

2021-2022 Creative Writing and Classical Fiction 2 Pacing Guide

	<i>Learning Skills Targeted, Content Used to Support Learning</i>
Q1 (8.10-10.7)	<p><u>Focus/Theme: Mystery and Dichotomous Characters</u></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> engage readers through setting out a problem, situation, or observation, establishing multiple points of view, and introduction of characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and characters, and to create tension; 3 Act structure; Mystery genre elements</p> <p><u>Published Works:</u> imaginative short stories, short mystery story</p> <p><u>Reading Skills and Knowledge Attained and Applied:</u> understand and analyze the 3 act structure, analyze how an author's choices concerning how to structure a text, order events within it (i.e. parallel plots), and manipulate time (i.e. pacing, flashbacks, foreshadowing) create such effects as mystery, tension, or surprise.</p> <p><u>Fiction Works Read:</u> <i>Sherlock Holmes, Murder on the Orient Express</i></p>
Q2 (10.26-12.16)	<p><u>Focus/Theme: The American Dream and Values and History Portrayed through Literature</u></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> Writer's Style (how word choice and sentence fluency impact tone/mood), point of view, plot sequence, use stylistic techniques, figurative language, point of view voice, use narrative techniques (dialogue, pacing, description, reflection and multiple plot lines) to develop experiences, events, and characters</p> <p><u>Published Works:</u> Short story, choice to write a novel for National Write a Novel Month</p> <p><u>Reading Skills and Knowledge Attained and Applied:</u> utilize textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, literary elements (plot, theme, character, tone), analyze a particular point of view or cultural experience reflected in a work of literature, understanding character</p> <p><u>Fiction Works Read:</u> <i>The House on Mango Street</i>; Various short stories</p> <p><u>Published Work:</u> Student-Prepared Presentations pertaining to the literature (elements of dramatic writing and/or poetry); Children's picture book</p>
Q3 (1.11-12.17)	<p><u>Focus/Theme: Poetry and Drama</u></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effect of techniques unique to each medium (i.e.-lighting, sound, color) and utilizing this knowledge to apply to written pieces, use a range of stylistic devices (poetic techniques, imagery, graphic elements) to support the presentation of themes or to engage the audience</p> <p><u>Published Works:</u> Poetry compilation</p> <p><u>Reading Skills and Knowledge Attained and Applied:</u> dramatic writing vocabulary (scene, act, etc.), poetic vocabulary, analyze how particular elements in a drama interact (i.e., how setting shapes the plot), analyze how a drama's or poem's form or structure contributes to its meaning/audience comprehension</p> <p><u>Fiction Works Read:</u> <i>Julius Caesar; The Secret Life of Bees</i>; Various Poems</p>
Q4 (4.5-5.26)	<p><u>Focus/Theme: The Symbolism of Monsters and Perspective</u></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events, writing crafts, point of view, plot sequence, provide a conclusion that follows from and reflection is what is experienced, observed, or resolved</p> <p><u>Published Works:</u> personal narrative; personal expression piece</p> <p><u>Reading Skills and Knowledge Attained and Applied:</u> analyzing connections between familiar and new text, utilize textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, literary elements (plot, theme, character, tone) author's choice,</p> <p><u>Fiction Works Read:</u> <i>The Book Thief</i></p>
	<p><u>Notes:</u> Texts are subject to change and grow depending on class dynamics.</p>

