

# Intro to Lit and Comp Pacing Guide (Bridge 1)

## Learning Skills Targeted, Content Used to Support Learning

Q1	<p><b><u>Focus/Theme: Fiction Narratives and Short Stories</u></b></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> Write engaging real or imagined narratives using techniques such as description and sequencing to convey experiences and events. Emphasis on the writing process, including revision as a key element. Story elements including characters/characterization, setting, plot elements/events, and a satisfying resolution are taught.</p> <p><u>Published Works:</u> short stories (building up to 2-3+ pages in length)</p> <p><u>Reading Skills and Knowledge Attained and Applied:</u> Analyze organization and structure of narrative and fictional text to make meaning</p> <p><u>Fiction Works Read:</u> <i>Tuck Everlasting</i>, assorted short stories</p>
Q2	<p><b><u>Focus/Theme: Biographies</u></b></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> Summarize and evaluate informational texts to demonstrate comprehension. Formal constructed summaries of nonfiction works.</p> <p><u>Published Works:</u> Formal biography presentation utilizing appropriate delivery techniques with a variety of nonfiction text features (text, images) to enhance audience understanding</p> <p><u>Reading Skills and Knowledge Attained and Applied:</u> Analyze organization and structure of informational text to make meaning (nonfiction text features, textual evidence). Summarize and evaluate to show understanding of informational texts.</p> <p><u>Nonfiction Works Read:</u> <i>Sterling Biographies: Jesse Owens, Amelia Earheart, Neil Armstrong</i></p> <p><u>Mini-Unit:</u> <i>The Legend of Sleepy Hollow</i></p>
Q3	<p><b><u>Focus/Theme: Informational Texts and Argumentative Writing</u></b></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> Write informational texts and arguments that support claim(s) using clear reasons, relevant evidence, credible sources, and relevant supporting information. Present to express an opinion, persuade, or explain/provide information.</p> <p><u>Published Works:</u> historical figures and events presentation in the form of a news report, persuasive essay on topic of choice/assigned with an introduction of ethos, pathos, logos to justify claims, feelings, and reason.</p> <p><u>Reading Skills and Knowledge Attained and Applied:</u> Apply strategies to interpret and analyze various types of informational texts.</p> <p><u>Historical Fiction and Fiction Works Read:</u> <i>Esperanza Rising, Peak</i></p>
Q4	<p><b><u>Focus/Theme: Research Project (Author Study)</u></b></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> Plan, draft, edit, and revise informative text, researched about a person (author) into an organized essay including multiple, credible sources, presented in an appropriate format.</p> <p><u>Published Works:</u> formal research paper (1-2+ pages) on author of choice, formal presentation</p> <p><u>Reading Skills and Knowledge Attained and Applied:</u> Analyzing literary elements within different types of literature to make meaning. Apply strategies to interpret and analyze various types of literary text.</p> <p><u>Fiction Works Read:</u> student choice of assorted books by Roald Dahl, Sharon Creech, or Beverly Cleary</p>
	<p><b><u>Notes:</u></b>            Texts are subject to change and grow depending on class dynamics.</p>