

| Instructional Timeframe:   | Learning Goals  | Suggested Learning Support  |
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| <p style="text-align: center;"><b>Unit 1</b><br/>Characterization/Plot/<br/>Reading Strategies</p> <p style="text-align: center;"><b>25 Days</b></p> | <p><b>Overarching learning goals:</b><br/>                     -I can develop a summary of a passage and identify main ideas and supporting details.<br/>                     -I can analyze complex characters and how they contribute to the theme or advance the plot.<br/>                     - I can analyze a story for its plot structure.</p> <p><b>Overarching language goals:</b><br/>                     -I can write an expository composition with a controlling thesis and supporting details.<br/>                     -I can read for understanding and purpose with fluency and comprehension.<br/>                     -I can speak and listen with peers in small groups to discuss a prompt.</p>  | <ul style="list-style-type: none"> <li>- “Zebra”</li> <li>- “The Rider”</li> <li>- “The Scholarship Jacket”</li> <li>- “Encounter with Martin Luther King Jr.”</li> <li>- “Dirk the Protector”</li> <li>- “Abuelito Who”</li> <li>- Nonfiction articles for PEEC writing</li> </ul> |
| <p style="text-align: center;"><b>PASS Content Standards</b></p>   | <ul style="list-style-type: none"> <li>- <b>1.0 Vocabulary-</b> The student will expand vocabulary through word study, literature, and class discussion</li> <li>- <b>2.0 Fluency-</b> The student will identify words rapidly so that attention is directed to the meaning of the text</li> <li>- <b>3.1.a Literal Understanding-</b> apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level (determine the purpose for reading, use prior knowledge and experience to make connections to text)</li> <li>- <b>3.1.b Literal Understanding-</b> Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).</li> <li>- <b>3.1.c Literal Understanding-</b> show understanding by asking questions and supporting answers with literal information from text</li> <li>- <b>3.3.a Summary and Generalization-</b> summarize the main idea and how it is supported with specific details.</li> <li>- <b>3.3.c Summary and Generalization-</b> recognize the importance and relevance of details on the development of the plot.</li> <li>- <b>3.4.b Analysis and Evaluation-</b> Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions</li> <li>- <b>3.4.c Analysis and Evaluation-</b> Analyze character traits, conflict, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme</li> <li>- <b>3.5 Monitoring and Correction Strategies</b></li> <li>- <b>4.1 Literary Genres-</b> Demonstrate a knowledge of and an appreciation for various forms of literature</li> <li>- <b>4.2.a Literary Elements-</b> Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.</li> <li>- <b>4.2.b Literary Elements-</b> Identify and explain techniques of direct and indirect characterization in fiction</li> <li>- <b>4.2.c Literary Elements-</b> Describe how author’s perspective, argument, or point of view affects the text</li> <li>- <b>4.4 Literary Works-</b> The student will read and respond to historically and culturally significant works of literature</li> <li>- <b>5.1.d Accessing Information-</b> use organizational strategies as an aid to comprehend increasingly difficult content material</li> <li>- <b>3.3.a Mechanics and Spelling-</b> Apply the capitalization rules appropriately in writing</li> <li>- <b>3.3.b Mechanics and Spelling-</b> Punctuate correctly in writing, including: end punctuation, commas, quotation marks, apostrophes</li> </ul> |   |

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|   | <p><b>In Units 1 and 2:</b></p> <p>- <b>2.1 Compose</b> fictional, biographical or autobiographical narratives that:</p> <ul style="list-style-type: none"> <li>a. establish a plot using an action segment to create an effective sequence of events</li> <li>b. establish and develop character(s) and setting</li> <li>c. maintain a consistent point of view</li> <li>d. use a range of narrative devices including dialogue, suspense, anecdotes, or foreshadowing</li> <li>e. adjust tone and style as necessary to make writing interesting and engaging to the audience</li> </ul> |  |   |
| <b>PASS Plus</b>  | <p><b>RL.7.1 Cite several pieces of textual evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.3 Analyze how particular elements of a story</b> or drama interact (e.g., how setting shapes the characters of plot).</p> <p><b>RL 7.6 Analyze how an author develops</b> and contrasts the points of view of different characters or narrators in a text</p>  |  |   |
| <b>Possible Learning Activities</b>   |  | <b>Possible Assessments</b>  | <b>Essential Questions</b>  |
| 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? |
| <b>Academic Vocabulary/Concepts</b>   |  | <b>Proficiency Scales</b>  |   |
| Motivation, trait, internal conflict, external conflict, plot, setting, climax, resolution, main idea, supporting details, evidence |  |  |   |