

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 1 Fiction Analysis/Author's Purpose</p> <p style="text-align: center;">30 Days</p>	<p>Overarching learning goals: -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 and how the plot structure affects the overall theme or mood.</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>“A Cup of Tea” “A Devoted Son” “The Rocking-Horse Winner”</p>
<p>PASS Content Standards</p>	<ul style="list-style-type: none"> - 1.0 Vocabulary- The student will expand vocabulary through word study, literature, and class discussion - 2.1.b Literal Understanding- Explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language) - 2.1.c Literal Understanding- Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts. - 2.1.e Literal Understanding- read silently with comprehension for a sustained period of time - 2.2.b Inferences and Interpretation- describe the development of plot and identify conflicts and how they are addressed and resolved - 2.2.c Inferences and Interpretation- identify influences on a reader’s response to a text (e.g., personal experience and values; perspectives shaped by age, gender, class, or nationality) - 2.3.a Summary and Generalization- Determine the main idea and supporting details by producing summaries of text - 2.3.b Summary and Generalization- use text features and elements to support inferences and generalizations about information - 2.3.d Summary and Generalization- compare and contrast elements of text such as themes, conflicts, and allusions both within and across text - 3.1 Literary Genres- demonstrate a knowledge of and an appreciation for various forms of literature - 3.2.b Literary Elements- Analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both - 3.2.c Literary Elements- analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves) - 3.2.d Literary Elements- evaluate the significance of various literary devices and techniques, including imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), 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 (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past). - 3.4.a Literary Works- analyze and evaluate works of literature and the historical context in which they were written - 3.4.b Literary Works- analyze and evaluate literature from various cultures and broaden cultural awareness - 3.4.c Literary Works- Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work 	

	<ul style="list-style-type: none"> - 3.2.a Mechanics and Spelling- demonstrate correct use of capitals - 3.2.b Mechanics and Spelling- use correct formation of plurals - 3.2.d Mechanics and Spelling- use correct spelling of commonly misspelled words and homonyms - 3.3.a Sentence Structure- use parallel structure - 3.3.f Sentence Structure- use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information - 3.3.g Sentence Structure- effectively use a variety of sentence structures and lengths to create a specific effect <p>- 2.2 Write expository compositions, including analytical essays, historical investigations, and research reports</p>	
<p>PASS Plus (when mastering the above PASS standards, these PASS Plus standards are also mastered)</p>	<p>RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <p>RL 12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	
Possible Learning Activities	Possible Assessments	Essential Questions
Plot Analysis Chart Author’s Purpose Chart Characterization Chart	Quick writes exit tickets	How does the author use plot structure to enhance the meaning of the text?
Academic Vocabulary/Concepts	Proficiency Scales	
Plot analysis, theme, characterization, author’s purpose		