

Davenport Community Schools Secondary Language Arts

Pacing Guide for Literature 8
2008-2009

Topic(s): Selection titles, writing assignment type, etc.	Text pages (if applicable)	Required Academic Vocabulary	Suggested # of Days	Suggested Dates
Course Introduction	Introduce syllabus and expectations, community building activities, personal literary histories, interest inventories, book selection, genre review, parts of a story, Word Power, Required Academic Vocabulary, Larry Bell's Twelve Powerful Words and Everyone Reads guidelines.		Up to 10 days	Quarter 1; Weeks 1-2
Strategies Unit	Introduce strategies: summarize, question, predict, clarify, visualize, and connect. Use "kid friendly definitions" and other materials as needed. See curriculum guide pp. 65-97.		10 days	Quarter 1; Weeks 3-4
Literature Circle Prep	Use <i>The Watsons Go to Birmingham</i> to model the different roles for a literature circle. See curriculum guide pp. 155-187. Teacher should model and have students practice roles.	<ul style="list-style-type: none"> ▪ symbol ▪ stereotype ▪ protagonist ▪ antagonist ▪ irony ▪ motivation ▪ allusion 	15 days	Quarter 1; Weeks 5-7
Literature Circles	<p>Students work in Literature Circles in groups of 4-5. They are responsible for reading the novel, preparing roles, and group discussion.</p> <p>The following books are to be used for Literature Circles. <i>Nothing but the Truth</i>, Avi <i>Roll of Thunder, Hear My Cry</i>, Taylor <i>Arm of the Starfish</i>, L'Engle <i>Wrinkle in Time</i>, L'Engle <i>The Cage</i>, Sender <i>Little Women</i>, Alcott <i>April Morning</i>, Fast <i>Zlata's Diary</i>; Filipovic</p>	<ul style="list-style-type: none"> ▪ analogy ▪ foreshadowing ▪ flashback ▪ hyperbole 	20 days	Quarter 1; Weeks 8-9 Quarter 2; Weeks 1-2

Include District Secondary Literacy Initiative Strategies throughout instruction.

Ongoing activities will include: Word Power, SRA Lab, Read Naturally, Marzano Vocabulary Instruction, independent reading, ITBS test prep, and Read XL Test Preparation materials.

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Formal Writing Assignment	Writing based on Literature Circles text. See p. 187 in the curriculum guide.		5 days	Quarter 2; Week 3
Newspapers in Education	Choose at least 6 of the 10 lessons from <i>Expand Your World</i> NIE Teacher’s Guide. *In advance, you will need to contact the QC Times to arrange for newspapers for student use*. Continue using newspapers once a week for the remainder of the school year and have students read articles and practice the strategies learned.		5 days	Quarter 2; Week 4
Junior Great Books Starting Off Strong	Use the <i>Starting Off Strong</i> Shared Inquiry materials obtained through the training class to practice the skills of shared inquiry. Use one story per strategy to practice. <ul style="list-style-type: none"> • Lesson 1: Gathering Ideas “House on Mango Street” • Lesson 2: Asking for Evidence “The Moth and The Star” • Lesson 3: Encouraging interaction “State of Affairs” • Lesson 4: Putting It All Together “Boar Out There” 	<ul style="list-style-type: none"> ▪ allusion ▪ analogy ▪ symbol ▪ motivation ▪ antagonist ▪ protagonist 	5 days	Quarter 2; Week 5
Junior Great Books Shared Inquiry Unit	Using the Shared Inquiry Method to read and discuss: “The Secret of the Yellow House,” by Anatoly Aleksin. Choose a writing project from the <i>Teacher’s Guide</i> to accompany the story. See Eighth Grade Writing Benchmarks in the curriculum guide on p. 188.	<ul style="list-style-type: none"> ▪ flashback ▪ foreshadowing ▪ stereotype ▪ hyperbole ▪ irony 	20 days	Quarter 2; Weeks 6-9

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<p>Biography Project American Notables 1754-1865</p>	<p>Select a significant figure from this time period to study. Find a biography written about this person, read the book and prepare a class presentation following the required guidelines for the project. See curriculum guide pp. 191-223. Check websites: http://www.nwhp.org</p>	<p>Continue work with RAV words throughout the course.</p>	<p>30 days</p>	<p>Quarter 3; Weeks 1-6</p>
<p>Junior Great Books Shared Inquiry Unit</p>	<p>Using the Shared Inquiry Method read and discuss “The Veldt” by Ray Bradbury. Choose a writing project from the <i>Teacher’s Guide</i> to accompany the story. See Eighth Grade Writing Benchmarks in the curriculum guide on p. 188.</p>		<p>15 days</p>	<p>Quarter 3; Weeks 7-9</p>

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Independent Book Project/Presentation	Students will select a book read throughout the year and prepare a book project (teacher or student choice) and/or book talk. See curriculum guide pp. 152-153 for suggestions for projects and Book Talk Rubric. (Literature Circle, Language Arts Books, or biography project books are not accepted for this project)	Continue work with RAV words throughout the course.	10 days	Quarter 4; Weeks 1-2
Literature Circles	Students work in Literature Circles. See Curriculum Guide for information and materials. Students should work in groups of 4-5. They are responsible for reading the novel, preparing roles, and group discussion. Literature Circle Texts <i>Nothing but the Truth</i> , Avi <i>Roll of Thunder, Hear My Cry</i> , Taylor <i>Arm of the Starfish</i> , L'Engle <i>Wrinkle in Time</i> , L'Engle <i>The Cage</i> , Sender <i>Little Women</i> , Alcott <i>April Morning</i> , Fast <i>Zlata's Diary</i> ; Filipovic		20 days	Quarter 4; Weeks 3-6
Formal Writing Assignment	Writing based on Literature Circles text. See p. 187 in the curriculum guide.		5 days	Quarter 4; Week 7
Sixteen Short Stories Strategies Unit	Select five short stories from the book <i>Sixteen Short Stories by Outstanding Writers for Young Adults</i> (See curriculum guide pp 14-15 for stories assigned to each grade level.) "May I Have Your Autograph," Marjorie Sharmat "Welcome," Ouida Sebestyen "Future Tense," Robert Lipsyte "Furlough," Harry Mazer "Three People and Two Seats," Kevin Major "An Ordinary Woman," Bette Greene "She," Rosa Guy		10 days	Quarter 4; Weeks 8-9
District Final Assessment	Record N, M, & E on E-SIS.		1-2 days	Week 9

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