

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p>Unit 3 Fiction/Character Analysis</p> <p>25 Days</p>	<p>Overarching learning goals: - I can develop a summary of a passage and identify main ideas and supporting details. - I can analyze complex characters and how they contribute to the theme or advance the plot. - I can analyze a story for its plot structure.</p> <p>Overarching language goals: - I can write an expository composition with a controlling thesis and supporting details. - I can read for understanding and purpose with fluency and comprehension. - I can speak and listen with peers in small groups to discuss a prompt.</p>	<p>- “Harrison Bergeron” - “Everyday Use” - “Crossing the Border” - “Shoofly Pie” - “A Celebration of Grandfathers”/ “Simply Grand: Generational Ties Matter” - Nonfiction articles for PEEC writing</p>
<p>PASS Content Standards</p>	<ul style="list-style-type: none"> - 1.0 Vocabulary- Roots, prefixes, and suffixes to determine word meaning; word origins; reference materials; connotative and denotative meaning; context clues - 2.1.c Literal Understanding- monitoring and self-correcting methods (re-reading, slowing down, subvocalizing, consulting resources, questioning) - 2.2.b Inferences and Interpretation- Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience - 2.2.c Inferences and Interpretation- Investigate influences on a reader’s response to a text - 3.1 Literary Genres- Demonstrate a knowledge of and an appreciation for various forms of literature - 3.2.a Literary Elements- describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view with emphasis on how they are addressed and resolved - 3.2.c Literary Elements- Analyze character traits by what the characters say about themselves in narration, dialogue, and soliloquy - 3.2.d Literary Elements- Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory, and symbolism, and explain their appeal - 3.2.e Literary Elements- Evaluate the author’s purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks - 3.4 Literary Works- Historical context, various cultures, archetypal settings, themes, and characters - 3.2.a Mechanics and Spelling- Correct use of capitals - 3.2.b Mechanics and Spelling- Correct formation of plurals - 3.2.d Mechanics and Spelling- Correct spelling of commonly misspelled words and homonyms <p>In Units 1 and 2:</p> <ul style="list-style-type: none"> - 2.2 Write expository compositions, including analytical essays and research reports that: <ul style="list-style-type: none"> a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives. b. communicate information and ideas from primary and secondary sources accurately and coherently. c. show distinctions between the relative value and significance of specific data, facts, and ideas. f. identify and address reader’s potential misunderstanding, biases, and expectations. 	
<p>PASS Plus</p>	<p>RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL. 10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	



Possible Learning Activities	Possible Assessments	Essential Questions
Character mind map, PEEC paragraph writing, plot map	Reading diagnostic (Gates or Easy CBM), Quick writes, exit tickets, expository PEEC writing sample	How do character motivations and character traits work together to help readers better understand characters?
Academic Vocabulary/Concepts	Proficiency Scales	
Motivation, trait, internal conflict, external conflict, plot, setting, climax, resolution, main idea, supporting details, evidence		