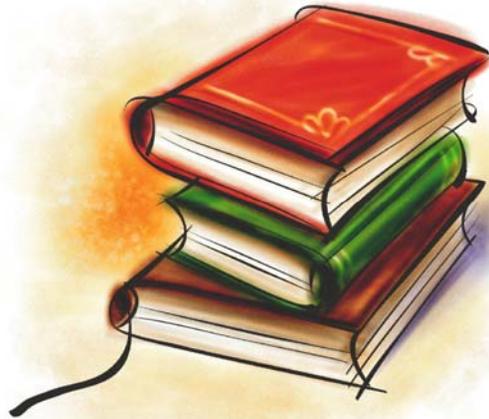**Miami-Dade County Public Schools**
Curriculum, Instruction, and School Improvement

Curriculum Pacing Guide

Language Arts / Reading
Tenth Grade

The School Board of Miami-Dade County Public Schools

Miami-Dade County Public Schools
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TENTH GRADE CURRICULUM PACING
OVERVIEW

This document provides a pacing guide for instruction in Grade 10. It is designed to help teachers in pacing instruction of what students are expected to know and be able to use in Language Arts / Reading for the entire year.

Purpose of the Grade 10 Language Arts / Reading Curriculum Pacing Guide

The **Grade 10 Language Arts / Reading Curriculum Pacing Guide** was formulated for the purpose of providing Grade 10 teachers with a guide for pacing instruction throughout the year. The Division of Language Arts / Reading responded to the request of administrators and teachers in the field to create a guide that would serve as a resource for teachers. Most importantly, district interim assessments are aligned to this pacing document.

Description of the Grade 10 Language Arts / Reading Curriculum Pacing Guide

The **Grade 10 Language Arts / Reading Curriculum Pacing Guide** specifies the Sunshine State Standards (SSS) Benchmarks, Objectives, and Strands/Standards taught during each nine week instructional period.

- Column One – Strands/Standards:
    Identifies the Strands/Standards as required by the SSS.

- Column Two - Objectives:
    Identifies the specific, measurable objectives to be addressed in lessons. Please note that **On-going Objectives** must be taught during each nine week instructional period.

- Column Three – Benchmarks:
    Contains the SSS Benchmarks for Grade 10.

Suggestions for Implementing the Grade 10 Language Arts / Reading Curriculum Pacing Guide

The role of the teacher is to:

- teach the SSS content matter;

- provide classroom activities that address the SSS;

- enhance curriculum by using textbooks, manipulatives, technology, and other instructional materials;

- use varying methods of instruction to address diverse learning styles; and

- administer teacher - made assessments.

In addition to using the **Grade 10 Language Arts / Reading Curriculum Pacing Guide,** teachers should:

- consider intra-school collaborative planning and spiraling of the curriculum to ensure efficient and effective pacing and delivery of instruction;

- adjust pacing and discuss progress with peers;

- connect content area informational text to the Language Arts/Reading classes; and

- provide opportunities for the application of reading strategies to informational text.

If you have comments or suggestions to improve this document, please contact District Supervisor, Ms. Karen Spigler at kspigler@dadeschools.net or Executive Director, Reading First, Pauline Ward at pward@dadeschools.net of the Division of Language Arts / Reading.

Grade Ten – 1st Nine Weeks

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	Ongoing Objectives: • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
Strand/Standard	**Objectives**	**Benchmarks**
Reading A1 The student uses the reading process effectively. A2 The student constructs meaning from a wide range of texts.	The tenth grade student will: • develop the habit of reading as a life-long activity. • use learning strategies, such as previewing and predicting to comprehend a selection. • use vocabulary development strategies with emphasis on word parts and context clues. • obtain information from maps, charts, tables, graphs, schedules, pictures, or signs. • read and discuss genres from a variety of world cultures. • appreciate and compare and contrast literature and other art forms from various cultures, religions, countries, and philosophies.	Words in Context LA.A.1.4.1 LA.A.1.4.2 LA.A.2.2.7 Main Idea LA.A.2.4.1 Reference /Research LA.A.2.4.7

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	**Ongoing Objectives:** • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
Writing B1 The student uses writing processes effectively. B2 The student writes to communicate ideas and information effectively.	The tenth grade student will: • understand and practice the reading-writing connection. • use the writing process individually and cooperatively with emphasis on prewriting, drafting and revising. • write formally and informally in a variety of modes to include narrative, expository, persuasive, and imaginative. • write a clear and definite thesis statement. • write for a variety of audiences and purposes.	LA.B.1.4.1 LA.B.1.4.2 LA.B.1.4.3 LA.B.2.4.3
Listening C1 The student uses listening strategies effectively. C2 The student uses viewing	The tenth grade student will: • select and use appropriate listening strategies according to the intended purpose such as solving problems, interpreting and evaluating the technique and intent of a presentation, and taking action in career-related situations.	LA.C.1.4.1 LA.C.2.4.1

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	Ongoing Objectives: • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
strategies effectively. C3 The student uses speaking strategies effectively.	• compare and contrast video and print versions of the same work in terms of main concept supporting details, stereotypes, bias and persuasion techniques. • design and deliver an oral presentation for a specific purpose and audience using effective verbal and nonverbal techniques.	LA.C.3.4.1
Language D1 The student understands the nature of language. D2 The student understands the power of language.	The tenth grade student will: • make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. • understand specific ways in which language has shaped the reactions, perceptions and belief of the local national and global communities. • understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.	LA.D.1.4.1 LA.D.2.4.1 LA.D.2.4.6
Literature E1 The student understands the common features of a variety of	The tenth grade student will: • read and discuss genres from a variety of world cultures.	LA.E.1.4.1 LA.E.1.4.3

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	**Ongoing Objectives:** • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
literary forms. E2 The student responds critically to fiction, nonfiction, poetry, and	• identify universal themes and multicultural concerns in world literature. • understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme • understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction in literature from world cultures. • analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.	Plot LA.E.2.4.1 LA.E.2.4.2 LA.E.2.4.4 Cause /effect LA.E.2.2.1

Grade Ten – 2nd Nine Weeks

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	Ongoing Objectives: • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
Strand/Standard	**Objectives**	**Benchmarks**
Reading A1 The student uses the reading process effectively. A2 The student constructs meaning from a wide range of texts.	The tenth grade student will: • use learning strategies such as generating questions to understand text. • use vocabulary development strategies with emphasis on figurative language and idiomatic expressions. • use learning strategies such as learning logs to make and confirm inferences from reading materials. • read and analyze reports based on statistical data. • read and identify the method of development in literary and informational text.	Words in Context LA.A.1.4.2 LA.A.1.43 Main Idea LA.A.2.4.1 Reference /Research LA.A.2.4.4 LA.A.2.4.7 LA.A.2.4.8
Writing B1 The student uses writing processes effectively.	The tenth grade student will: • generate an appropriate graphic organizer to manage information in the prewriting process.	LA.B.1.4.1 LA.B.1.4.2 LA.B.1.4.3

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	Ongoing Objectives: • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
B2 The student writes to communicate ideas and information effectively.	• revise word choice to provide precision and clarity to written work • use the writing process individually and cooperatively with emphasis on editing and publishing. • uses the Internet to retrieve, revise and verify information. • integrates research notes into and electronic database. • uses data to enhance a persuasive writing piece	LA.B.2.4.4.
Listening C1 The student uses listening strategies effectively. C2 The student uses viewing strategies effectively. C3 The student uses speaking strategies effectively.	The tenth grade student will: • describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations. • understand factors that influence the effectiveness of nonverbal cues used in non print media. • use details and visual aids to make oral presentation to inform, persuade or entertain.	LA.C.1.4.2 LA.C.2.4.2 LA.C.3.4.2 LA.C.3.4.3

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	**Ongoing Objectives:** • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
Language D1 The student understands the nature of language. D2 The student understands the power of language.	The tenth grade student will: • understand there are differences in various dialects in English as evidenced in various literary works. • understand the specific ways in which language has shaped the reactions, perceptions and beliefs in communities.	LA.D.1.4.3 LA.D.2.4.3 LA.D.2.4.6
Literature E1 The student understands the common features of a variety of literary forms. E2 The student responds critically to fiction, nonfiction, poetry, and drama.	The tenth grade student will: • identify characteristics that are specific to literary forms. • identify the characteristics specific to drama. • recognize the use of literary devices such as tone, mood and symbolism and uses the terms appropriately in oral and written analysis. • understand the use of figurative language such as simile, metaphor, personification, and hyperbole, as it appears in world literature.	LA.E.1.4.1 LA.E.1.4.4 **Plot** LA.E.2.4.1 LA.E.2.4.2 LA.E.2.4.3

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	Ongoing Objectives: • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
	• recognize cause and effect relationships in literary texts.	Cause /effect LA.E.2.2.1

Grade Ten – 3rd Nine Weeks

	Ongoing Objectives:	LA.A.1.4.2
A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	• applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2

Strand/Standard	Objectives	Benchmarks
Reading A1 The student uses the reading process effectively. A2 The student constructs meaning from a wide range of texts.	The tenth grade student will: • use a variety of response strategies such as rereading and summarizing to relate what is read to his or her own experiences and feelings. • refine vocabulary development to differentiate among academic, workplace, and literary language. • refine summarizing to express the main idea of a reading selections. • identify examples of stereotyping and bias in reading selections. • describe personal preference in multicultural literature. • read and identify the method of development in literary and informational text.	Words in Context LA.A.1.4.2 LA.A.1.4.4 Main Idea LA.A.2.4.1 Reference /Research LA.A.2.4.2 LA.A.2.4.3 LA.A.2.4.8
Writing B1 The student uses writing processes effectively.	The tenth grade student will: • maintain a portfolio that shows progress in the various drafts in a specific piece of writing. • use correct formatting that appeals to readers	LA.B.1.4.2 LA.B.1.4.3

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	Ongoing Objectives: • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
B2 The student writes to communicate ideas and information effectively.	• writes texts and notes that demonstrate comprehension of content • organizes information from electronic sources into a concise document.	LA.B.2.4.1. LA.B.2.4.2
Listening C1 The student uses listening strategies effectively. C2 The student uses viewing strategies effectively. C3 The student uses speaking strategies effectively.	The tenth grade student will: • use effective strategies for formal an informal discussions. • understand factors that influence the effectiveness of nonverbal cues used in cultures differing from the student's own culture. • applies oral communication skills to interview others.	LA.C.1.4.3 LA.C.2.4.2 LA.C.3.4.2 LA.C.3.4.4

Grade Ten – 4th Nine Weeks

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	**Ongoing Objectives:** • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
Strand/Standard	**Objectives**	**Benchmarks**
Reading A1 The student uses the reading process effectively. A2 The student constructs meaning from a wide range of texts.	The tenth grade student will: • use appropriate strategies to determine text patterns • refine vocabulary development to differentiate among figurative, idiomatic, and technical meaning. • uses comprehension strategies to process information in technical writing. • determine the reliability of information is a scientific article. • apply critical reading skills in differentiating fact from opinion.	Words in Context LA.A.1.4.2 LA.A.1.4.4 Main Idea LA.A.2.4.1 Reference /Research LA.A.2.4.2 LA.A.2.4.3 LA.A.2.4.6
Writing B1 The student uses writing processes effectively.	The tenth grade student will: • use language that indicates a commitment to and involvement with the subject. • use creative writing strategies that are appropriate for the subject.	LA.B.1.4.2 LA.B.1.4.3

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	Ongoing Objectives: • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
B2 The student writes to communicate ideas and information effectively.	• produces final documents that are focused, organized, and reflect an attachment to the subject. • select and use desk-top publishing software programs to create, revise and present written information. • write fluently for a variety of occasions making appropriate choices regarding tone, level of detail and organization.	LA.B.2.4.1. LA.B.2.4.4
Listening C1 The student uses listening strategies effectively. C2 The student uses viewing strategies effectively. C3 The student uses speaking strategies effectively.	The tenth grade student will: • identify bias, prejudice, or propaganda in oral messages. • analyses and critiques a variety of audio visual presentations. • applies oral communication skills in a variety of cooperative settings.	LA.C.1.4.4 LA.C.2.4.1 LA.C.3.4.2 LA.C.3.4.5
Language D1 The student understands the nature of language.	The tenth grade student will: • understand that language and literature are the primary means by which	LA.D.1.4.1 LA.D.2.4.5

A1: The student uses the reading process effectively. A2 The student constructs meaning from a wide range of text E1 The student understands the common features of a variety of literary forms.	**Ongoing Objectives:** • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme	LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2
D2 The student understands the power of language.	culture is transmitted • understand the use of mass-media messages by identifying the persuasive techniques used.	
Literature E1 The student understands the common features of a variety of literary forms. E2 The student responds critically to fiction, nonfiction, poetry, and drama.	The tenth grade student will: • understand why certain literary works are considered classics. • understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods. • recognize that people respond differently to texts based on their background knowledge, purpose, and point of vies.	LA.E.1.4.2 **Plot** LA.E.2.4.7 LA.E.1.4.5 LA.E.2.4.8