

South Conway County School District				
Grade/Subject Pacing Guide				
Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
First Quarter				
W.5.9.3 Write expository compositions, including analytical essays and research reports that assemble and convey evidence in support of the thesis	Write expository compositions, including analytical essays and research reports that assemble and convey evidence in support of the thesis	write a clear thesis for an expository composition, support the thesis with relevant main points or reasons, support main points or reasons with relevant evidence	thesis, expository, analytical essay, research report	
W.5.9.5 Write a variety of work related documents such as letters, including letters of complaint or apology that follow a customary format, address audience needs, provide purposeful information, use appropriate vocabulary, use appropriate strategies	Write a variety of work related documents such as letters, including letters of complaint or apology that follow a customary format, address audience needs, provide purposeful information, use appropriate vocabulary, use appropriate strategies	Write a variety of work related documents such as letters, including letters of complaint or apology that follow a customary format, address audience needs, provide purposeful information, use appropriate vocabulary, use appropriate strategies	tone, style	
W.6.9.1 Use knowledge of types of clauses (main, subordinate)	use main and subordinate clauses properly	demonstrate knowledge of main clauses (independent) and subordinate (dependent) clauses, use main and subordinate clauses properly	clauses, main clause, subordinate clause	
W.5.9.2 Write biographies or auto biographies that communicate the significance of events and characters, specify scenes and incidents in specific places, describe using sensory details, pace time and mood, maintain consistency in point of view	Write biographies and autobiographies that include the following elements: significant events and characters, specific scenes and incidents, sensory details for description, appropriate pacing and mood, consistent point of view	identify focus within the subject's life, select significant events and characters, select scenes and incidents, organize relevant sensory details for description, demonstrate appropriate pacing and mood, demonstrate consistency in point of view	evidence, conflicts, motivations	
W.6.9.2 Use parallel structures	Use main clauses and subordinate clauses properly	analyze and use parallel structure	parallel structure	
W.6.9.10 Use commas and semicolons to distinguish and divide main and subordinate clauses	Use commas and semicolons appropriately	explain correct use of commas and semicolons, use commas and semicolons in writing	commas, semicolons	
W.6.9.11 Use colons and dashes effectively in writing	Use colons and dashes effectively in writing	explain correct use of colons and dashes, use colons and dashes in writing	colons, dashes	
W.6.9.12 Use punctuation correctly and recognize its effect on sentence structure	Use a punctuation correctly to recognize its effect on sentence structure	identify punctuation errors in writing, proofread and correct sentences that contain punctuation errors, apply conventional rules of punctuation	punctuation rules, sentence structure	
R.9.9.12 Use logic to define fallacies and identify fallacies in both inductive and deductive arguments	Use logic to define fallacies and identify fallacies in both inductive and deductive arguments	*define logic, fallacies, inductive reasoning, and deductive arguments *identify fallacies in inductive and deductive arguments	logic fallacies inductive arguments deductive arguments	

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R.9.9.13 Identify and discuss a position using concepts gained from reading (i.e., debate, discussion, position paper, etc.)	Identify and explain a position using concepts gained from reading (i.e., debate, discussion, position paper)	*identify a position based on concepts from a work *explain a position based on concepts from a work	position debate discussion position paper	
R.9.9.9 Discriminate between fact/opinion and fiction/nonfiction	Discriminate between fact and opinion and fiction and nonfiction	identify fact and opinion in a text, contrast fact and opinion within a text, identify fiction and nonfiction, contrast fiction and nonfiction	fact/opinion, fiction/nonfiction, contrast, discriminate	
R.10.9.1 Read across the curriculum a variety of such practical texts as advertisements, warranties, manuals, handbooks, agendas, labels, warnings, and directions	Read practical texts	Read across the curriculum a variety of such practical texts as advertisements, warranties, manuals, handbooks, agendas, labels, warnings, and directions	practical text, informational text, technical text, advertisements, warranties, manuals, handbooks, agendas	
R.10.9.2 Interpret and use information in practical, informational and technical texts to -follow instructions to perform specific tasks, answer questions, or solve problems -identify the main ideas and determine the essential elements that support the main ideas -summarize the texts and explain the relationship of visual components -distinguish between a summary and a critique -interpret and use information in maps, charts, graphs, time lines, tables, and diagrams	Interpret and use information in practical, informational and technical texts to -follow instructions to perform specific tasks, answer questions, or solve problems -identify the main ideas and determine the essential elements that support the main ideas -summarize the texts and explain the relationship of visual components -distinguish between a summary and a critique -interpret and use information in maps, charts, graphs, time lines, tables, and diagrams	*interpret and use information in practical, informational and technical texts to -follow instructions to perform specific tasks, answer questions, or solve problems -identify the main ideas and determine the essential elements that support the main ideas -summarize the texts and explain the relationship of visual components -distinguish between a summary and a critique -interpret and use information in maps, charts, graphs, time lines, tables, and diagrams	interpret practical text informational text technical text essential elements visual components summary critique	
R.10.9.17 Read a variety of literary and content prose, including selections from American, British, and/or world literature	Read a variety of literary and content prose, including selections from American, British, and/or world literature	Read a variety of literary and content prose, including selections from American, British, and/or world literature	literary prose, content prose, American, British, and world literature	
R.10.9.18 Recognize the influence of historical context on the form, style, and point of view of a written work.	Recognize the influence of historical context on the form, style, and point of view of a written work.	Define form, style, point of view -- identify the influence of historical context	form, style, point of view, historical context, influence	

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Second Quarter				
W.6.9.3 Use knowledge of types of verbals (gerunds, infinitives, participles)	Use verbals in writing	analyze and use verbals in writing	verbals, gerunds, infinitives, participles	
W.6.9.4 Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicat nominative/predicat adjective, objective complement, and prnoun case	Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicat nominative/predicat adjective, objective complement, and prnoun case	construct sentences using correct subject/verb agreement, construct sentences with correct direct/indirect object usage, construct sentences with correct predicat nominative/preicate adjective usage, construct sentences with correct objective complement usage, construct sentences with correct pronoun usage		
IR.12.9.1 Generate open-ended questions to select a topic	Generate open-ended questions to select a topic	define, identify, generate and use open-ended questions	open-ended questions	
IR.12.9.2 Establish a focus for research and design a research plan to answer a specific question	Establish a focus for research and design a research plan to answer a specific question	Establish a focus for research and design a research plan to answer a specific question	research focus, research plan	
IR.12.9.3 Determine the purpose of using different research tools to access multiple sources	Determine the purpose of using different research tools to access multiple sources	*identify different research tools and sources (i.e., internet, interviews, pamphlets, media, library tools, etc.)	research tool research sources access multiple sources	
IR.12.9.4 Use a variety of electronic sources to access information	Use a variety of electronic sources to access information	*identify electronic sources *use electronic sources	electronic sources	
IR.12.9.5 Assess the credibility of authors and reliability of sources and information gathered from Web sites (i.e., author credentials, author biases, copyright dates, etc.) distinguishing between fact and opinion	A. Determine the credibility of authors B. Determine the reliability of sources and information gathered from Web sites C. Distinguish between fact and opinion	*define credibility *determine the credibility of authors (i.e., credentials, bias, background, etc.) *define reliability *determine reliability of sources and Web sites (i.e., copyright dates, credentials, sponsoring organizations, etc.) *distinguish between fact and opinion	author credibility source reliability Web sites fact/opinion credentials author bias	
IR.12.9.6 Identify methods used to verify the accuracy and usefulness of information	Identify methods used to verify the accuracy and usefulness of information	*define accuracy *define usefulness *determine the accuracy and usefulness of information	accuracy usefulness	
IR.12.9.7 Distinguish between primary and secondary sources	Distinguish between primary and secondary sources	*define primary source *define secondary source *explain the attributes of a primary source *explain the attributes of a secondary source *compare/contrast primary and secondary sources *distinguish between primary and secondary sources	primary source secondary source attributes distinguish	
IR.12.9.8 Define plagiarism and cite quoted sources to avoid plagiarism	Define plagiarism Correctly cite sources to avoid plagiarism	*explain what constitutes plagiarism *explain how to avoid plagiarism *explain how to cite sources to avoid plagiarism	plagiarism source citation	

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IR.12.9.9 Differentiate among paraphrasing, summarizing, critiquing, and plagiarizing	A. Define paraphrasing, summarizing, critiquing, and plagiarizing B. Differentiate among paraphrasing, summarizing, critiquing, plagiarizing	*define paraphrasing, summarizing, critiquing, and plagiarizing *differentiate among paraphrasing, summarizing, critiquing, plagiarizing	plagiarizing critiquing summarizing paraphrasing	
IR.12.9.10 Organize information and use a style manual such as MLA or APA to create -note cards -formal outlines -works cited page or resource page -thesis statement within a prescribed time frame and/or length requirements as appropriate	Organize information and use a style manual such as MLA or APA to create -note cards -formal outlines -works cited page or resource page -thesis statement within a prescribed time frame and/or length requirements as appropriate	*organize information and use a style manual such as MLA or APA to create -note cards -formal outlines -works cited page or resource page -thesis statement within a prescribed time frame and/or length requirements as appropriate	style manual MLA APA formal outlining works cited page thesis statement	
IR.12.9.11 Summarize, paraphrase, and/or quote relevant information	Summarize, paraphrase, and/or quote relevant information	*define summarize, paraphrase, and quote *summarize, paraphrase, and/or quote relevant information	summarize quote paraphrase	
IR.12.9.12 Create research products such as -oral presentations -reports -essays that structure ideas in a sustained and logical fashion	Create research products such as -oral presentations -reports -essays that structure ideas in a sustained and logical fashion	*define oral presentations *define reports *define essays with structured ideas *create research products such as oral presentations, reports, and essays that structure ideas in a sustained and logical fashion	oral presentation reports essays logical fashion research products sustained ideas	
OV.3.9.1 Compare the advantages and disadvantages of various types of media				
OV.3.9.2 Articulate personal response to such media as editorials, news stories, and advertisements				
OV.3.9.3 Identify and evaluate a media source for bias and point of view				
R.9.9.9 Discriminate between fact/opinion and fiction/nonfiction	A. Discriminate between fact and opinion B. Discriminate between fiction and nonfiction	*identify fact and opinion in one or more texts *contrast fact and opinion in one or more texts *identify fiction and nonfiction *contrast fiction and nonfiction	fact/opinion fiction/nonfiction contrast discriminate	
R.9.9.12 Use logic to define fallacies and identify fallacies in both inductive and deductive arguments	Use logic to define fallacies and identify fallacies in both inductive and deductive arguments	*define logic, fallacies, inductive reasoning, and deductive arguments *identify fallacies in inductive and deductive arguments	logic fallacies inductive arguments deductive arguments	
R.9.9.13 Identify and discuss a position using concepts gained from reading (i.e., debate, discussion, position paper, etc.)	Identify and explain a position using concepts gained from reading (i.e., debate, discussion, position paper)	*identify a position based on concepts from a work *explain a position based on concepts from a work	position debate discussion position paper	

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R.10.9.1 Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, handbooks, agendas, labels, warnings and directions	Read practical texts (i.e., advertisements, warranties, manuals, handbooks, agendas, labels, warnings and directions)	*read across the curriculum a variety of practical texts: advertisements, warranties, manuals, handbooks, agendas, labels, warnings, and directions	practical text informational text technical text advertisements warranties manuals handbooks agendas	
R.10.9.2 Interpret and use information in practical, informational and technical texts to -follow instructions to perform specific tasks, answer questions, or solve problems -identify the main ideas and determine the essential elements that support the main ideas -summarize the texts and explain the relationship of visual components -distinguish between a summary and a critique -interpret and use information in maps, charts, graphs, time lines, tables, and diagrams	Interpret and use information in practical, informational and technical texts to -follow instructions to perform specific tasks, answer questions, or solve problems -identify the main ideas and determine the essential elements that support the main ideas -summarize the texts and explain the relationship of visual components -distinguish between a summary and a critique -interpret and use information in maps, charts, graphs, time lines, tables, and diagrams	*interpret and use information in practical, informational and technical texts to -follow instructions to perform specific tasks, answer questions, or solve problems -identify the main ideas and determine the essential elements that support the main ideas -summarize the texts and explain the relationship of visual components -distinguish between a summary and a critique -interpret and use information in maps, charts, graphs, time lines, tables, and diagrams	interpret practical text informational text technical text essential elements visual components summary critique	
R.10.9.17 Read a variety of literary and content prose, including selections from American, British, and/or world literature	Read a variety of literary and content prose, including selections from American, British, and/or world literature	*read a variety of literary and content prose, including selections from American, British, and/or world literature	literary prose content prose American, British and world literature oral format	

Third Quarter

W.5.9.7 Write response to literature that -articulate the significant ideas of literary works -support important ideas with evidence from text -recognize conflicts (character dilemmas) revealed by characters' motivations and behaviors	Write responses to literature that -articulate the significant ideas of literary works -support important ideas with evidence from text -recognize conflicts (character dilemmas) revealed by characters' motivations and behaviors	*analyze the literary text *compose responses to literature that articulate the significant ideas of literary works, support important ideas with evidence from text, and recognize conflicts (character dilemmas) revealed by characters' motivations and behaviors	evidence conflicts motivations	
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W.5.9.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry	Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry	*explain poetic techniques (i.e., rhyme, rhythm, figurative language, and other sound devices) *analyze poetic forms (i.e., haiku, limerick, ballad) *identify the differences between literal and figurative language *analyze figurative language (simile, metaphor) *use appropriate forms, techniques, and figurative language in writing poetry with emphasis on narrative poetry	poetic techniques figurative language narrative poetry	
W.7.9.1 Use figurative language effectively with emphasis on simile and personification	Use figurative language effectively, with emphasis on simile and personification	*define figurative language *evaluate own writing for effective use of figurative language *use figurative language effectively, with emphasis on simile and personification	figurative language simile personification	
W.5.9.7 Write response to literature that -articulate the significant ideas of literary works -support important ideas with evidence from text -recognize conflicts (character dilemmas) revealed by characters' motivations and behaviors	Write responses to literature that -articulate the significant ideas of literary works -support important ideas with evidence from text -recognize conflicts (character dilemmas) revealed by characters' motivations and behaviors	*analyze the literary text *compose responses to literature that articulate the significant ideas of literary works, support important ideas with evidence from text, and recognize conflicts (character dilemmas) revealed by characters' motivations and behaviors	evidence conflicts motivations	
R.9.9.11 Recognize and define various points of view (i.e., omniscient narrator, third-person limited)	Define and identify various points of view	*define various points of view (i.e., omniscient narrator, third-person limited, etc.) *identify various points of view	points of view omniscient narrator third-person limited first-person	
R.10.9.17 Read a variety of literary and content prose, including selections from American, British, and/or world literature	Read a variety of literary and content prose, including selections from American, British, and/or world literature	*read a variety of literary and content prose, including selections from American, British, and/or world literature	literary prose content prose American, British and world literature oral format	
R.10.9.18 Recognize the influence of historical context on the form, style, and point of view of a written work	Identify the influence of historical context on the form, style, and point of view of a written work	*define form, style, and point of view *identify the influence of historical context on the form, style, and point of view of a written work	form style point of view historical context influence	
R.10.9.19 Identify the characteristics that distinguish literary forms from different cultures	Identify the characteristics that distinguish literary forms from different cultures	*list the distinguishing characteristics of literary forms from a given culture *identify the characteristics that distinguish literary forms from different cultures	characteristics literary forms cultures distinguish	
R.10.9.20 Identify and define literary terms	Identify and define literary terms	*identify and define literary terms	literary terms	
R.10.9.21 Explain the relationship between the author's style and literary effect	Explain the relationship between the author's style and literary effect	*define style *define literary effect *describe the author's style in a given text *explain how the author's style affects the text *explain the relationship between the author's style and literary effect	author's style literary effect	

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R.10.9.22 Identify literary elements such as setting, plot, theme, characterization, and narration in a work	Identify literary elements such as setting, plot, theme, characterization, and narration in a work	*identify literary elements such as setting, plot, theme, characterization, and narration in a work	setting plot theme characterization narration literary elements	
R.10.9.23 Explain the use of verbal irony, dramatic irony, and situational irony	Explain the use of verbal irony, dramatic irony, and situational irony	*define verbal irony, dramatic irony, and situational irony *explain the use of verbal irony, dramatic irony, and situational irony	verbal irony dramatic irony situational irony	
R.9.9.14 Identify and categorize figures of speech and sound devices, including simile, metaphor, personification, hyperbole, oxymoron, and pun	Identify and categorize figures of speech and sound devices, including simile, metaphor, personification, hyperbole, oxymoron, and pun	*define figures of speech and sound devices (i.e., simile, metaphor, personification, hyperbole, oxymoron, and pun) *identify figures of speech and sound devices *categorize figures of speech and sound devices	figures of speech sound devices simile metaphor personification hyperbole oxymoron pun categorize	
R.10.9.3 Read a variety of narrative poetry, including ballad and epic	Read a variety of narrative poetry, including ballad and epic	*define narrative poetry *identify various types of narrative poetry including ballad and epic *read a variety of narrative poetry, including ballad and epic	narrative poetry ballad epic	
R.10.9.4 Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices	A. Define poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices B. Identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices	*define poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices *identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices	poetic conventions and structures line stanza imagery rhythm rhyme sound devices	
R.10.9.5 Identify the characteristics of narrative poetry	Identify the characteristics of narrative poetry	*identify the characteristics of narrative poetry	narrative poetry characteristics	
R.10.9.6 Read traditional and contemporary works of poets from many cultures	Read traditional and contemporary works of poets from many cultures	*read traditional and contemporary works of poets from many cultures	traditional poetry contemporary poetry	
R.10.9.7 Identify the concept of persona	Identify the concept of persona	*define persona *identify examples of persona	persona concept	
R.10.9.8 Identify techniques poets use to evoke emotion in a reader	Identify techniques used to evoke emotion	*identify techniques used to evoke emotion	techniques evoke emotion	
R.10.9.9 Explain how word choice in a poem creates tone and voice	Explain how word choice in a poem creates tone and voice	*explain how word choice in a poem creates tone and voice	tone voice emphasizing create	
R.10.9.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the line	A. Paraphrase the meaning of selected poems emphasizing the line B. Interpret the meaning of selected poems emphasizing the line	*paraphrase the meaning of selected poems emphasizing the line *interpret the meaning of selected poems emphasizing the line	paraphrase interpret/interpretation apply emphasize	

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R.10.9.18 Recognize the influence of historical context on the form, style, and point of view of a written work	Identify the influence of historical context on the form, style, and point of view of a written work	*define form, style, and point of view *identify the influence of historical context on the form, style, and point of view of a written work	form style point of view historical context influence	
R.10.9.19 Identify the characteristics that distinguish literary forms from different cultures	Identify the characteristics that distinguish literary forms from different cultures	*list the distinguishing characteristics of literary forms from a given culture *identify the characteristics that distinguish literary forms from different cultures	characteristics literary forms cultures distinguish	
R.10.9.21 Explain the relationship between the author's style and literary effect	Explain the relationship between the author's style and literary effect	*define style *define literary effect *describe the author's style in a given text *explain how the author's style affects the text *explain the relationship between the author's style and literary effect	author's style literary effect	
R.10.9.23 Explain the use of verbal irony, dramatic irony, and situational irony	Explain the use of verbal irony, dramatic irony, and situational irony	*define verbal irony, dramatic irony, and situational irony *explain the use of verbal irony, dramatic irony, and situational irony	verbal irony dramatic irony situational irony	
Forth Quarter				
W.5.9.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry	Write poems using a range of poetic techniques, forms, and figurative language, emphasizing narrative poetry	*explain poetic techniques (i.e., rhyme, rhythm, figurative language, and other sound devices) *analyze poetic forms (i.e., haiku, limerick, ballad) *identify the differences between literal and figurative language *analyze figurative language (simile, metaphor) *use appropriate forms, techniques, and figurative language in writing poetry with emphasis on narrative poetry	poetic techniques figurative language narrative poetry	
W.7.9.1 Use figurative language effectively with emphasis on simile and personification	Use figurative language effectively, with emphasis on simile and personification	*define figurative language *evaluate own writing for effective use of figurative language *use figurative language effectively, with emphasis on simile and personification	figurative language simile personification	
W.5.9.7 Write response to literature that -articulate the significant ideas of literary works -support important ideas with evidence from text -recognize conflicts (character dilemmas) revealed by characters' motivations and behaviors	Write responses to literature that -articulate the significant ideas of literary works -support important ideas with evidence from text -recognize conflicts (character dilemmas) revealed by characters' motivations and behaviors	*analyze the literary text *compose responses to literature that articulate the significant ideas of literary works, support important ideas with evidence from text, and recognize conflicts (character dilemmas) revealed by characters' motivations and behaviors	evidence conflicts motivations	
W.6.9.1 Use knowledge of types of clauses (main, subordinate)	Use main clauses and subordinate clauses properly	*demonstrate knowledge of main clauses (independent) and subordinate (dependent) clauses *use main clauses and subordinate clauses properly	clauses main clause subordinate clause	