit, Mockingbird Wk #6
- Conclusions: L# 11-15

Wk #11 2/19 – 2/22

- **Spelling L# 14 & 15 pkt & Assess. (Unit Mastery L#11 – 15)**
- **Mockingbird Review**
- **Conclusions: L# 16 – 20**
- **Vocabulary: Unit #3 Review & Assess.**
- **Review for Exams**

Wk #12 2/25 – 2/29

- **Exams:**
- **Spelling & Language Day#1**
- **Vocab & Mockingbird Day #2**

Note: The choice of materials utilized for this particular program has been selected with consideration and regard to the individual needs of the students who participate in this program. The above noted schedule may be altered due to student needs and pacing of each particular class.

**State of Michigan High School Expectations
English Language Arts**

Strand 1: Writing, Speaking, & Visual Expression

Standard 1.1: Understand & Practice writing as a recursive practice.
CE 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8

Standard 1.2: Use Writing, speaking, & visual expression for personal understanding & growth.
CE 1.2.1, 1.2.2, 1.2.3, 1.2.4,

Standard 1.3: Communicate in speech, writing, and multimedia using content, form, voice, & style appropriate to the audience & purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
CE1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9

Standard 1.4: Develop & use the tools & practices of inquiry & research—generating, exploring, & refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
CE 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7

Standard 1.5: Produce a variety of written, spoken, multigenre, & multimedia works, making conscious choices about language, form, style, &/or visual representation for each work(e.g., poetry, fiction, & creative non-fiction stories, academic & literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group & dynamic performances, poetry slams, & digital stories).
CE 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5

Strand 2: Reading, Listening, & Viewing

Standard 2.1: Develop critical reading, listening, & viewing strategies.

CE 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.9, 2.1.10, 2.1.11, 2.1.12

Standard 2.2: Use a variety of reading, listening, & viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming & correcting; making comparisons, connections, & generalizations; & drawing conclusions).

CE 2.2.1, 2.2.2, 2.2.3

Standard 2.3: Develop as a reader, listener, & viewer for personal, social, and political purposes, through independent & collaborative reading.

CE 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8

Strand 3: Literature & Culture

Standard 3.1 Develop the skills of close & contextual literacy reading.

CE 3.1.1, 3.1.2, 3.1.3, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 3.1.10

Standard 3.2: Read & Respond to classic & contemporary fiction, literary nonfiction, & expository text, from a variety of literary genres representing many time periods & authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).

CE 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5

Standard 3.3: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.

CE 3.3.2, 3.3.3, 3.3.4, 3.3.6

Standard 3.4: Examine mass media, film, series fiction, and other texts from popular culture.

CE 3.4.1, 3.4.2, 3.4.3, 3.4.4

Strand 4: Language

Standard 4.1: Understand and use the English language effectively in a variety of contexts & settings.

CE 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5

Standard 4.2: Understand how language variety reflects & shapes experience.

CE 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5

Eighty-seven (87) of the required ninety-one (91) Michigan 9-12 grade level content expectations to be covered within the 2007/08 academic year will be covered within the 2nd trimester of this academic year. The remaining content expectations will be covered and all reviewed during the spring trimester.