

<b>Course:</b> Reading 7 <b>Grade:</b> 7	<b>Overview of Course</b> (Briefly describe what students should understand and be able to do as a result of engaging in this course): Seventh grade Reading is a yearlong course focused on building reading skills so that students can read academic texts, use “real world” documents, and enjoy reading for pleasure. The course focuses on independent reading skills, identifying literary elements, and analyzing author tools. Students build vocabulary, develop and demonstrate comprehension skills, use before, during, and after reading strategies, and demonstrate writing, listening, and speaking skills.
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
 (These “spiral” throughout the entire curriculum.)

<b>Big Idea</b> (A Big Idea is typically a noun and always transferable within and among content areas.)	<b>Standard(s) Addressed</b> (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	<b>Enduring Understanding(s)</b> (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	<b>Essential Question(s)</b> (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)
Reading Literature	<p>CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p> <p>CC.1.3.7.D Determine an author’s purpose in a text and explain how it is conveyed in a text.</p>	<p>Readers identify and analyze themes in literature.</p> <p>Readers consider text information and use evidence from the text in order to make inferences, draw conclusions, and generalize.</p> <p>Readers recognize the elements of literature and recognize the ways in which various elements impact each other and change the story.</p>	<p>How do we identify a theme?            How well did the author convey this theme?            How does this reading compare to others of the same theme?</p> <p>Using our own knowledge, plus the information from the author, what can we infer or conclude? Can we generalize this information?</p> <p>What are the elements of literature?            How do these elements interact together?</p> <p>Why did the author write this text?            What tools did the author use when writing?</p>

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	<p>CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Readers evaluate literature to identify the author's purpose for the text and the tools that the author uses to convey that purpose.</p> <p>Readers understand that text structure may influence the development of a theme, setting, and plot.</p> <p>Readers are aware of unfamiliar vocabulary and/or the connotative and denotative definitions of words and seek to find the correct meanings for the text.</p> <p>Good readers compare an author's use of history to actual historical events in order to evaluate the author's accuracy and purpose.</p> <p>Readers are aware of unfamiliar vocabulary and/or the connotative and denotative definitions of words and seek to find the correct meanings for the text.</p> <p>Readers continually encounter new academic or domain specific vocabulary and add these words to their own vocabularies.</p>	<p>What is the structure of the text? How does this structure impact reading the information?</p> <p>Are there words in this reading that we do not understand? What are the appropriate steps to correcting this problem?</p> <p>Is the author historically accurate? What was the author's purpose? Could this author be biased?</p> <p>Are there words in this reading that we do not understand? What are the appropriate steps to correcting this problem?</p> <p>What academic or domain-specific vocabulary words do we need to learn for this reading?</p>
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Informational Text	CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Readers recognize the central idea(s) of a text and follow the development of that idea(s).	How do we identify the central ideas of a text?
	CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Readers consider text information and use evidence from the text in order to make inferences, draw conclusions, and generalize.	What inferences, conclusions, or generalizations can be made from this text?
	CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.	Readers consider how people, events, and ideas interact.	How do the characters, events, and/or ideas in this text impact each other?
	CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Readers determine the author's point of view and purpose for writing and then consider how the author's position varies from other writers.	What does this author believe about this topic? Is the author trying to influence our thinking?
	CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.	Readers actively engage with text features.	What text features have been included in this reading? How do these features help us to understand?
	CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.	Readers evaluate texts to determine the proper figurative, connotative, or denotative meanings of words.	What did the author intend to say?
	CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.	Readers evaluate an author's argument, reasoning, claims, and relevant evidence to determine soundness and purpose.	Has this author formed a logical, relevant, and valid argument?
	CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.	Readers evaluate the presentations of multiple authors concerning the same topic.	How do these authors compare or contrast in their arguments?

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	<p>CC.1.2.7.J Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>Readers learn and accurately use grade-appropriate academic and domain-specific vocabulary.</p> <p>Readers use various reading strategies to choose the appropriate meaning of multiple-meaning words and phrases.</p>	<p>What vocabulary is necessary to discuss this topic?</p> <p>What is the best approach to reading this text?</p>
Writing	<p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>•Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>•Use sentences of varying lengths and complexities.</li> <li>•Develop and maintain a consistent voice.</li> </ul>	<p>Writers introduce and state opinions.</p> <p>Writers acknowledge opposing arguments and support their claims with logical, relevant evidence using credible resources.</p> <p>Writers organize their claims with reasoning and evidence using words, phrases, and clauses with clarity, and providing a supporting conclusion.</p> <p>Writers use precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p>	<p>Did I create an appropriate introduction to my opinion(s)?</p> <p>Did I include and counter opposing arguments?</p> <p>Did I write with clarity and the appropriate use of various words, phrases and clauses? Did I support my conclusion?</p> <p>Did I use the necessary, appropriate, and concise vocabulary? Did I maintain formal style?</p>

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	<ul style="list-style-type: none"> <li>•Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>•Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>•Use sentences of varying lengths and complexities.</li> <li>•Develop and maintain a consistent voice.</li> <li>•Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p>	<p>Writers create a solid introduction that contains a preview of the information to follow.</p> <p>Writers develop a topic using relevant facts, definitions, concrete details, quotations, and examples that may include graphics and multimedia.</p> <p>Writers organize information, choosing the most appropriate writing strategy and formatting to aid reader comprehension.</p> <p>Writers write with an awareness of language, sentence structure, consistency, and formality.</p> <p>Writers engage the reader by introducing a narrator and/or characters and a specific point of view.</p>	<p>Does my introduction preview my information to follow?</p> <p>Did I support my argument with relevant information? Did I include graphics and/or multimedia where appropriate?</p> <p>What writing strategy did I use? Is this information easy for the reader to follow and understand?</p> <p>Did I use appropriate language and/or sentence structure? Was I consistent in my writing?</p> <p>Is my narrator and/or character(s) interesting to the reader? What point of view is necessary?</p> <p>Have I followed proper narrative form?</p>
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	<p>CC.1.4.7.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p> <p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>•Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>•Use sentences of varying lengths and complexities.</li> <li>•Use precise language.</li> <li>•Develop and maintain a consistent voice.</li> </ul>	<p>Writers use narrative techniques (plot, dialogue, characterization, figurative language) to convey experiences and events.</p> <p>Writers use the natural sequence of events, using transitions, phrases and clauses, and include a conclusion that reflects on the narrative.</p> <p>Writers use stylistic awareness to eliminate redundancy, vary sentence length, use precise language, and maintain consistent voice.</p>	<p>Does my writing follow a logical sequence? Is this easy to read and follow?</p> <p>Is this writing interesting to the reader? Have I used appropriate style?</p>
Using Language	<p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English</p>	<p>Writers use grade-appropriate conventions, grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Have I made any mistakes in grammar or conventions?</p> <p>Have I made any mistakes in grammar or conventions?</p>

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	<p>grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>•Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>•Use sentences of varying lengths and complexities.</li> <li>•Develop and maintain a consistent voice.</li> <li>•Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>•Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>•Use sentences of varying lengths and complexities...</li> <li>•Develop and maintain a consistent voice.</li> </ul>	<p>Writers use grade-appropriate conventions, grammar, usage, capitalization, punctuation, and spelling.</p> <p>Writers use grade-appropriate grammar, usage, capitalization, punctuation, and spelling.</p> <p>Writers use grade-appropriate grammar, usage, capitalization, punctuation, and spelling.</p> <p>Writers have an awareness of the stylistic aspects of composition: precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p> <p>Writers have an awareness of the stylistic aspects of composition: precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p>	<p>Have I made any mistakes in grammar or conventions?</p> <p>Have I made any mistakes in grammar or conventions?</p> <p>Did I use precise language and/or domain-specific vocabulary? Did I remain consistent in a formal style?</p> <p>Did I use precise language and/or domain-specific vocabulary? Did I remain consistent in a formal style?</p>
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	<ul style="list-style-type: none"> <li>•Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>•Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>•Use sentences of varying lengths and complexities.</li> <li>•Use precise language.</li> <li>•Develop and maintain a consistent voice.</li> </ul> <p>CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Writers have an awareness of the stylistic aspects of composition: precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p> <p>Writers use technology (including, but not limited to Internet, collaborative technology, writing and publishing programs) to research, collaborate, and cite sources.</p>	<p>Did I use precise language and/or domain-specific vocabulary? Did I remain consistent in a formal style?</p> <p>What technology can be used as a resource? What technology could be used to present this information?</p>
Analyzing Texts	<p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships</p>	<p>Writers clearly identify the topic and give a preview of what is to follow.</p> <p>Writers use relevant facts, definitions, concrete details, quotations, and graphics/multimedia when developing a topic.</p> <p>Writers use various text organization strategies to aid reader comprehension.</p>	<p>Is my topic clear? Did I give a preview of the following concepts? Did I include the necessary information to relay this topic to my reader?</p> <p>How should my text be organized?</p>

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	<p>among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>•Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>•Use sentences of varying lengths and complexities.</li> <li>•Develop and maintain a consistent voice.</li> <li>•Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>•Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	<p>Writers have an awareness of the stylistic aspects of composition: precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p> <p>Writers acknowledge opposing arguments and support claims with logical reasoning and relevant evidence and credible resources.</p> <p>Writers organize their claims with clear reasoning and evidence; clarify relationships and reasons; and provide a concluding statement.</p> <p>Writers have an awareness of the stylistic aspects of composition: precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p>	<p>Did I use precise language and/or domain-specific vocabulary? Did I remain consistent in a formal style?</p> <p>Have I addressed any opposing arguments? If so, have I used proper evidence as a counter argument?</p> <p>Have I made my reasoning clear? Have I supplied proper evidence? Have I provided a concluding statement?</p> <p>Did I use precise language and/or domain-specific vocabulary? Did I remain consistent in a formal style?</p>
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	<ul style="list-style-type: none"> <li>•Use sentences of varying lengths and complexities.</li> <li>•Develop and maintain a consistent voice.</li> <li>•Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>Writers draw information from literary and informational nonfiction to support analysis, reflection, and research, according to grade level.</p>	<p>Did I use the proper sources to support my point? Did I use a variety of information?</p>
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**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)  
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<b>Month of Instruction</b> (In what month(s) will you teach this unit?)	<b>Title of Unit</b>	<b>Big Idea(s)</b> (A Big Idea is typically a noun and always transferable within and among content areas.)	<b>Standard(s) Addressed</b> (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	<b>Enduring Understanding(s)</b> (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	<b>Essential Question(s)</b> (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	<b>Common Assessment(s)*</b> (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	<b>Common Resource(s)* Used</b> (What resources will all teachers of this unit use to help students understand the Big Ideas?)
August	Course Introduction	Responsibility  Classroom Rules and Procedures  Respect  Communication		Both students and teachers have responsibility in the learning process.  Clear guidelines for behavior are necessary for maintaining order.  People interact peacefully and effectively when they treat each other with respect.  Effective communication includes listening, thoughtful reflection,	What are the responsibilities of a teacher? What are the responsibilities of a student?  Why is it important to have clear guidelines and expectations in a classroom?  Why is it important to treat others with respect?  What are the components of effective communication?		

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	Introduction to Annotating	Good readers interact with text.	<b>CC.1.2.7.A; CC.1.2.7.E; CC.1.2.7.F; CC.1.3.7.F</b>	and responding respectfully.  When reading difficult texts, good readers note items understood and items that are difficult.	What types of annotations help us to monitor our reading comprehension?		Various passages, shorts stories, and poems as chosen by the teacher(s).
<b>Month</b>	<b>Title of Unit</b>	<b>Big Ideas</b>	<b>Standard(s)</b>	<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>	<b>Common Assessment(s)</b>	<b>Common Resource(s)</b>
August through October	<i>The True Confessions of Charlotte Doyle</i>	Loyalty   Growing Up   Reading Strategies*		Loyalty can cause human beings to do unexpected things.   Extraordinary events can cause children to grow up more rapidly than desired.  Readers use various strategies to aide in reading comprehension	How does loyalty make a difference to the characters in the plot?  Who are my true friends and how do I know?  What factors might influence a person to run away from home?  How do reading strategies help improve comprehension?		<i>The True Confessions of Charlotte Doyle</i> by Avi

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		<p>Gender Roles</p> <p>Judgment and Racism</p> <p>Abuse of Authority</p>		<p>People may be treated unfairly based on their gender.</p> <p>Looks can be deceiving.</p> <p>Leaders may be tempted to take advantage of their position and power.</p>	<p>How does a reader choose the appropriate reading strategy?</p> <p>Are there jobs that are considered “just for men” or “just for women”?</p> <p>How did gender influence society’s perception of people in the 1830’s?</p> <p>In what ways does a person’s appearance influence our opinions of that individual?</p> <p>What constitutes a fair trial?</p> <p>In what ways could a ship’s captain abuse his authority in the 1830’s?</p> <p>What protections did a ship’s crew have against an abusive captain in the 1830’s?</p>		

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		Genre*  Communication*	E07.A-C.2.1.2  E07.A-K.1.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	Understanding text structure and genre aids in comprehension.  An effective story engages the reader by setting up questions, tensions, mystery, dilemmas, and/or uncertainty.  Writers do not always say what they mean.  Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning.  The author's purpose and audience influence the use of literary techniques.	How does genre affect the story?  How do readers hook and hold their readers?  How do we find the author's intended meaning?		

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		Vocabulary*	E07.A-V.4.1.1 E07.A-V.4.1.2	Understanding vocabulary is essential for comprehension to take place.	How does learning and using new vocabulary enhance comprehension?		
<b>Month</b>	<b>Title of Unit</b>	<b>Big Ideas</b>	<b>Standard(s)</b>	<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>	<b>Common Assessment(s)</b>	<b>Common Resource(s)</b>
		Figurative Language*  Plot*  -Exposition*  -Conflict*  -Climax*  -Resolution*	E07.A-C.2.1.3  E07.A-K.1.1.3 E07.A-C.2.1.2	Figurative language makes reading and writing more interesting.  Plot is the structure of a story.  -The exposition sets the stage for the drama to follow. -Conflict leads to change. -The climax addresses the conflict. -Conflict leads to resolution	How does an author use figurative language in writing?  What are the various parts of plot?  What does the exposition accomplish?  What changes occur as a result of the conflict?  How can you identify the climax of a story?  Why is the climax important?  Why is it important to have a resolution?		

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		Character and Characterization*	E07.A-K.1.1.3 E07.A-C.2.1.1	Characters may grow and change based on their experiences.  Authors create colorful characters through characterization.	How can readers distinguish between the various types of characters?  How do authors create characters that become real to the reader?  Does the author use characterization effectively?		
		Setting*	E07.A-K.1.1.3 E07.A-C.2.1.2	The setting sets the stage for a work of literature.	How does the setting influence the plot and characters?		
		Point of View*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.A-C.2.1.1	Authors choose to write from a certain point of view for a variety of reasons.	What are the advantages of writing from each point of view?  How can a reader distinguish between points of view?		

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					What factors influence the point of view of a piece of writing?		
		Tone and Mood*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	The tone and mood of a piece of writing influences the way in which it is read.  Tone and mood impact how the reader feels about a piece of writing.	How does a story's tone influence the reader?  How do tone and mood impact a reader's emotions?		
		Theme*	E07.A-K.1.1.2	Authors send a message to the reader through their writing.	In what ways does an author convey theme through writing?		
		Foreshadowing *	E07.A-C.2.1.3	Foreshadowing builds suspense.	Why do authors use foreshadowing?  What examples of foreshadowing		

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		Imagery*	E07.A-C.2.1.3	Authors use imagery to paint a vivid picture in the mind of the reader.	Why do authors use imagery?  How does imagery make reading more interesting?		
		Symbolism*	E07.A-K.1.1.1 E07.A-C.2.1.3	Sometimes, one thing can mean something else.	What symbols are present in the novel?		

NOTE: Items with an asterisk are repeated throughout the year and taught at the teacher's discretion based on student needs.

Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
Optional Unit taught at Teacher Discretion. May be used at any time throughout the school year.	The Thief Lord	Loyalty  Growing Up  Right vs. Wrong		Loyalty can cause human beings to do unexpected things.  Extraordinary events can cause children to grow up more rapidly than desired.  Desperate circumstances can cause people to do things that go against their moral compass.	How does loyalty influence the characters and plot?  What constitutes a home?  What are the pros and cons of being older or younger?  Is stealing for survival ever right?		<i>The Thief Lord by Cornelia Funke</i>

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Reading Strategies*	E07.A-C.2.1.2	<p>Readers use various strategies to aide in reading comprehension.</p> <p>Understanding text structure and genre aids in comprehension.</p>	<p>How do reading strategies help improve comprehension?</p> <p>How does a reader choose the appropriate reading strategy?</p> <p>How does changing genre during a novel add or subtract from a story?</p>		
		Genre*					

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Communication*	E07.A-K.1.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	<p>An effective story engages the reader by setting up questions, tensions, mystery, dilemmas, and/or uncertainty.</p> <p>Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning.</p> <p>The author's purpose and audience influence the use of literary techniques.</p>	<p>How do writers hook and hold their readers?</p> <p>How to we find the author's intended meaning?</p>		

NOTE: Items with an asterisk are repeated throughout the year and taught at the teacher's discretion based on student needs.

		Vocabulary*	E07.A-V.4.1.1 E07.A-V.4.1.2	Understanding vocabulary is essential for comprehension to take place.	How does learning and using new vocabulary enhance comprehension?		
Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Figurative Language*	E07.A-C.2.1.3	Figurative language makes reading and writing more interesting.	How does an author use figurative language in writing?		

NOTE: Items with an asterisk are repeated throughout the year and taught at the teacher's discretion based on student needs.

Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Plot*  -Exposition*  -Conflict*  -Climax*  -Resolution*	E07.A-K.1.1.3 E07.A-C.2.1.2	Plot is the structure of a story.  -The exposition sets the stage for the drama to follow.  -Conflict leads to change.  -The climax addresses the conflict.  -Conflict leads to resolution	What are the various parts of plot? Why is it important for a story to have a plot? What does the exposition accomplish? What changes occur as a result of the conflict?  How can you identify the climax of a story?  Why is the climax important?		

NOTE: Items with an asterisk are repeated throughout the year and taught at the teacher's discretion based on student needs.



Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Character and Characterization*	E07.A-K.1.1.3 E07.A-C.2.1.1	Characters may grow and change based on their experiences.  Authors create colorful characters through characterization.	Why is it important to have a resolution?  How can the reader identify the resolution?  How can readers distinguish between the various types of characters?  How do authors create characters that become real to the reader?		
		Setting*	E07.A-K.1.1.3 E07.A-C.2.1.2	The setting sets the stage for a work of literature.	How does the setting influence the plot and characters?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Point of View*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.A-C.2.1.1	Authors choose to write from a certain point of view for a variety of reasons.	What are the advantages of writing from each point of view?  How can a reader distinguish between points of view?  What factors influence the point of view of a piece of writing?		
		Tone and Mood*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	The tone and mood of a piece of writing influences the way in which it is read.	How do tone and mood impact a reader's emotions?		

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				Tone and mood impact how the reader feels about a piece of writing.			
Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Theme*	E07.A-K.1.1.2	Authors send a message to the reader through their writing.	In what ways does an author convey theme through writing?		
		Foreshadowing*	E07.A-C.2.1.3	Foreshadowing builds suspense.	Why do authors use foreshadowing?  What examples of foreshadowing can be identified in the novel?		
		Imagery*	E07.A-C.2.1.3	Authors use imagery to paint a vivid picture in the mind of the reader.	Why do authors use imagery?  How does imagery make reading more interesting?		

NOTE: Items with an asterisk are repeated throughout the year and taught at the teacher's discretion based on student needs.

		Symbolism*	E07.A-K.1.1.1 E07.A-C.2.1.3	Sometimes, one thing can mean something else.	What symbols are present in the novel?		
Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Literature and Media	E07.A-K.1.1.3 E07.A-C.2.1.2	Adapting a book into a multimedia/stage production involves many challenges and, as a result, differences arise.	What challenges are associated with adapting a book into a movie?  Why are movie versions of books often different from the original story?		

NOTE: Items with an asterisk are repeated throughout the year and taught at the teacher's discretion based on student needs.

Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
November through December	A Christmas Carol	Social Injustice		There are times when the structure of society contributes to social injustice.	<p>Do traditions highlight gaps in the social structure (wealth v. poverty, etc.)?</p> <p>Can social injustices become so commonplace that they are invisible to the members of a society?</p> <p>Can social injustices be corrected?</p>		<i>A Christmas Carol by Charles Dickens</i>

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		<p>The Threat of Time</p> <p>Family</p> <p>Greed, Generosity, and Forgiveness</p> <p>Traditions</p>		<p>The passage of time is inevitable and brings changes that may alter one's current conditions and/or lifestyle.</p> <p>Family, whether biological or chosen, provides humans with emotional connection to others.</p> <p>One's wealth or position in life is not an indicator of happiness.</p> <p>Humans find comfort in repetition or tradition.</p>	<p>How does the passage of time change a society?</p> <p>What defines family?</p> <p>What does this sense of belonging provide to humans?</p> <p>How can success be measured?</p> <p>Do these traits (greed, generosity, or the ability to forgive) impact the quality of one's life?</p> <p>Can tradition be found in day-to-day life?</p>		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Symbolism*		Objects, people, or situations sometimes represent something other than themselves.	How is the term "carol" used as a metaphor?  What do the various child characters represent?  Does age symbolize something for us?		
		Text Structure*		Text structure may be unique to an author and/or a piece of literature.	How do we identify text structure?  How has Dickens structured this story?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Characters and Characterization*		Authors use various methods of characterization to make characters feel real to the reader.	What types of characters are present in the story?  What do the characters represent?  How does the character of Scrooge change throughout this story?		
		Biographies and Primary Source Documents*		Readers know how to find credible and reliable information from a variety of sources.	How do we find reliable/credible information on historical figures or events?  What types of sources might we use?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Genre*	E07.A-C.2.1.2	Genre and text structure may be unique to an author or a novel.	How does genre or text structure affect the story?		
		Communication*	E07.A-K.1.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	An effective story engages the reader by setting up questions, tensions, mystery, dilemmas, and/or uncertainty.  Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning.  The author's purpose and audience influence the use of literary techniques.	How do readers hook and hold their readers?  How do we distinguish the author's intended meaning?		

NOTE: Items with an asterisk are repeated throughout the year and taught at the teacher's discretion based on student needs.

Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Vocabulary*	E07.A-V.4.1.1 E07.A-V.4.1.2	Understanding vocabulary is essential for comprehension to take place.	How does learning and using new vocabulary enhance comprehension?		
		Figurative Language*	E07.A-C.2.1.3	Figurative language makes reading and writing more interesting.	How does an author use figurative language in writing?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Plot*  -Exposition*  -Conflict*  -Climax*  -Resolution*	E07.A-K.1.1.3 E07.A-C.2.1.2	Plot is the structure of a story.  -The exposition sets the stage for the drama to follow.  -Conflict leads to change.  -The climax addresses the conflict.  -Conflict leads to resolution	What are the various parts of plot? Why is it important for a story to have a plot? What does the exposition accomplish?  What changes occur as a result of the conflict?  How can you identify the climax of a story?  Why is the climax important?  Why is it important to have a resolution? How can the reader identify the resolution?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Setting*	E07.A-K.1.1.3 E07.A-C.2.1.2	The setting sets the stage for a work of literature.	How does the setting influence the plot and characters?		
		Point of View*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.A-C.2.1.1	Authors choose to write from a certain point of view for a variety of reasons.	What are the advantages of writing from each point of view?  How can a reader distinguish between points of view?  What factors influence the point of view of a piece of writing?		
		Tone and Mood*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	The tone and mood of a piece of writing influences the way in which it is read. Tone and mood impact how the reader feels about a piece of writing.	How does a story's tone influence the reader?  How do tone and mood impact a reader's emotions?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Theme*	E07.A-K.1.1.2	Authors send a message to the reader through their writing.	In what ways does an author convey theme through writing?		
		Foreshadowing*	E07.A-C.2.1.3	Foreshadowing builds suspense.	Why do authors use foreshadowing?  What examples of foreshadowing can be identified in the novel?		
		Imagery*	E07.A-C.2.1.3	Authors use imagery to paint a vivid picture in the mind of the reader.	Why do authors use imagery?  How does imagery make reading more interesting?		
		Symbolism*	E07.A-K.1.1.1 E07.A-C.2.1.3	Sometimes, one thing can mean something else.	What symbols are present in the novel?		

NOTE: Items with an asterisk are repeated throughout the year and taught at the teacher's discretion based on student needs.

Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Literature and Media	E07.A-K.1.1.3 E07.A-C.2.1.2	Adapting a book into a multimedia/stage production involves many challenges and, as a result, differences arise.	<p>What challenges are associated with adapting a book into a movie?</p> <p>Why are movie versions of books often different from the original story?</p>		

NOTE: Items with an asterisk are repeated throughout the year and taught at the teacher's discretion based on student needs.

Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
January - February	Chasing Lincoln's Killer	Freedom  Truth		Civilized society requires rules and regulations.  Complete freedom does not guarantee happiness.  Truth is subjective.	Why is it necessary to limit personal freedoms in a society?  Why may one person's perception of truth be different from another's?		<i>Chasing Lincoln's Killer</i> by James L. Swanson

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Point of View*	E07.B-C.2.1.1	<p>Authors choose to write from a certain point of view for a variety of reasons.</p> <p>It is important to consider the author's point of view or motive when reading.</p>	<p>What are the advantages of writing from each point of view?</p> <p>Is the author trying to convince the reader of something?</p>		
		Vocabulary*	E07.A-V.4.1.1 E07.A-V.4.1.2	<p>Understanding vocabulary is essential for comprehension to take place.</p>	<p>How does learning and using new vocabulary enhance comprehension?</p>		
		Setting*	E07.B-K.1.1.3	<p>The setting of an event impacts the outcome.</p>	<p>How does the setting affect the characters and/or events?</p>		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Central Ideas and Key Details*	E07.B-K.1.1.3	Ideas may influence individuals and/or events.	How do the people and/or events in this writing influence each other?		
		Literature and Media	E07.A-K.1.1.3 E07.A-C.2.1.2	Adapting a book into a multimedia/stage production involves many challenges and, as a result, differences arise.	What liberties do the media take when reporting an event?  How accurately do movies portray historical events?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
Embedded into Literature Units.	Poetry	Communication*	E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	Poetry allows the writer to express him/herself.	What inspires writers to write poetry?		
		Interpretation	E07.A-C.2.1.2 E07.A-K.K.1.1.1	Poetry is open to the interpretation of the reader.	How do you read a poem?  What influences the reader's interpretation of a poem?		
		Figurative Language*	E07.A-K.1.1.1 E07.A-C.2.1.3	Figurative Language makes reading and writing more interesting.	How does an author use figurative language in writing?		
		Tone and Mood*	E07.A-K.1.1.3	The tone and mood of a poem influence the way in which it is read.  Tone and mood impact how the reader feels about the poem.	How does a poem's tone influence the reader?  How do tone and mood impact a reader's emotion?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Imagery*	E07.A-K.1.1.3	Imagery allows the reader to picture what is happening.	How do poets use imagery to enhance poems?		
		Theme*	E07.A-K.1.1.2	Authors send a message to the reader through their writing.	In what ways does an author convey theme through poetry?		
		Point of View*	E07.A-C.2.1.1	Authors choose to write from a certain point of view for a variety of reasons.	What are the advantages of writing from each point of view?		
		Vocabulary*	E07.A-V.4.1.1 E07.A-V.4.1.2	Understanding vocabulary is essential for comprehension to take place.	How does learning and using new vocabulary enhance comprehension?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
March through April	Literacy Skills	Text Organization*	E07.B-C.2.1.2	Understanding how text is organized improves reading comprehension.	How does understanding text organization aide in reading comprehension?  How can the reader distinguish the organizational pattern of the text?		
		Vocabulary*	E07.B-V.4.1.1 E07.B-V.4.1.2	Understanding vocabulary is essential to reading comprehension.	How does learning and using new vocabulary enhance comprehension?		
		Bias and Propaganda*	E07.B-C.3.1.1 E07.B-C.3.1.2	Bias and propaganda influence the way people think, feel, and act.	What techniques do writers use to influence people? Why is it important to be able to identify bias and propaganda?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
April through June	Hoot	Loyalty  Growing Up  Environment		Loyalty can cause human beings to do unexpected things.  Extraordinary events can cause children to grow up more rapidly than desired.  Preserving the environment is important to the future of the planet.  The actions of humans may cause some plants and/or animals to become endangered.	How does loyalty make a difference to the characters and plot?  What are the advantages and disadvantages of children living without adults?  How does parental support influence a child's decisions or actions?  In what ways can we help preserve the environment?  How do human actions cause plants and/or animals to become endangered?		<i>Hoot by Carl Hiaasen</i>

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Bullying		It takes courage to stand up to a bully.	How can we help prevent bullying?		
		Right and Wrong		The line between what is right and what is wrong is sometimes difficult to see.	What should we do if someone we know is being bullied? Does the end justify the means?		
		Reading Strategies*		Readers use various strategies to aide in reading comprehension	How do reading strategies help improve comprehension? How does a reader choose the appropriate reading strategy?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Vocabulary*	E07.A-C.2.1.3	Understanding vocabulary is essential for comprehension to take place.	How does learning and using new vocabulary enhance comprehension?		
		Figurative Language*	E07.A-C.2.1.3	Figurative language makes reading and writing more interesting.	How does an author use figurative language in writing?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Plot*  -Exposition*  -Conflict*  -Climax*  -Resolution*	E07.A-K.1.1.3 E07.A-C.2.1.2	Plot is the structure of a story.  -The exposition sets the stage for the drama to follow. -Conflict leads to change. -The climax addresses the conflict. -Conflict leads to resolution.	What are the various parts of plot?  Why is it important for a story to have a plot? What does the exposition accomplish? What changes occur as a result of the conflict?  How can you identify the climax of a story?  Why is the climax important? Why is it important to have a resolution?  How can the reader identify the resolution?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Character and Characterization*	E07.A-K.1.1.3 E07.A-C.2.1.1	Characters may grow and change based on their experiences.  Authors create colorful characters through characterization.	How do readers distinguish between different types of characters? How do authors effectively use methods of characterization?		
		Setting*	E07.A-K.1.1.3 E07.A-C.2.1.2	The setting sets the stage for a work of literature.	How does the setting influence the plot?		
		Point of View*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.A-C.2.1.1	Authors choose to write from a certain point of view for a variety of reasons.	What are the advantages of writing from each point of view?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Tone and Mood*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	The tone and mood of a story influence the way in which it is read.  Tone and mood impact how the reader feels about the story.	What does the story's tone influence the reader?		
		Imagery*	E07.A-C.2.1.3	Imagery allows the reader to picture what is happening.	How does imagery make reading more interesting?		
		Theme*	E07.A-K.1.1.2	Authors send a message to the reader through their writing.	In what ways does an author convey theme through writing?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Foreshadowing*	E07.A-C.2.1.3	Foreshadowing builds suspense.	Why do authors use foreshadowing?  What examples of foreshadowing can be identified in the novel?		
		Symbolism*	E07.A-K.1.1.1 E07.A-C.2.1.3	Sometimes, one thing can mean something else.	What symbols are present in the novel?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Literature and Media	E07.A-K.1.1.3 E07.A-C.2.1.2	Adapting a book into a multimedia/stage production involves many challenges and, as a result, differences arise.	What challenges are associated with adapting a book into a movie?  Why are movie versions of books often different from the original story?		

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