

## Rocky Ford High School Secondary Literacy Long-range Planning & Pacing Guide – 10th Reading

<b>Standard 1: Students use a full range of strategies to comprehend a variety of texts, such as nonfiction, poetry, novels, and short stories.</b> <b>Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</b> <b>Standard 5: Students read to locate, select and make use of relevant information.</b> <b>Standard 6: Students read and recognize literature as a record of human experience.</b>				
During the first 3 weeks:	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>NWEA and STAR testing by October.</p> <ul style="list-style-type: none"> <li>Develop classroom notebook</li> <li>Establish expectations for students to maintain throughout the year.</li> <li>Begin developing a monitoring system that provides an effective and easily accessible means of capturing observations of students' reading behaviors and written responses.</li> <li>Provide opportunities for students to choose books for independent reading.</li> </ul> <p>Focus on establishing independent reading and responding to reading.</p> <p>Begin to demonstrate your process and the strategies you use as a reader in a variety of texts.</p> <p>Provide opportunities for students to choose books for independent reading from classroom library.</p> <p><u>Planning for Instruction:</u> Provide extended opportunities for students to read compelling texts of their choice as well as multiple opportunities for response in order to support their success as readers and promote the development of a community of readers.</p>	<ul style="list-style-type: none"> <li>Reading fiction to produce a constructed response.</li> <li>Reading non-fiction to produce a constructed response</li> <li>Summarization</li> <li>Main Idea</li> <li>Internet and Library Research for VOD</li> <li>Accelerated Reader</li> </ul> <p>As independent reading, responding to reading and small group reading instruction are well established, introduce reading demonstrations with clearly defined expectations for student learning.</p> <p>Compile notes from all sources of information about students for use as formative assessment during PLC meetings.</p> <p>Continue to develop reflective thinking, provide feedback and monitor growth.</p> <p>Continue to develop classroom library with texts to support student interests, a range of genres and various levels of complexity.</p> <p><u>Planning for Instruction:</u> Continue to refine emphasis on independent reading of compelling texts and to monitor for increasing engagement and response as readers. Provide meaningful</p>	<p>Novel Study Accelerated Reader</p> <p>Compile notes for use as formative assessment.</p> <p>Continue adding to the classroom library with compelling texts reflecting students' interests, range of genres (including fiction and nonfiction) and levels of complexity.</p> <p><u>Planning for Instruction:</u> Continue to strengthen and refine emphasis on independent reading and monitor for increasing student engagement, sophistication of response, and increasing proficiency as readers. Continue meaningful feedback that will move students through a wide range of genres, interests, and challenges.</p>	<ul style="list-style-type: none"> <li>Short story unit – Fiction</li> </ul> <p>Assessment: NWEA CSAP</p> <p>Continue to provide opportunities for students to work independently to secure proficiency and transfer learning across changing contexts. Monitor for consistent progress along the continuum and significant increases in readers' strengths.</p> <p>Compile notes for use as formative assessment during data team meetings.</p> <p>Continue adding to the classroom library with compelling texts reflecting students' interests, range of genres (including fiction and nonfiction), and levels of complexity.</p> <p><u>Planning for Instruction:</u> Continue to strengthen and refine emphasis on independent reading and monitor for increasing student engagement, flexibility and sophistication. Provide feedback that will support students to challenge themselves as readers.</p> <p>Continue to support independence and include opportunities for students to connect reading and writing.</p>	<p>Drama – three plays Play evaluations Book Report NWEA</p> <p>Continue to provide opportunities for students to work independently to secure proficiency and transfer learning. Monitor for consistent progress along the continuum and significant increases in readers' strengths.</p> <p>Compile notes for use as formative assessment during data team meetings.</p> <p>Continue adding to the classroom library with compelling texts reflecting students' interests, range of genres, and levels of complexity.</p> <p><u>Planning for Instruction:</u> Continue to strengthen and refine emphasis on independent reading and monitor for increasing student engagement, flexibility and sophistication. Provide feedback that will support students to challenge themselves as readers.</p> <p>Continue to support independence and include opportunities for students to connect reading and writing.</p>

	feedback to support book selection from a wide range of genres, interests and challenges			
<p><b><u>RESOURCES:</u></b></p> <p><i>Elements of Literature</i>          Class Novels  <i>Esperanza Rising</i>  <i>To Kill a Mockingbird</i>  <i>The Good Earth</i>  <i>Shaba nu</i>          Prentice Hall Resource for reading prompts</p>	<p><b><u>CURRICULUM ALIGNMENT AND PRIORITIES FOR INSTRUCTION:</u></b></p> <ul style="list-style-type: none"> <li>▪ Plan flexible and diverse groupings for small group reading instruction based on patterns of reading behaviors and focused on developing independent, proficient readers using a wide variety of reading materials. Provide explicit instruction within the context of meaningful reading.</li> <li>▪ Use curriculum alignment priorities to plan for the context of instruction and to make decisions about designing precise instruction to meet the needs of individual students.</li> <li>▪ Monitor for demonstrations of developing skills in independent reading and response to reading and for transfer of skills within a variety of contexts.</li> </ul>			

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First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><b>HIGH FREQUENCY ITEMS:</b>            6b. – Apply literary terminology and knowledge of literary technique (including but not limited to, rising action, style, mood, tone, setting, symbolism, protagonist, antagonist, point of view, foreshadowing, onomatopoeia, simile, metaphor, personification, hyperbole or flashback) to understand text.            4d. – Analyze a variety of texts (e.g., editorials, political cartoons, advertisements and essays) in order to make predictions and draw conclusions            1c. – Analyze main ideas, supporting details, sequence of events or procedures, facts and opinions in literary, expository and technical texts.            1f. – Determine meanings of words, including those with multiple meanings, by using context clues (e.g., synonyms and comparisons) and structural clues (e.g., roots, suffixes and prefixes)</p> <p><u>Important knowledge for 10<sup>th</sup> graders to have and be able to work with:</u>            1d. – Infer by making connections within and across texts            1e. – Summarize, synthesize and evaluate literary, expository and technical texts.            4a. – Identify author’s viewpoint, purpose and historical/cultural context from information presented in the text.            4e. – Evaluate the quality of ideas in a text by applying criteria and supporting the conclusion            5a. – Use organizational features of printed text (e.g., prefaces, appendices, annotations, citations, bibliographic references) to locate relevant information.            5b. – Use organizational features of electronic text (e.g., database keyword searches, Internet search engines and email addresses) to locate relevant information            5f. – Locate meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries and other sources            6c. – Identify and analyze the theme of a given text and provide support from the text</p>	<p><b>HIGH FREQUENCY ITEMS +</b>  <u>Important knowledge for 10<sup>th</sup> graders to have and be able to work with +</u></p> <p><b>MEDIUM FREQUENCY ITEMS:</b>            1b. – Interpret and critically read a variety of text (e.g., essays, speeches, biography, literary informative and technical texts)            4f. – Differentiate fact from opinion in a variety of texts            5d. – Evaluate information for specific needs, credibility, validity and bias            6a. – Read and respond to classic and contemporary novels, plays, short stories, nonfiction, essays and speeches from a variety of cultures and historical periods that are familiar and unfamiliar.</p>	<p><b>HIGH FREQUENCY ITEMS +</b>  <u>Important knowledge for 10<sup>th</sup> graders to have and be able to work with + MEDIUM FREQUENCY ITEMS +</u></p> <p><b>ITEMS OCCURRING LESS FREQUENTLY</b></p> <p>1a. – Compare and contrast text with different themes or ideas            1g. – Locate and recall information in text with different text structures (e.g., cause/effect, problem/solution, or compare/contrast)            4b. – Use reading and writing to define a problem, evaluate options, and propose a solution            5c. – Paraphrase, summarize, organize and synthesize information from a variety of sources</p>	<p><b>NOTE:</b> The curriculum focus after CSAP should maintain high expectations and rigorous content to secure proficiency and transfer. Develop culminating academic review to provide context for students to self-assess their learning and plan for transfer of skills to subsequent grades.</p>

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<b>Standard 1: Students use a full range of strategies to comprehend a variety of texts, such as nonfiction, poetry, novels, and short stories.</b> <b>Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</b> <b>Standard 5: Students read to locate, select and make use of relevant information.</b> <b>Standard 6: Students read and recognize literature as a record of human experience.</b>				
During the first 3 weeks:	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>NWEA and STAR testing by October.</p> <ul style="list-style-type: none"> <li>• Develop classroom notebook</li> <li>• Establish expectations for students to maintain throughout the year.</li> <li>• Begin developing a monitoring system that provides an effective and easily accessible means of capturing observations of students' reading behaviors and written responses.</li> <li>• Provide opportunities for students to choose books for independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading fiction to produce a constructed response.</li> <li>• Reading non-fiction to produce a constructed response.</li> <li>• Vocabulary</li> <li>• Summarization</li> <li>• Main Idea</li> <li>• Internet and Library Research for VOD</li> <li>• Accelerated Reader</li> </ul>	<p>Novel Study <i>Esperanza Rising</i> <i>To Kill a Mockingbird</i></p> <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Historical/cultural context</li> <li>• Literary techniques</li> <li>• Figurative language</li> <li>• Constructed responses for reading passages.</li> <li>• Vocabulary</li> <li>• Literary Terminology</li> <li>• Techniques of determining context clues</li> <li>• Inferences</li> <li>• Analyze text</li> <li>• Questions text</li> <li>• Evaluate text</li> <li>• Synthesize text</li> </ul>	<ul style="list-style-type: none"> <li>• Short story unit – Fiction</li> <li>• Character</li> <li>• Sequence</li> <li>• Mood/Prediction</li> <li>• Tone/Theme</li> <li>• Foreshadowing</li> <li>• Plot graph</li> <li>• Facts and opinions</li> <li>• Point of view</li> <li>• Research – Internet</li> <li>• Library Research</li> <li>• Paraphrasing</li> <li>• Summarizing</li> <li>• NWEA</li> <li>• CSAP</li> <li>• Poetry                             <ul style="list-style-type: none"> <li>▪ Narrative</li> <li>▪ Types</li> <li>▪ Theme</li> <li>▪ Oral Reading</li> <li>▪ Analysis</li> <li>▪ Symbolism</li> <li>▪ Personification</li> <li>▪ Onomatopoeia</li> <li>▪ Simile</li> <li>▪ Metaphor</li> </ul> </li> </ul>	<p>Drama – three plays Play evaluations Book Report NWEA</p>
<p><b>RESOURCES:</b></p> <p><i>Elements of Literature</i> Class Novels <i>Esperanza Rising</i> <i>To Kill a Mockingbird</i> <i>The Good Earth</i> <i>Shaba nu</i> Prentice Hall Resource for reading prompts</p>	<p><b>CURRICULUM ALIGNMENT AND PRIORITIES FOR INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>▪ Plan flexible and diverse groupings for small group reading instruction based on patterns of reading behaviors and focused on developing independent, proficient readers using a wide variety of reading materials. Provide explicit instruction within the context of meaningful reading.</li> <li>▪ Use curriculum alignment priorities to plan for the context of instruction and to make decisions about designing precise instruction to meet the needs of individual students.</li> <li>▪ Monitor for demonstrations of developing skills in independent reading and response to reading and for transfer of skills within a variety of contexts.</li> </ul>			

## Rocky Ford High School Secondary Literacy Long-range Planning & Pacing Guide – 10th Reading

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p><b>HIGH FREQUENCY ITEMS:</b>            6b. – Apply literary terminology and knowledge of literary technique (including but not limited to, rising action, style, mood, tone, setting, symbolism, protagonist, antagonist, point of view, foreshadowing, onomatopoeia, simile, metaphor, personification, hyperbole or flashback) to understand text.            4d. – Analyze a variety of texts (e.g., editorials, political cartoons, advertisements and essays) in order to make predictions and draw conclusions            1c. – Analyze main ideas, supporting details, sequence of events or procedures, facts and opinions in literary, expository and technical texts.            1f. – Determine meanings of words, including those with multiple meanings, by using context clues (e.g., synonyms and comparisons) and structural clues (e.g., roots, suffixes and prefixes)</p> <p><u>Important knowledge for 10<sup>th</sup> graders to have and be able to work with:</u>            1d. – Infer by making connections within and across texts            1e. – Summarize, synthesize and evaluate literary, expository and technical texts.            4a. – Identify author’s viewpoint, purpose and historical/cultural context from information presented in the text.            4e. – Evaluate the quality of ideas in a text by applying criteria and supporting the conclusion            5a. – Use organizational features of printed text (e.g., prefaces, appendices, annotations, citations, bibliographic references) to locate relevant information.            5b. – Use organizational features of electronic text (e.g., database keyword searches, Internet search engines and email addresses) to locate relevant information            5f. – Locate meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries and other sources            6c. – Identify and analyze the theme of a given text and provide support from the text</p>	<p><b>HIGH FREQUENCY ITEMS + Important knowledge for 10<sup>th</sup> graders to have and be able to work with +</b></p> <p><b>MEDIUM FREQUENCY ITEMS:</b>            1b. – Interpret and critically read a variety of text (e.g., essays, speeches, biography, literary informative and technical texts)            4f. – Differentiate fact from opinion in a variety of texts            5d. – Evaluate information for specific needs, credibility, validity and bias            6a. – Read and respond to classic and contemporary novels, plays, short stories, nonfiction, essays and speeches from a variety of cultures and historical periods that are familiar and unfamiliar.</p>	<p><b>HIGH FREQUENCY ITEMS + Important knowledge for 10<sup>th</sup> graders to have and be able to work with + MEDIUM FREQUENCY ITEMS +</b></p> <p><b>ITEMS OCCURRING LESS FREQUENTLY</b></p> <p>1a. – compare and contrast text with different themes or ideas            1g. – Locate and recall information in text with different text structures (e.g., cause/effect, problem/solution, or compare/contrast)            4b. – Use reading and writing to define a problem, evaluate options, and propose a solution            5c. – Paraphrase, summarize, organize and synthesize information from a variety of sources</p>	<p><b>NOTE:</b> The curriculum focus after CSAP should maintain high expectations and rigorous content to secure proficiency and transfer. Develop culminating academic review through Readers/Writers notebook and other artifacts to provide context for students to self-assess their learning and plan for transfer of skills to subsequent grades.</p>

## Rocky Ford High School Secondary Literacy Long-range Planning & Pacing Guide – 10<sup>th</sup> Writing

<b>Standard 2: Students write and speak for a variety of purposes and audiences.</b>				
<b>Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.</b>				
<b>During the first 3 weeks:</b>	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<p>NWEA testing STAR test Establish assessment to be used for writing Develop classroom notebook with writing section.</p> <p>Establish expectations for students to maintain throughout the year. Review sentence structure Review Parts of Speech Diagnostic Essay Establish rituals and routines for learning environment.</p> <p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student work</li> <li>• Conferencing</li> <li>• Teacher supported goal setting</li> <li>• Student self-assessment</li> </ul> <p><b>Areas of focus for planning units of study</b></p> <ul style="list-style-type: none"> <li>• Keeping a writer's notebook and choosing projects</li> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> </ul>	<p>Diagnostic essay Summarization Paragraphing skills Constructed responses Internet research Citations Expository essay Proofreading Editing Punctuation Sentence structure and styling Mechanics, usage and grammar Voice of Democracy with oral presentation</p> <p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student work</li> <li>• Conferencing</li> <li>• Student self-assessment</li> <li>• Peer assessment</li> </ul> <p><b>Areas of focus for planning units of study</b></p> <ul style="list-style-type: none"> <li>• Teacher supported goal setting</li> <li>• Keeping a writer's notebook and choosing projects</li> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Giving responses for writing</li> <li>• Editing, proofreading and using conventions of grammar and usage</li> <li>• Publishing</li> </ul>	<p>Constructed responses Figurative language Character study Comparison-contrast essay Summarization Lively Verb Verbals Sentence combining Mechanics and usage</p> <p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student work</li> <li>• Conferencing</li> <li>• Teacher supported goal setting</li> <li>• Student self-and peer assessment</li> </ul> <p><b>Areas of focus for planning units of study</b></p> <ul style="list-style-type: none"> <li>• Keeping a writer's notebook and choosing projects</li> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Giving responses for writing</li> <li>• Editing, proofreading and using conventions of grammar and usage</li> <li>• Publishing</li> </ul>	<p>Subject-verb agreement Pronoun-antecedent agreement Narrative essay Poetry Unit</p> <ul style="list-style-type: none"> <li>• Types</li> <li>• Themes</li> <li>• Figurative Language</li> <li>• Structure</li> <li>• Rhythms</li> <li>• Rhyme</li> </ul> <p>Literary Analysis Constructed Responses Descriptive Essay</p> <p><b>Assessment:</b> NWEA CSAP</p> <p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student work</li> <li>• Conferencing</li> <li>• Teacher supported goal setting</li> <li>• Student self-assessment</li> </ul> <p><b>Areas of focus for planning units of study</b></p> <ul style="list-style-type: none"> <li>• Keeping a writer's notebook and choosing projects</li> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Giving responses for writing</li> <li>• Editing, proofreading and using conventions of grammar and usage</li> <li>• Publishing</li> </ul>	<p>Written Book Report -Summarize/Evaluate Public Speaking Techniques Persuasive Essay Research Paper</p> <p>Assessment: NWEA</p> <p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student work</li> <li>• Conferencing</li> <li>• Teacher supported goal setting</li> <li>• Student self- and peer assessment</li> </ul> <p><b>Areas of focus for planning units of study</b></p> <ul style="list-style-type: none"> <li>• Keeping a writer's notebook and choosing projects</li> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Giving responses for writing</li> <li>• Editing, proofreading and using conventions of grammar and usage</li> <li>• Publishing</li> </ul>

## RFHS Secondary Literacy Long-range Planning & Pacing Guide – 10<sup>th</sup> Writing

<ul style="list-style-type: none"> <li>• Giving responses for writing</li> <li>• Editing, proofreading and using conventions of grammar and usage</li> <li>• Publishing</li> </ul>			<ul style="list-style-type: none"> <li>• Revising writing and crafting writing for an audience</li> <li>• Giving responses for writing</li> <li>• Editing, proofreading and using conventions of grammar and usage</li> <li>• Publishing</li> </ul>	
<p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• <i>Elements of Writing</i></li> <li>• Supplement: <i>Write Source</i></li> <li>• Dictionaries</li> <li>• Step Up To Writing</li> <li>• Writing Alive</li> <li>• MLA Documentation Guide</li> </ul>		<p><b>CURRICULUM ALIGNMENT AND PRIORITIES FOR INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Plan a variety of contexts for instruction in writing including flexible and diverse writing instruction based on patterns of writing behaviors described in the continuum and focused on developing independent, proficient writers through a wide variety of genres, purposes, and audiences. Provide instruction within the context of writing.</li> <li>• Use curriculum alignment priorities to plan for the context of instruction to meet the needs of students.</li> <li>• Monitor for demonstrations of developing skills in independent writing and for transfer of skills within a variety of contexts.</li> </ul>		
<p style="text-align: center;"><b>FIRST QUARTER</b></p> <p><u>HIGH FREQUENCY ITEMS:</u></p> <p>2. – Write and speak for a variety of purposes and audiences</p> <p>3b. – Use standard English in writing, including subject/verb agreement, agreement of pronoun and its antecedent, parallel structure, and correct modifiers</p> <p>2a. – Write in a variety of genres including expository, technical, persuasive, narrative, and descriptive for specific purposes (e.g. to synthesize, analyze, evaluate, explain, persuade, inform and entertain)</p> <p>3d. – Punctuate correctly, including apostrophes, commas, semi-colons, colons, and dashes</p> <p><u>Important knowledge for 10<sup>th</sup> graders to have and be able to work with:</u></p> <p>2d. – Develop main ideas and content fully focused on a prompt with relevant, thorough and effective support</p> <p>2f. – Organize writing so that it has an engaging introduction, logical and effective development of ideas, and a satisfying conclusion</p> <p>2h. – Vary sentence structures and lengths to enhance flow, rhythm, meaning and clarity</p> <p>2i. – Use vivid and precise words (e.g. active verbs and concrete nouns), imagery and figurative language as appropriate to audience and purpose</p> <p>3c. – Write in complete sentences</p>	<p style="text-align: center;"><b>SECOND QUARTER</b></p> <p><u>HIGH FREQUENCY ITEMS+ Important knowledge for 10<sup>th</sup> graders to have and be able to work with +</u></p> <p><u>MEDIUM FREQUENCY ITEMS:</u></p> <p>3a. – Edit for correct grammatical conventions</p> <p>3e. – Capitalize, paragraph and spell correctly</p>	<p style="text-align: center;"><b>THIRD QUARTER</b></p> <p><u>HIGH FREQUENCY ITEMS+ Important knowledge for 10<sup>th</sup> graders to have and be able to work with + MEDIUM FREQUENCY ITEMS:</u></p> <p><u>ITEMS OCCURRING LESS FREQUENTLY:</u></p> <p>2c. – Use the format, voice and style appropriate for audience and purpose</p> <p>2e. – Organize writing using text structures (e.g., cause and effect relationships, compare/contrast and problem/solution)</p>	<p style="text-align: center;"><b>FOURTH QUARTER</b></p> <p>NOTE: The curriculum focus after CSAP should maintain high expectations and rigorous content to secure proficiency and transfer. Development of culminating academic review through student notebook and other artifacts provides context for students to self-assess their learning and plan for transfer of skills to subsequent grades.</p>	

## Rocky Ford High School Secondary Literacy Long-range Planning & Pacing Guide – 11th Reading

<b>Standard 1: Students use a full range of strategies to comprehend a variety of texts, such as nonfiction, poetry, novels, and short stories.</b> <b>Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</b> <b>Standard 5: Students read to locate, select and make use of relevant information.</b> <b>Standard 6: Students read and recognize literature as a record of human experience.</b>				
During the first 3 weeks:	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<ul style="list-style-type: none"> <li>▪ Formally administer a reading assessment to set reading goals.</li> <li>▪ Establish expectations and routines for a learning environment that supports intellectual engagement</li> </ul> <p><b>GOAL:</b> To launch readers/writers workshop and establish rituals and routines for learning environment that supports rigorous intellectual engagement.</p> <p>Focus on establishing independent reading and respond to reading orally or by written response</p> <p>Begin to demonstrate your process and the strategies you use as a reader in a variety of texts.</p> <p>Provide opportunities for students to choose books for independent reading from classroom library or school library.</p> <p><u>Planning for Instruction:</u> Provide extended opportunities for students to read compelling texts of their choice as well as multiple opportunities for response in order to support their success as readers and promote the development of a community of readers.</p>	<p>Book Reports</p> <p>Assessment: NWEA</p> <ul style="list-style-type: none"> <li>• Independent reading, responding to reading and small group reading instruction are well established, introduce reading demonstrations with clearly defined expectations for student learning.</li> <li>• Compile notes from all sources of information about students for use as formative assessment during PLC meetings</li> <li>• Continue to develop reflective thinking, provide feedback and monitor growth.</li> <li>• Continue to develop a classroom library with texts to support student interests, a range of genres and various levels of complexity.</li> </ul> <p><u>Planning for Instruction:</u> Continue to refine emphasis on independent reading of compelling texts and to monitor for increasing engagement and response as readers. Provide meaningful feedback to support book selection from a wide range of genres, interests and challenges</p>	<ul style="list-style-type: none"> <li>▪ Literature based on 1600-1700</li> <li>▪ Text – Elements of Literature</li> <li>▪ Point of view</li> <li>▪ Historical/cultural context</li> <li>▪ Myths, legends, fables</li> <li>▪ Vocabulary</li> <li>▪ Literacy terminology</li> <li>▪ Blooms taxonomy                             <ul style="list-style-type: none"> <li>▪ Inference</li> <li>▪ Analyze</li> <li>▪ Question</li> <li>▪ Evaluate</li> <li>▪ Synthesize</li> </ul> </li> </ul> <p>Compile notes for use as formative assessment during PLC team meetings</p> <p>Continue adding to the classroom library with compelling texts reflecting students’ interests, range of genres (including fiction and nonfiction) and levels of complexity.</p> <p><u>Planning for Instruction:</u> Continue to strengthen and refine emphasis on independent reading and monitor for increasing student engagement, sophistication of response and increasing proficiency as readers. Continue meaningful feedback that will move students through a wide range of genres, interests and challenges.</p>	<ul style="list-style-type: none"> <li>▪ Book report</li> </ul> <p>Assessment:  <ul style="list-style-type: none"> <li>▪ NWEA</li> <li>▪ ACT</li> </ul> </p> <p>Continue to provide opportunities for students to work independently to secure proficiency and transfer learning across changing contexts. Monitor for consistent progress along the continuum and significant increases in readers’ strengths.</p> <p>Compile notes for use as formative assessment during PLC meetings.</p> <p>Continue adding to the classroom library with compelling texts reflecting students’ interests, range of genres (including fiction and nonfiction) and levels of complexity.</p> <p><u>Planning for Instruction:</u> Continue to strengthen and refine emphasis on independent reading and monitor for increasing student engagement, proficiency, flexibility and sophistication.</p>	<ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Library usage</li> <li>▪ Book report</li> <li>▪ NWEA</li> <li>▪ Research Internet</li> <li>▪ Research based on 3d quarter novel.</li> </ul> <p>Continue to provide opportunities for students to work independently to secure proficiency and transfer learning. Monitor for consistent progress along the continuum and significant increases in readers’ strengths.</p> <p>Compile notes for use as formative assessment during PLC meetings.</p> <p>Continue adding to the classroom library with compelling texts reflecting students’ interests, range of genres and levels of complexity.</p> <p><u>Planning for Instruction:</u> Continue to strengthen and refine emphasis on independent reading and monitor for increasing student engagement, flexibility and sophistication. Provide feedback that will support students to challenge themselves as readers.</p> <p>Continue to support independence and include opportunities for students to connect reading and writing.</p>

## Rocky Ford High School Secondary Literacy Long-range Planning & Pacing Guide – 11th Reading

	<p>Continue to refine emphasis on extended thinking, exploring ideas and responding to reading. Entries should reflect both self-selected and teacher-directed topics and forms of response and should include reflections on own process as a reader.</p> <p>Focus on individual processes of constructing meaning within a text as students generate, articulate, negotiate and revise their interpretations and understandings within a community of readers.</p>	<p>Provide opportunities to extend thinking explore ideas and respond to reading. Provide feedback about reading process to monitor patterns of written response to reading and to generate opportunities for student self-assessment of reading process.</p> <p>Focus on meaning and individual processes of constructing meaning with increasingly complex and diverse texts.</p>	<p>Provide feedback that will support students to challenge themselves as readers in increasingly complex text.</p> <p>Continue to support independence including opportunities for students to connect reading and writing.</p> <p>Focus on meaning and individual processes of constructing meaning with increasingly complex and diverse texts in multiple contexts.</p>	<p>Focus on meaning and individual processes of constructing meaning with increasingly complex and diverse texts.</p>
<p style="text-align: center;"><b><u>RESOURCES</u></b></p> <p>Elements of Literature STAF test AR Reading Library Books <i>My Antonia</i> <i>Red Pony</i> <i>Manzanera</i></p>	<p style="text-align: center;"><b><u>CURRICULUM ALIGNMENT AND PRIORITIES FOR INSTRUCTION:</u></b></p> <ul style="list-style-type: none"> <li>▪ Plan flexible and diverse groupings for small group reading instruction based on patterns of reading behaviors and focused on developing independent, proficient readers using a wide variety of reading materials. Provide explicit instruction within the context of meaningful reading.</li> <li>▪ Use curriculum alignment priorities to plan for the context of instruction and to make decisions about designing precise instruction to meet the needs of individual students.</li> <li>▪ Monitor for demonstrations of developing skills in independent reading and response to reading and for transfer of skills within a variety of contexts.</li> </ul>			
<p style="text-align: center;"><b><u>First Quarter</u></b></p> <p><b><u>HIGH FREQUENCY ITEMS:</u></b> 6b. – Apply literary terminology and knowledge of literary technique (including but not limited to, rising action, style, mood, tone, setting, symbolism, protagonist, antagonist, point of view, foreshadowing, onomatopoeia, simile, metaphor, personification, hyperbole or flashback) to understand text. 4d. – Analyze a variety of texts (e.g., editorials, political cartoons, advertisements and essays) in order to make predictions and draw conclusions 1c. – Analyze main ideas, supporting details, sequence of events or procedures, facts and opinions in literary, expository and technical texts. 1f. – Determine meanings of words, including those with multiple meanings, by using context clues (e.g., synonyms and comparisons) and structural clues (e.g., roots, suffixes and prefixes)</p> <p><u>Important knowledge for 11th graders to have and be able to work with:</u> 1d. – Infer by making connections within and across texts 1e. – Summarize, synthesize and evaluate literary, expository</p>	<p style="text-align: center;"><b><u>Second Quarter</u></b></p> <p><b><u>HIGH FREQUENCY ITEMS + Important knowledge for 11th graders to have and be able to work with +</u></b></p> <p><b><u>MEDIUM FREQUENCY ITEMS:</u></b> 1b. – Interpret and critically read a variety of text (e.g., essays, speeches, biography, literary informative and technical texts) 4f. – Differentiate fact from opinion in a variety of texts 5d. – Evaluate information for specific needs, credibility, validity and bias 6a. – Read and respond to classic and contemporary novels, plays, short stories, nonfiction, essays and speeches from a variety of cultures and historical periods that are familiar and unfamiliar.</p>	<p style="text-align: center;"><b><u>Third Quarter</u></b></p> <p><b><u>HIGH FREQUENCY ITEMS + Important knowledge for 11th graders to have and be able to work with + MEDIUM FREQUENCY ITEMS +</u></b></p> <p><b><u>ITEMS OCCURRING LESS FREQUENTLY</u></b></p> <p>1a. – compare and contrast text with different themes or ideas 1g. – Locate and recall information in text with different text structures (e.g., cause/effect, problem/solution, or compare/contrast) 4b. – Use reading and writing to define a problem, evaluate options, and propose a solution 5c. – Paraphrase, summarize, organize and synthesize</p>	<p style="text-align: center;"><b><u>Fourth Quarter</u></b></p> <p><b><u>NOTE:</u></b> The curriculum focus after CSAP should maintain high expectations and rigorous content to secure proficiency and transfer. Develop culminating academic review through student notebook and other artifacts to provide context for students to self-assess their learning and plan for transfer of skills to subsequent grades.</p>	

<p>and technical texts.</p> <p>4a. – Identify author’s viewpoint, purpose and historical/cultural context from information presented in the text.</p> <p>4e. – Evaluate the quality of ideas in a text by applying criteria and supporting the conclusion</p> <p>5a. – Use organizational features of printed text (e.g., prefaces, appendices, annotations, citations, bibliographic references) to locate relevant information.</p> <p>5b. – Use organizational features of electronic text (e.g., database keyword searches, Internet search engines and email addresses) to locate relevant information</p> <p>5f. – Locate meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries and other sources</p> <p>6c. – Identify and analyze the theme of a given text and provide support from the text</p>		information from a variety of sources	
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## Rocky Ford High School Secondary Literacy Long-range Planning & Pacing Guide – 11th Writing

<b>Standard 2: Students write and speak for a variety of purposes and audiences.</b>				
<b>Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.</b>				
<b>During the first 3 weeks:</b>	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<p>Formally administer a reading assessment i.e. NWEA, STAR</p> <p>Introduction to writing tools Rubrics Intro</p> <p>GOAL: To launch Readers/Writers Workshop and establish routines for a learning environment that supports intellectual engagement</p> <p>Focus on establishing independent writing. Begin developing own notebook to demonstrate your process and the strategies you use as a writer in a variety of genres. Establish expectations for students to maintain a notebook throughout the year.</p> <p><u>Planning for Instruction:</u> Teacher support goal setting</p> <p>Provide opportunities for students to write in a variety of genre. All planning is based on ongoing formative assessment. The goal of formative assessment is to gain an understanding of what students know to do as writers in order to make responsive changes in teaching and learning.</p> <p><b>Formative assessment through monitoring notes include:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student Work</li> <li>• Conference</li> <li>• Student self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar Usage</li> <li>• Typos of Writing</li> <li>• Voice of Democracy</li> </ul> <p>Expository Writing</p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Oral Presentation</li> </ul> <p><b>Formative assessment through monitoring notes include:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student Work</li> <li>• Conferencing</li> <li>• Student self-assessment</li> </ul> <p>Continue to develop a Notebook as a way to develop reflective thinking, provide feedback and monitor growth.</p> <p><u>Planning for Instruction</u> Teacher-supported goal setting</p> <p>Provide opportunities for students to write with choice in a variety of genre and multiple opportunities for prompt, meaningful and focused feedback that supports the development of the writer.</p> <p>Planning is based on ongoing formative assessment that is responsive to individual development as writers.</p> <p>Areas of focus for responsive planning of units of study within a setting may include:</p> <ul style="list-style-type: none"> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• VENN diagrams</li> <li>compare/contrast</li> <li>• Spelling</li> <li>• Vocabulary</li> <li>• Rubrics</li> <li>• Book Report</li> <li>• Various types of writing</li> <li>• Personal Narrative</li> <li>• Poetry</li> </ul> <p><b>Formative assessment through monitoring notes include:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student Work</li> <li>• Conferencing</li> <li>• Student self-assessment</li> </ul> <p><u>Planning for Instruction</u> Teacher-supported goal setting</p> <p>Provide opportunities for students to write with choice in a variety of genre and multiple opportunities for prompt, meaningful and focused feedback that supports the development of the writer.</p> <p>Planning is based on ongoing formative assessment that is responsive to individual development as writers. Areas of focus for responsive planning of units of study within a setting may include:</p> <ul style="list-style-type: none"> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience, etc.</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Getting and giving</li> </ul>	<ul style="list-style-type: none"> <li>• Literature analysis and Character study</li> <li>• Writing based on Blooms (revised) Taxonomy</li> <li>• Comprehension written assessment</li> <li>• Intro of guidelines for term paper – bibliography</li> <li>• Term paper based on the novel of 3<sup>rd</sup> quarter.</li> <li>• Pre &amp; Post research activities prior to final term paper</li> </ul> <p><b>Assessment:</b> NWEA</p> <p><b>Formative assessment through monitoring</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student work</li> <li>• Conferencing</li> <li>• Student self-assessment</li> </ul> <p><u>Planning for Instruction</u> Teacher supported goal setting</p> <p>Provide opportunities for students to write with choice in a variety of genre and multiple opportunities for prompt, meaningful and focused feedback that supports the development of the writer.</p> <p><b>Areas of focus for planning units of study</b></p> <ul style="list-style-type: none"> <li>• Keeping a writer’s notebook and choosing projects</li> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> </ul>	<p>Written and oral character presentation</p> <p><b>Assessment:</b> NWEA ACT</p> <p>Independent writing are firmly in place Assess all students and evaluate results and plan for instruction.</p> <p><b>Formative assessment through monitoring</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student work</li> <li>• Conferencing</li> <li>• Student self-assessment</li> </ul> <p><u>Planning for Instruction</u> Teacher supported goal setting</p> <p>Provide opportunities for students to write with choice in a variety of genre and multiple opportunities for prompt, meaningful and focused feedback that supports the development of the writer.</p> <p><b>Areas of focus for planning units of study</b></p> <ul style="list-style-type: none"> <li>• Keeping a writer’s notebook and choosing projects</li> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> </ul>

	<ul style="list-style-type: none"> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Getting and giving responses to writing</li> <li>• Editing, proofreading and using conventions of grammar and usage to support the reader</li> <li>• Publishing</li> </ul>	<p>responses to writing</p> <ul style="list-style-type: none"> <li>• Editing, proofreading and using conventions of grammar and usage to support the reader</li> <li>• Publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Giving responses for writing</li> <li>• Editing, proofreading and using conventions of grammar and usage</li> <li>Publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Giving responses for writing</li> <li>• Editing, proofreading and using conventions of grammar and usage</li> <li>Publishing</li> </ul>
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## RFHS Secondary Literacy Long-range Planning & Pacing Guide – 11th Writing

<p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• <i>Elements of Writing</i></li> <li>• Six-Trait writing</li> <li>• MLA Resource Guide</li> <li>• Write Source</li> <li>• Dictionaries</li> <li>• Thesaurus</li> <li>• School/Classroom Library</li> <li>• Step-Up to Writing</li> </ul>	<p><b>CURRICULUM ALIGNMENT AND PRIORITIES FOR INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Plan a variety of contexts for instruction in writing including flexible and diverse writing instruction based on patterns of writing behaviors described in the continuum and focused on developing independent, proficient writers through a wide variety of genres, purposes, and audiences. Provide instruction within the context of writing.</li> <li>• Use curriculum alignment priorities to plan for the context of instruction to meet the needs of students.</li> <li>• Monitor for demonstrations of developing skills in independent writing and for transfer of skills within a variety of contexts.</li> </ul>		
<p style="text-align: center;"><b>FIRST QUARTER</b></p> <p><b>HIGH FREQUENCY ITEMS:</b></p> <p>2. – Write and speak for a variety of purposes and audiences</p> <p>3b. – Use standard English in writing, including subject/verb agreement, agreement of pronoun and its antecedent, parallel structure, and correct modifiers</p> <p>2a. – Write in a variety of genres including expository, technical, persuasive, narrative, and descriptive for specific purposes (e.g. to synthesize, analyze, evaluate, explain, persuade, inform and entertain)</p> <p>3d. – Punctuate correctly, including apostrophes, commas, semi-colons, colons, and dashes</p> <p><u>Important knowledge for 11th graders to have and be able to work with:</u></p> <p>2d. – Develop main ideas and content fully focused on a prompt with relevant, thorough and effective support</p> <p>2f. – Organize writing so that it has an engaging introduction, logical and effective development of ideas, and a satisfying conclusion</p> <p>2h. – Vary sentence structures and lengths to enhance flow, rhythm, meaning and clarity</p> <p>2i. – Use vivid and precise words (e.g. active verbs and concrete nouns), imagery and figurative language as appropriate to audience and purpose</p> <p>3c. – Write in complete sentences</p>	<p style="text-align: center;"><b>SECOND QUARTER</b></p> <p><b>HIGH FREQUENCY ITEMS+ Important knowledge for 11th graders to have and be able to work with +</b></p> <p><b>MEDIUM FREQUENCY ITEMS:</b></p> <p>3a. – Edit for correct grammatical conventions</p> <p>3e. – Capitalize, paragraph and spell correctly</p>	<p style="text-align: center;"><b>THIRD QUARTER</b></p> <p><b>HIGH FREQUENCY ITEMS+ Important knowledge for 11th graders to have and be able to work with + MEDIUM FREQUENCY ITEMS:</b></p> <p><b>ITEMS OCCURRING LESS FREQUENTLY:</b></p> <p>2c. – Use the format, voice and style appropriate for audience and purpose</p> <p>2e. – Organize writing using text structures (e.g., cause and effect relationships, compare/contrast and problem/solution)</p>	<p style="text-align: center;"><b>FOURTH QUARTER</b></p> <p>NOTE: The curriculum focus after CSAP should maintain high expectations and rigorous content to secure proficiency and transfer.</p> <p>Development of culminating academic review provides context for students to self-assess their learning and plan for transfer of skills.</p>

## Rocky Ford High School Secondary Literacy Long-range Planning & Pacing Guide – 12th Reading

<p><b>Standard 1: Students use a full range of strategies to comprehend a variety of texts, such as nonfiction, poetry, novels, and short stories.</b></p> <p><b>Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</b></p> <p><b>Standard 5: Students read to locate, select and make use of relevant information.</b></p> <p><b>Standard 6: Students read and recognize literature as a record of human experience.</b></p>				
During the first 3 weeks:	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>Assess all students by October 1 – STAR &amp; NWEA</p> <p>GOAL: Establish rituals &amp; routines for a learning environment that supports rigorous intellectual engagement.</p> <p>Focus on establishing independent reading and responding to reading to create the context for workshop. Then begin to introduce small group reading instruction</p> <p>Establish expectations for students to maintain a notebook throughout the year.</p> <p>Provide opportunities for students to choose books for independent reading from classroom library.</p> <p><u>Planning for Instruction:</u> Provide extended opportunities for students to read compelling texts of their choice as well as multiple opportunities for response in order to support their success as readers and promote the development of a community of readers.</p> <p>Begin developing a monitoring system that provides an effective and easily accessible means of capturing observations of students' reading behaviors and written responses.</p>	<p>As independent reading, responding to reading and small group reading instruction are well established, introduce reading demonstrations with clearly defined expectations for student learning.</p> <p>Independent reading, responding to reading, reading demonstrations and small group reading instruction – should be firmly established. The goal of instruction is to move students to independence with increasingly challenging text.</p> <p>Compile notes from all sources of information about students for use as formative assessments during PLC meetings.</p> <p>Continue to establish notebook as a way to develop reflective thinking, provide feedback and monitor growth.</p> <p>Continue to develop classroom library with texts to support student interests, a range of genres and various levels of complexity.</p> <p><u>Planning for Instruction:</u> Continue to refine emphasis on independent reading of compelling texts and to monitor for increasing engagement and response as readers.</p>	<p>Book Report</p> <p>Independent reading, responding to reading, reading demonstrations and small group reading instruction – should be firmly established. The goal of instruction is to move students to independence with increasingly challenging text.</p> <p><u>Planning for Instruction:</u> Continue to strengthen and refine emphasis on independent reading and monitor for increasing student engagement, sophistication of response and increasing proficiency as readers. Continue meaningful feedback that will move students through a wide range of genres, interests and challenges.</p> <p>Provide opportunities to extend thinking explore ideas and respond to reading. Provide feedback about reading process to monitor patterns of written response to reading and to generate opportunities for student self-assessment of reading process.</p> <p>Focus on meaning and individual processes of constructing meaning with increasingly complex and diverse texts.</p>	<p>Assess all students with the NWEA third quarter interim assessment.</p> <p>Continue to provide opportunities for students to work independently to secure proficiency and transfer learning across changing contexts. Monitor for consistent progress along the continuum and significant increases in readers' strengths.</p> <p><u>Planning for Instruction:</u> Continue to strengthen and refine emphasis on independent reading and monitor for increasing student engagement, proficiency, flexibility and sophistication.</p> <p>Provide feedback that will support students to challenge themselves as readers in increasingly complex text.</p> <p>Continue to support independence including opportunities for students to connect reading and writing.</p> <p>Focus on meaning and individual processes of constructing meaning with increasingly complex and diverse texts in multiple contexts.</p>	<p>Book Report</p> <p>Continue to provide opportunities for students to work independently to secure proficiency and transfer learning. Monitor for consistent progress along the continuum and significant increases in readers' strengths.</p> <p>Plan purpose, audience and context culminating academic review of growth as readers.</p> <p>Assess all students with the NWEA.</p> <p><u>Planning for Instruction:</u> Continue to strengthen and refine emphasis on independent reading and monitor for increasing student engagement, flexibility and sophistication. Provide feedback that will support students to challenge themselves as readers.</p> <p>Maintain opportunity for ongoing reflection and self-assessment. Continue to support independence and include opportunities for students to connect reading and writing for purposes and audiences outside the classroom.</p>

## Rocky Ford High School Secondary Literacy Long-range Planning & Pacing Guide – 12th Reading

	<p>Provide meaningful feedback to support book selection from a wide range of genres, interests and challenges</p> <p>Continue to refine emphasis on extended thinking, exploring ideas and responding to reading. Entries should reflect both self-selected and teacher-directed topics and forms of response and should include reflections on own process as a reader.</p> <p>Focus on individual processes of constructing meaning within a text as students generate, articulate, negotiate and revise their interpretations and understandings within a community of readers.</p>			<p>Plan instruction based on patterns of reading behavior. Focus on meaning and individual processes of constructing meaning with increasingly complex and diverse texts.</p>
<p style="text-align: center;"><b><u>RESOURCES</u></b></p> <p>Elements of Literature STAR test AR Reading NWEA Novel study choices: <i>Brave New World</i> <i>Into The Wild</i> <i>Flowers for Algernon</i> <i>And Then There Were None</i> <i>Tale of Two Cities</i> <i>The Chocolate War</i></p>	<p style="text-align: center;"><b><u>CURRICULUM ALIGNMENT AND PRIORITIES FOR INSTRUCTION:</u></b></p> <ul style="list-style-type: none"> <li>▪ Plan flexible and diverse groupings for small group reading instruction based on patterns of reading behaviors and focused on developing independent, proficient readers using a wide variety of reading materials. Provide explicit instruction within the context of meaningful reading.</li> <li>▪ Use curriculum alignment priorities to plan for the context of instruction and to make decisions about designing precise instruction to meet the needs of individual students.</li> <li>▪ Monitor for demonstrations of developing skills in independent reading and response to reading and for transfer of skills within a variety of contexts.</li> </ul>			
<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>	
<p><b><u>HIGH FREQUENCY ITEMS:</u></b> 6b. – Apply literary terminology and knowledge of literary technique (including but not limited to, rising action, style, mood, tone, setting, symbolism, protagonist, antagonist, point of view, foreshadowing, onomatopoeia, simile, metaphor, personification, hyperbole or flashback) to understand text. 4d. – Analyze a variety of texts (e.g., editorials, political cartoons, advertisements and essays) in order to make predictions and draw conclusions 1c. – Analyze main ideas, supporting details, sequence of events or procedures, facts and opinions in literary, expository and technical texts.</p>	<p><b><u>HIGH FREQUENCY ITEMS + Important knowledge for 12th graders to have and be able to work with + MEDIUM FREQUENCY ITEMS:</u></b> 1b. – Interpret and critically read a variety of text (e.g., essays, speeches, biography, literary informative and technical texts) 4f. – Differentiate fact from opinion in a variety of texts 5d. – Evaluate information for specific needs, credibility, validity</p>	<p><b><u>HIGH FREQUENCY ITEMS + Important knowledge for 12th graders to have and be able to work with + MEDIUM FREQUENCY ITEMS + OCCURRING LESS FREQUENTLY</u></b> 1a. – Compare and contrast text with different themes or ideas 1g. – Locate and recall information in text with different text structures (e.g., cause/effect, problem/solution, or</p>	<p><b>NOTE:</b> The curriculum focus after CSAP should maintain high expectations and rigorous content to secure proficiency and transfer. Develop culminating academic review through Student notebook and other artifacts to provide context for students to self-assess their learning and plan for transfer of skills to subsequent grades.</p>	

<p>1f. – Determine meanings of words, including those with multiple meanings, by using context clues (e.g., synonyms and comparisons) and structural clues (e.g., roots, suffixes and prefixes)</p> <p><u>Important knowledge for 12th graders to have and be able to work with:</u></p> <p>1d. – Infer by making connections within and across texts</p> <p>1e. – Summarize, synthesize and evaluate literary, expository and technical texts.</p> <p>4a. – Identify author’s viewpoint, purpose and historical/cultural context from information presented in the text.</p> <p>4e. – Evaluate the quality of ideas in a text by applying criteria and supporting the conclusion</p> <p>5a. – Use organizational features of printed text (e.g., prefaces, appendices, annotations, citations, bibliographic references) to locate relevant information.</p> <p>5b. – Use organizational features of electronic text (e.g., database keyword searches, Internet search engines and email addresses) to locate relevant information</p> <p>5f. – Locate meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries and other sources</p> <p>6c. – Identify and analyze the theme of a given text and provide support from the text</p>	<p>and bias</p> <p>6a. – Read and respond to classic and contemporary novels, plays, short stories, nonfiction, essays and speeches from a variety of cultures and historical periods that are familiar and unfamiliar.</p>	<p>compare/contrast)</p> <p>4b. – Use reading and writing to define a problem, evaluate options, and propose a solution</p> <p>5c. – Paraphrase, summarize, organize and synthesize information from a variety of sources</p>	
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## Rocky Ford High School Secondary Literacy Long-range Planning & Pacing Guide – 12th Writing

<b>Standard 2: Students write and speak for a variety of purposes and audiences.</b>				
<b>Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.</b>				
<b>During the first 3 weeks:</b>	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<p>GOAL: Establish rituals and routines for a learning environment that supports rigorous intellectual engagement.</p> <p>Develop classroom notebook with sections for writing responses along with a vocabulary section.</p> <p>Focus on establishing independent writing and writing demonstration. Begin developing own writer’s notebook to demonstrate your process and the strategies you use as a writer in a variety of genres.</p> <p><u>Planning for Instruction:</u> Provide opportunities for students to write in a variety of genre. All planning is based on ongoing formative assessment. The goal of formative assessment is to gain an understanding of what students know to do as writers in order to make responsive changes in teaching and learning.</p> <p><b>Formative assessment through monitoring notes include:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student Work</li> </ul>	<p>Writing and speaking assignments will include but are not limited to:</p> <ul style="list-style-type: none"> <li>- Persuasive essay</li> <li>- Poetry</li> <li>- Parts of speech handbook</li> <li>- Voice of Democracy</li> </ul> <p>Continue independent writing. Writing demonstrations should occur several times per week</p> <p><b>Formative assessment through monitoring notes include:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student Work</li> <li>• Conferencing</li> <li>• Teacher-supported goal setting</li> <li>• Student self-assessment</li> </ul> <p>Continue to develop a notebook as a way to develop reflective thinking, provide feedback and monitor growth.</p> <p><u>Planning for Instruction</u> Provide opportunities for students to write with choice in a variety of genre and multiple opportunities for prompt, meaningful and focused feedback that supports the development of the writer.</p> <p>Planning is based on ongoing formative assessment that is responsive to individual development as writers.</p>	<p>Writing assignments will include but not be limited to:</p> <ul style="list-style-type: none"> <li>• Personal narrative</li> <li>• Compare/contrast essay</li> <li>• Book Reports</li> </ul> <p>Independent writing and writing demonstrations are firmly in place.</p> <p><b>Formative assessment through monitoring notes include:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student Work</li> <li>• Conferencing</li> <li>• Teacher-supported goal setting</li> <li>• Student self-assessment</li> </ul> <p>Continue to develop notebook as a way to develop reflective thinking, provide feedback and monitor growth.</p> <p><u>Planning for Instruction</u> Provide opportunities for students to write with choice in a variety of genre and multiple opportunities for prompt, meaningful and focused feedback that supports the development of the writer.</p> <p>Planning is based on ongoing formative assessment that is responsive to individual development as writers. Areas of focus for responsive planning of units of study within a setting may include:</p>	<p>Writing assignments will include but aren’t limited to:</p> <ul style="list-style-type: none"> <li>• Research Paper with oral presentation</li> <li>• Literary Analysis</li> <li>• Poetry</li> </ul> <p>Independent writing and writing demonstrations are firmly in place. .</p> <p><b>Formative assessment through monitoring</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student work</li> <li>• Conferencing</li> <li>• Teacher supported goal setting</li> <li>• Student self-assessment</li> </ul> <p>Continue to develop notebook as a way to develop reflective thinking, provide feedback and monitor growth.</p> <p><u>Planning for Instruction</u> Provide opportunities for students to write with choice in a variety of genre and multiple opportunities for prompt, meaningful and focused feedback that supports the development of the writer.</p>	<p>Writing assignments will include but aren’t limited to:</p> <ul style="list-style-type: none"> <li>• Book Reports</li> <li>• Cause &amp; Effect Essay</li> <li>• Farewell Speech</li> <li>• Senior Portfolio/Notebook</li> <li>• Expository writing</li> </ul> <p>Independent writing and writing demonstrations are firmly in place.</p> <p><b>Formative assessment through monitoring</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Anecdotal notes</li> <li>• Student work</li> <li>• Conferencing</li> <li>• Teacher supported goal setting</li> <li>• Student self-assessment</li> </ul> <p>Assess all students by May 1 using the district writing assessment and the modified CSAP rubric and NWEA.</p> <p>Continue to develop student notebooks as a way to develop reflective thinking, provide feedback, and monitor growth.</p> <p><u>Planning for Instruction</u> Provide opportunities for students to write with choice in a variety of genre and multiple opportunities for prompt, meaningful and focused feedback that supports the development of the writer.</p>

<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Teacher-supported goal setting</li> <li>• Student self-assessment</li> </ul>	<p>Areas of focus for responsive planning of units of study within a setting may include:</p> <ul style="list-style-type: none"> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience, etc.</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Getting and giving responses to writing</li> <li>• Editing, proofreading and using conventions of grammar and usage to support the reader</li> <li>• Publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience, etc.</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Getting and giving responses to writing</li> <li>• Editing, proofreading and using conventions of grammar and usage to support the reader</li> </ul> <p>Publishing</p>	<p><b>Areas of focus for planning units of study</b></p> <ul style="list-style-type: none"> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Giving responses for writing</li> <li>• Editing, proofreading and using conventions of grammar and usage</li> <li>• Publishing</li> </ul>	<p><b>Areas of focus for planning units of study</b></p> <ul style="list-style-type: none"> <li>• Planning for published pieces of writing</li> <li>• Collecting and developing ideas</li> <li>• Being aware of genre, structure, purpose, audience</li> <li>• Drafting pieces of writing</li> <li>• Revising writing and crafting writing for an audience</li> <li>• Giving responses for writing</li> <li>• Editing, proofreading and using conventions of grammar and usage</li> <li>• Publishing</li> </ul>
<p><b><u>RESOURCES:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Elements of Writing</i></li> <li>• Six-Trait writing</li> <li>• MLA Documentation Guide</li> <li>• Write Source</li> <li>• School/Classroom Library</li> <li>• Step-Up to Writing</li> <li>• Writing alive</li> </ul>		<p><b><u>CURRICULUM ALIGNMENT AND PRIORITIES FOR INSTRUCTION</u></b></p> <ul style="list-style-type: none"> <li>• Plan a variety of contexts for instruction in writing including flexible and diverse writing instruction based on patterns of writing behaviors described in the continuum and focused on developing independent, proficient writers through a wide variety of genres, purposes, and audiences. Provide instruction within the context of writing.</li> <li>• Use curriculum alignment priorities to plan for the context of instruction to meet the needs of students.</li> <li>• Monitor for demonstrations of developing skills in independent writing and for transfer of skills within a variety of contexts.</li> </ul>		

**RFHS Secondary Literacy Long-range Planning & Pacing Guide – 12th Writing**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
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<p><b><u>HIGH FREQUENCY ITEMS:</u></b>  2. – Write and speak for a variety of purposes and audiences  3b. – Use standard English in writing, including subject/verb agreement, agreement of pronoun and its antecedent, parallel structure, and correct modifiers  2a. – Write in a variety of genres including expository, technical, persuasive, narrative, and descriptive for specific purposes (e.g. to synthesize, analyze, evaluate, explain, persuade, inform and entertain)  3d. – Punctuate correctly, including apostrophes, commas, semi-colons, colons, and dashes</p> <p><b><u>Important knowledge for 12th graders to have and be able to work with:</u></b>  2d. – Develop main ideas and content fully focused on a prompt with relevant, thorough and effective support  2f. – Organize writing so that it has an engaging introduction, logical and effective development of ideas, and a satisfying conclusion  2h. – Vary sentence structures and lengths to enhance flow, rhythm, meaning and clarity  2i. – Use vivid and precise words (e.g. active verbs and concrete nouns), imagery and figurative language as appropriate to audience and purpose  3c. – Write in complete sentences</p>	<p><b><u>HIGH FREQUENCY ITEMS+</u></b>  <b><u>Important knowledge for 12th graders to have and be able to work with +</u></b></p> <p><b><u>MEDIUM FREQUENCY ITEMS:</u></b>  3a. – Edit for correct grammatical conventions  3e. – Capitalize, paragraph and spell correctly</p>	<p><b><u>HIGH FREQUENCY ITEMS+</u></b>  <b><u>Important knowledge for 12th graders to have and be able to work with + MEDIUM FREQUENCY ITEMS:</u></b></p> <p><b><u>ITEMS OCCURRING LESS FREQUENTLY:</u></b>  2c. – Use the format, voice and style appropriate for audience and purpose  2e. – Organize writing using text structures (e.g., cause and effect relationships, compare/contrast and problem/solution)</p>	<p><b>NOTE:</b> The curriculum focus after CSAP should maintain high expectations and rigorous content to secure proficiency and transfer.  Development of culminating academic review provides context for students to self-assess their learning and plan for transfer of skills.</p>
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