

Literature and Composition 1 Pacing Guide (Bridge 2)

Learning Skills Targeted, Content Used to Support Learning

Q1	<p><u>Focus/Theme: Fiction Narratives and Short Stories</u></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> Write engaging real or imagined narratives using techniques such as sensory language, dialogue, 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>Mrs. Frisby and the Rats of NIMH</i>, assorted short stories</p>
Q2	<p><u>Focus/Theme: Biographies</u></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> Summarize and evaluate informational texts to demonstrate comprehension. Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style to include works cited/citations in text.</p> <p><u>Published Works:</u> Formal biography presentation utilizing appropriate delivery techniques with a variety of nonfiction text features (text, images, charts, videos) 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)</p> <p><u>Nonfiction Works Read:</u> <i>Sterling Biographies: Thomas Edison, Jacques Cousteau, Rosa Parks, Jackie Robinson</i></p> <p><u>Mini-Unit:</u> <i>A Christmas Carol</i></p>
Q3	<p><u>Focus/Theme: Informational Texts and Argumentative Writing</u></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, acknowledgement of counterclaims, and a formal style with a focus on relevant supporting 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 incorporation 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>Number the Stars, The Giver</i></p>
Q4	<p><u>Focus/Theme: Research Project (Author Study)</u></p> <p><u>Writing Skills and Knowledge Attained and Applied:</u> Plan, draft, edit, and revise informative text characterized by pursuit of a posed research question, researched/informed answers that are synthesized into an organized essay including multiple, credible sources, presented in an appropriate format.</p> <p><u>Published Works:</u> formal research paper (2-3+ 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.</p> <p><u>Fiction Works Read:</u> student choice of assorted books by Gary Paulsen, J.K. Rowling, or Rick Riordan</p>
<p><u>Notes:</u> Texts are subject to change and grow depending on class dynamics.</p>	