Instructional Timeframe:	Learning Goals	Suggested Learning Support
Unit 1 Characterization/Plot **25 Days**	**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. **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.	- "Daughter of Invention" - from *Rosa Parks* - "Pancakes" - "Hamadi" - Nonfiction articles for PEEC writing

PASS Content Standards	**- 1.0 Vocabulary-** Roots, prefixes, and suffixes to determine word meaning; word origins; reference materials; connotative and denotative meaning; context clues
	- 2.1.b Literal Understanding- draw upon own background to provide connections to text
	- 2.1.c Literal Understanding- monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.
	- 2.1.e Literal Understanding- use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts
	- 2.3.a Summary and Generalization- identify 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
	- 3.1 Literary Genres- demonstrate a knowledge of and an appreciation for various forms of literature
	- 3.2.a Literary Elements- recognize the theme (general observation about life or human nature) within a text
	- 3.2.d Literary Elements- Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.
	- 3.2.e Literary Elements- Analyze characters and identify author's point of view
	- 3.2.f Literary Elements- Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read
	- 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
	In Units 1 and 2:
	- 2.2 Write expository compositions, including analytical essays and research reports that:
	   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 date, facts, and ideas.
	   f. identify and address reader's potential misunderstanding, biases, and expectations.	

PASS Plus	**RL.9.1 Cite strong and thorough textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL. 9.3 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.	

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		