

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 1</b> Characterization/Plot/ Reading Strategies</p> <p style="text-align: center;"><b>25 Days</b></p>	<p><b>Overarching learning goals:</b>                      - 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><b>Overarching language goals:</b>                      - 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>	<ul style="list-style-type: none"> <li>- “The Treasure of Lemon Brown”</li> <li>- “Flowers for Algernon”</li> <li>- “Who Are You Today, Maria?”</li> <li>- from <i>Harriet Tubman: Conductor of the Underground Railroad</i></li> <li>- “Barbara Frietchie”</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>- show understanding by asking questions and supporting answers with literal information from text</li> <li>- <b>3.3.a Summary and Generalization</b>- determine the main (or major) idea and how those ideas are supported with specific details.</li> <li>- <b>3.3.b Summary and Generalization</b>- paraphrase and summarize text to recall, inform, or organize ideas.</li> <li>- <b>3.4.e Analysis and Evaluation</b>- Analyze character traits, conflicts, motivations, point of view, and changes that occur within the story</li> <li>- <b>3.4.f Analysis and Evaluation</b>- Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved</li> <li>- <b>3.5 Monitoring and Correction Strategies</b></li> <li>- <b>4.1 Literary Genres</b>- The student will demonstrate a knowledge of and an appreciation for various form of literature</li> <li>- <b>4.2.a Literary Elements</b>- Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author’s purpose</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>3.2.a Mechanics and Spelling</b>- Apply the capitalization rules appropriately in writing</li> <li>- <b>3.2.b Mechanics and Spelling</b>- Punctuate correctly in writing, including: commas, quotation marks, apostrophes</li> </ul> <p><b>In Units 1 and 2:</b></p> <ul style="list-style-type: none"> <li>- <b>2.1 Compose</b> narrative text to include short stories, fictional, biographical, or autobiographical narratives that:                             <ul style="list-style-type: none"> <li>a. create and develop a plot or sequence of events using well-chosen details that reveal the significance of each event</li> <li>b. create and develop a character (s), including comparisons, that show the character’s (s’) beliefs and qualities</li> <li>c. create and develop an appropriate point of view (e.g., third person limited or first person point of</li> </ul> </li> </ul>	

	view) d. create and maintain a setting that enhances the narration e. adjust tone and style to make writing more interesting and engaging to the audience f. use a range of narrative devices including dialogue, internal monologue, suspense, specific action, physical and background descriptions, and foreshadowing g. reveal the writer’s attitude about the subject h. use sensory details and precise word choice	
<p><b>PASS Plus</b></p>	<p><b>RL.8.1 Cite the textual evidence</b> that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL. 8.3 Analyze how particular lines</b> of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	
<p><b>Possible Learning Activities</b></p>	<p><b>Possible Assessments</b></p>	<p><b>Essential Questions</b></p>
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?
<p><b>Academic Vocabulary/Concepts</b></p>	<p><b>Proficiency Scales</b></p>	
Motivation, trait, internal conflict, external conflict, plot, setting, climax, resolution, main idea, supporting details, evidence		