

**RIDGECROFT SCHOOL
LANGUAGE ARTS PACING GUIDE**

ENGLISH I

This guide consists of three parts: a Pacing Guide, the NC Standard Course of Study, and the Writing Portfolio Requirements for English I.

PACING GUIDE				
TOPICS/CONCEPTS	TIME	OBJECTIVES	RESOURCES	WRITING PORTFOLIO
FIRST GRADING PERIOD	30 DAYS			
ESSAY WRITING ELEMENTS OF LITERATURE <ul style="list-style-type: none"> • Reading • Writing • Grammar 		1.02, 1.03, 2.01, 2.02, 4.01, 4.02, 4.03, 5.01, 5.02, 5.03	“The Cask of Amontillado” “The Most Dangerous Game”	<ul style="list-style-type: none"> • 5 paragraph essay 6.01, 6.02 • Persuasive essay 3.01, 3.02, 3.03
SECOND GRADING PERIOD	30 DAYS			
SHORT STORIES <ul style="list-style-type: none"> • Reading • Writing • Grammar 		1.02, 1.03, 2.01, 2.02, 4.01, 4.02, 4.03, 5.01, 5.02, 5.03	“The Rules of the Game” “Checkouts” “The Gift of the Magi” “Blues Ain’t No Mockin Bird: “Uncle Marcos”	<ul style="list-style-type: none"> • Character sketch • Reader’s Journal
THIRD GRADING PERIOD	30 DAYS			
DRAMA <ul style="list-style-type: none"> • Reading • Writing • Grammar 		1.02, 1.03, 2.01, 2.02, 4.01, 4.02, 4.03, 5.01, 5.02, 5.03	<i>Romeo and Juliet</i>	<ul style="list-style-type: none"> • Writing about character
REVIEW AND ASSESSMENT	5			
FOURTH GRADING PERIOD	30 DAYS			
POETRY <ul style="list-style-type: none"> • Reading • Writing • Grammar 		1.02, 1.03, 2.01, 2.02, 4.01, 4.02, 4.03, 5.01, 5.02, 5.03	Various Poems	<ul style="list-style-type: none"> • Poetry analysis • Research 2.04
FIFTH GRADING PERIOD	30 DAYS			
NONFICTION <ul style="list-style-type: none"> • Reading • Writing • Grammar 		1.02, 1.03, 2.01, 2.02, 3.04, 4.01, 4.02, 4.03, 5.01, 5.02, 5.03	“The Washwoman” “On Summer” “A Celebration of Grandfathers”	<ul style="list-style-type: none"> • Narrative essay 1.01 • Descriptive essay • Expository essay 2.03
SIXTH GRADING PERIOD	30 DAYS			
EPIC <ul style="list-style-type: none"> • Reading • Writing • Grammar 		1.02, 1.03, 2.01, 2.02, 4.01, 4.02, 4.03, 5.01, 5.02, 5.03	<i>Odyssey</i> (Homer)	<ul style="list-style-type: none"> • Literary analysis
REVIEW AND ASSESSMENT	5			

NORTH CAROLINA STANDARD COURSE OF STUDY

The North Carolina Standard Course of Study for English I specifies objectives that teachers will use as a foundation to spiral instruction throughout the school year.

SURVEY OF LITERATURE

Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. In English I, students will:

- Express reflections and reactions to literature and to personal experience.
- Explain meaning, describe processes, and answer research questions.
- Evaluate communication and critique texts.
- Make and support an informed opinion.
- Participate in conversations about and written analysis of literary genres, elements, and traditions.
- Use knowledge of language and standard grammatical conventions

Strands: Oral Language, Written Language, and Other Media/Technology

COMPETENCY GOAL 1: THE LEARNER WILL EXPRESS REFLECTIONS AND REACTIONS TO PRINT AND NON-PRINT TEXT AND PERSONAL EXPERIENCES.

1.01 Narrate personal experiences that offer an audience:

- scenes and incidents located effectively in time and place.
- vivid impressions of being in a setting and a sense of engagement in the events occurring.
- appreciation for the significance of the account.
- a sense of the narrator's personal voice.

1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:

- an understanding of the student's personal reaction to the text.
- a sense of how the reaction results from a careful consideration of the text.
- an awareness of how personal and cultural influences affect the response.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.

COMPETENCY GOAL 2: THE LEARNER WILL EXPLAIN MEANING, DESCRIBE PROCESSES, AND ANSWER RESEARCH QUESTIONS TO INFORM AN AUDIENCE.

2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary

2.02 Explain commonly used terms and concepts by:

- clearly stating the subject to be defined.
- classifying the terms and identifying distinguishing characteristics.
- organizing ideas and details effectively.

<p>reading strategies appropriate to readers' purpose.</p> <ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. providing textual evidence to support understanding of and reader's response to text. demonstrating comprehension of main idea and supporting details. summarizing key events and/or points from text. making inferences, predicting, and drawing conclusions based on text. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. making connections between works, self and related topics. analyzing and evaluating the effects of author's craft and style. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context. 	<ul style="list-style-type: none"> using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas. demonstrating a clear sense of audience and purpose. <p>2.03 Instruct an audience in how to perform specific operations or procedures by:</p> <ul style="list-style-type: none"> considering the audience's degree of knowledge or understanding. providing complete and accurate information. using visuals and media to make presentations/products effective. using layout and design elements to enhance presentation/product. <p>2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question by:</p> <ul style="list-style-type: none"> deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media. prioritizing and organizing the information. incorporating effective media and technology to inform or explain. reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.
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COMPETENCY GOAL 3: THE LEARNER WILL EXAMINE ARGUMENTATION AND DEVELOP INFORMED OPINIONS.

<p>3.01 Study argument by:</p> <ul style="list-style-type: none"> examining relevant reasons and evidence. noting the progression of ideas that substantiate the proposal. analyzing style, tone, and use of language for a particular effect. identifying and analyzing personal, social, historical, or cultural influences contexts, or biases. identifying and analyzing rhetorical strategies that support proposals. <p>3.02 Express an informed opinion that:</p> <ul style="list-style-type: none"> states clearly a personal view. is logical and coherent. engages the reader's interest or curiosity. <p>3.03 Support that informed opinion by:</p> <ul style="list-style-type: none"> providing relevant and convincing reasons. using various types of evidence, such as experience or facts. using appropriate and effective language, reasons, and organizational structure for the audience and purpose. demonstrating awareness of the possible questions, concerns, or counterarguments of the audience. 	<p>3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. providing textual evidence to support understanding of and reader's response to text. demonstrating comprehension of main idea and supporting details. summarizing key events and/or points from text. making inferences, predicting, and drawing conclusions based on text. identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. making connections between works, self and related topics. analyzing and evaluating the effects of author's craft and style. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. identifying and analyzing elements of argumentative environment found in text in light of purpose,
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	audience, and context.
COMPETENCY GOAL 4: THE LEARNER WILL CREATE AND USE STANDARDS TO CRITIQUE COMMUNICATION.	
<p>4.01 Evaluate the effectiveness of communication by:</p> <ul style="list-style-type: none"> • examining the use of strategies in a presentation/product. • applying a set of predetermined standards. • creating an additional set of standards and applying them to the presentation/product. • comparing effective strategies used in different presentations/products. <p>4.02 Read and critique various genres by:</p> <ul style="list-style-type: none"> • using preparation, engagement, and reflection strategies appropriate for the text. • identifying and using standards to evaluate aspects of the work or the work as a whole. • judging the impact of different stylistic and literary devices on the work. 	<p>4.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> • selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • providing textual evidence to support understanding of and reader's response to text. • demonstrating comprehension of main idea and supporting details. • summarizing key events and/or points from text. • making inferences, predicting, and drawing conclusions based on text. • identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • making connections between works, self and related topics. • analyzing and evaluating the effects of author's craft and style. • analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.
COMPETENCY GOAL 5: THE LEARNER WILL DEMONSTRATE UNDERSTANDING OF VARIOUS LITERARY GENRES, CONCEPTS, ELEMENTS, AND TERMS.	
<p>5.01 Read and analyze various literary works by:</p> <ul style="list-style-type: none"> • using effective reading strategies for preparation, engagement, reflection. • recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy). • interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery. • understanding the importance of tone, mood, diction, and style. • explaining and interpreting archetypal characters, themes, settings. • explaining how point of view is developed and its effect on literary texts. • determining a character's traits from his/her actions, speech, appearance, or what others say about him or her. 	<p>5.02 Demonstrating increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.</p> <p>5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> • selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • providing textual evidence to support understanding of and reader's response to text. • demonstrating comprehension of main idea and supporting details. • summarizing key events and/or points from text. • making inferences, predicting, and drawing conclusions based on text. • identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.

<ul style="list-style-type: none"> explaining how the writer creates character, setting, motif, theme, and other elements. making thematic connections among literary texts and media and contemporary issues. understanding the importance of cultural and historical impact on literary texts. producing creative responses that follow the conventions of a specific genre and using appropriate literary devices for that genre. 	<ul style="list-style-type: none"> making connections between works, self and related topics. analyzing and evaluating the effects of author’s craft and style. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.
COMPETENCY GOAL 6: THE LEARNER WILL APPLY CONVENTIONS OF GRAMMAR AND LANGUAGE USAGE.	
<p>6.01 Demonstrate an understanding of conventional written and spoken expression that:</p> <ul style="list-style-type: none"> uses varying sentence types (e.g., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect. selects verb tense to show an appropriate sense of time. applies parts of speech to clarify and edit language. addresses clarity and style through such strategies as parallelism; appropriate coordination and subordination; variety and details; appropriate and exact words; and conciseness. analyzes the place and role of dialects and standard/nonstandard English. uses vocabulary strategies such as roots and affixes, word maps, and context clues to discern the meanings of words. 	<p>6.02 Discern and correct errors in spoken and written English by:</p> <ul style="list-style-type: none"> avoiding fragments, run-ons, and comma splices. selecting correct subject-verb agreement, consistent verb tense, and appropriate verbs. using and placing modifiers correctly. editing for spelling and mechanics (punctuation and capitalization).

WRITING PORTFOLIO REQUIREMENTS

The writing portfolio is a collection of documents that demonstrate the student’s development of competencies over time. Products are graded on the evidence of planning, drafting, revising, editing and “publishing” (completion of the final paper).

STUDENT NAME:	DUE DATE	GRADE
FIRST GRADING PERIOD		
Persuasive Essay		
SECOND GRADING PERIOD		
Character Sketch		
Reader’s Journal		
THIRD GRADING PERIOD		
Expository Essay		
Writing about character		
FOURTH GRADING PERIOD		
Poetry		
Critical Response (5.01, 5.02, 5.03, 6.01, 6.02)		
Research (2.01, 2.02, 2.03, 2.04)		
FIFTH GRADING PERIOD		
Descriptive essay		
Expository essay		
Narrative Essay		
SIXTH GRADING PERIOD		

Literary analysis		
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GRADING FIRST SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above

On

Below

Signature and Date: _____

GRADING SECOND SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above

On

Below

Signature and Date: _____