Reading 7 Curriculum

Unit 1

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
45 Days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What is the difference between fiction and nonfiction?	**Fiction vs. Nonfiction**	Analyze whether or not a statement can be proven Compare and contrast fiction and nonfiction Define literary terms associated with fiction and nonfiction	Reader's Journey pages 6—7 Teacher generated resources	Fiction Nonfiction Elements of Fiction Elements of Nonfiction	CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 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. E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas. CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How can a reader determine the meaning of unknown words?	**Context Clues**	Use academic vocabulary to aid interpretation of language and texts Ask questions to identify context clues Use context clues to infer the meanings of unfamiliar words and phrases while reading	Reader's Journey pages 8—9 Teacher generated resources "After the Tsunami"	Clarify Verify Context Context Clues	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. E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a.Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b.Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c.Determine the meaning of technical words and phrases used in a text. E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on

							meaning and tone. CC.1.3.7.I 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. E07.A.V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a.Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b.Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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. E07.A.V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a.Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b.Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How can a reader determine the meaning of unknown words?	**Suffixes**	Recognize and utilize strategies for discovering the meaning of words Recognize the suffixes -ize, -tion, and -able and know their meanings Add the suffixes -	Reader's Journey pages 14—15 Teacher generated resources	Suffix Root Word Etymology	E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a.Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

				ize, -tion, and -able to word roots to form words with specific meanings			b.Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c.Determine the meaning of technical words and phrases used in a text.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What are the elements of a narrative text?	**Narrative Texts (character, setting, conflict, plot)**	Define and identify character, setting, conflict, and plot Mark text while reading Synthesize notes marked on a text	Reader's Journey pages 18—21 Teacher generated resources "Escape from the Tower of London"	Narrative Character Setting Conflict Plot	CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What are the different types of conflict?	**Conflict**	Define, identify, and analyze conflict and resolution in fiction Distinguish between external and internal conflict Track the development and resolution of conflict by marking text while reading	Reader's Journey pages 30—31 Teacher generated resources "The Drum" "After Twenty Years"	Conflict Resolve External Conflict Internal Conflict	CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does a following step-by-step instruction aid a reader in reaching a desired outcome?	**Analyzing an Informational Texts**	Interpret step-by-step instructions on how to perform a specific task Analyze the text and graphic structures of an informational text Give and follow complete and detailed step-by-step instructions	Reader's Journey pages 42—43 Teacher generated resources		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. E07.B-K.1.1.1 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. 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. E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas. CC.1.2.7.L Analyze how two or more authors present and interpret facts on the same topic.
Unit 1: Mid-Unit Assessment							

	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What are author's purposes for writing?	**Author's Purpose**	Analyze and evaluate purposes authors have for writing Identify the author's purpose in a passage using text clues	Reader's Journey pages 54—55 Teacher generated resources "Laptops vs. Learning"	Establish Convince Interpret To inform To persuade To entertain To reflect	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. E07.B-C.2.1.1 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. CC.1.3.7.D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	From which perspective is a story told? How does a reader differentiate between characters?	**Character and Point of View**	Identify literary characters as major, minor, dynamic, static, round, or flat Identify the point of view used by a narrator Analyze reading passages by marking text for	Reader's Journey pages 60—63 Teacher generated resources "Stolen Day" "The Legend of Sleepy Hollow" (play and video)	Character Major character Minor character Protagonist Antagonist Dynamic character Static character Round character Flat character Point of view Narrator First person point of view	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. E07.B-C.2.1.1 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. CC.1.3.7.C Analyze how particular elements of a story or

				character and point of view		Second person point of view Third person point of view - omniscient - limited	drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). CC.1.3.7.D Determine an author's purpose in a text and explain how it is conveyed in a text. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. CC.1.3.7.G Analyze how the structure of a text contributes To the development of theme, setting and plot.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does setting influence mood?	**Setting and Mood**	Identify sensory language in literature Analyze how authors use imagery to create setting and mood Describe how setting helps to convey mood	Reader's Journey pages 72—73 Teacher generated resources "An American Childhood"	Setting Mood Imagery Images Sensory Details	CC.1.3.7.C Determine an author's purpose in a text and explain how it is conveyed in a text. E07.A-K.1.1.3 Analyze how particular elements of a story, drama or poem interact (e.g., how the setting shapes the characters or plot).

	**Unit 1 Assessment**

| | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. | What skills are needed in order to become an accomplished reader? | **Novel Study**
• **Oral reading**
• **Independent reading**
• **Partner/Group reading**
• **Comprehension**
• **Fluency** | Read orally and independently to increase fluency

Demonstrate comprehension through a variety of classroom activities | *Drums, Girls, & Dangerous Pie* by Jordan Sonnenblick

Teacher generated resources | Selected terms from the novel | CC.1.3.7.K
Read and comprehend literary fiction on grade level, reading independently and proficiently. |

| **Unit 2** |

Estimated Unit Time Frames	**Big Ideas**	**Essential Questions**	**Concepts (Know)**	**Competencies (Do)**	**Lessons/ Suggested Resources**	**Vocabulary**	**Standards/ Eligible Content**
45 Days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	Does every conflict have a winner?	**Elements of a Novel**	Identify whether or not all conflicts have a clear winner. Name the key elements of novels. Compare and contrast the key elements of short stories and novels.	Reader's Journey pages 98-101 Teacher generated resources	Novel Short Story Conflict Characters Plot Setting Mood Theme	CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). CC.1.3.7.K Read and comprehend

							literary fiction on grade level, reading independently and proficiently.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does making predictions increase comprehension?	**Making Predictions**	Use text structure, visual cues, graphic aids, and key words to make predictions. Support predictions with information and facts. Verify and modify predictions during and after reading a text.	Reader's Journey, pages 102-104 Teacher generated resources "Surfing's Dynamic Duo"	Modify Verify Formulate Preview Predict	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. E07.B-K.1.1.1 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.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How is a prefix similar to a suffix? How does an affix change the meaning of a word?	**Prefixes**	Choose the appropriate prefix to add to a word to fit a given definition. Use the definition of the prefixes con-, sub-, and ob- to help determine the meaning of a new word. Complete a definition map to	Reader's Journey, pages 108-109 Teacher generated resources	Prefix Root Word Etymology	CC.1.2.7.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. E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context

				find three components of a word's definition.			(e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel) c. Determine the meaning of technical words and phrases used in a text. 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. E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

							grade 7 reading and content, choosing flexibly from a range of strategies.
							a.Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
							b.Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
							c.Determine the meaning of technical words and phrases used in a text.
							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.
							E07.A-C.3.1.1 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.
							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. E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a.Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b.Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction	What are the elements of plot?	**Plot**	Identify the elements of plot. Analyze plot while reading. Use context clues to define reading.	Reader's Journey, pages 112-113. Teacher generated resources "Rules of the Game"	Plot Conflict Plot Pyramid Exposition Rising Action Climax Falling Action Resolution	CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting

	between reader and text.						shapes the characters or plot). CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What purpose does flashback serve in writing? What effect does foreshadowing have on predictions?	**Flashback and Foreshadowing**	Identify an example of a flashback in writing. Analyze an example of a flashback to determine its purpose. Identify an example of foreshadowing and predict its outcomes.	Reader's Journey, pages 126-129 Hunger Games excerpt flashback activity "Trombones and Colleges"	Flashback Foreshadowing	CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

	Unit 2: Mid-Unit Assessment						
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What is an inference? What influence does making inferences have on predictions?	**Making Inferences**	Use academic vocabulary when making inferences. Mark reading passages to identify information useful for making inferences. Combine text information and background knowledge to make inferences. Use inferences from the reading passage to support predictors.	Reader's Journey, pages 148-150 Teacher generated resources "What are Memories Made Of"	Infer Assume Conclude Inferences Conclusions Assumption	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. E07.B-K.1.1.1 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. CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. 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. E07.A-K1.1.1 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. CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What are the methods of characterizatio n? What are the types of irony?	**Characterization and Understanding Irony**	Identify methods of direct and indirect characterization. Analyze characterization details to draw conclusions about characters in reading. Define and recognize dramatic, situational, and verbal irony.	Reader's Journey, pages 154-158 Teacher generated resources "An Hour with Abuelo"	Characterization Direct characterization Indirect characterization Dynamic characterization Static characterization Irony Verbal irony Situational irony Dramatic irony	CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What is theme? What is the difference between direct and implied themes?	**Theme**	Identify literary theme as a message or insight about life. Differentiate between direct and implied themes. Identify themes in reading passages.	Reader's Journey, pages 166-167 Teacher generated resources "The Luckiest Time of All"	Theme	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. E07.B-K.1.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective

					Compare themes in two literary works.			summary of the text.
								E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).
								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.
								E07.A-K.1.1.2 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.
								E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plots).
								CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

			Unit 2 Exam				
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What skills are needed in order to become an accomplished reader?	**Novel Study** • **Oral reading** • **Independent reading** • **Partner/Group reading** • **Comprehension** • **Fluency**	Read orally and independently to increase fluency Demonstrate comprehension through a variety of classroom activities	*Stargirl* by Jerry Spinelli	Selected terms from the novel	CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

			Unit 3				
Estimated Unit Time Frames	**Big Ideas**	**Essential Questions**	**Concepts (Know)**	**Competencies (Do)**	**Lessons/Suggested Resources**	**Vocabulary**	**Standards/Eligible Content**
50 Days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between	What are the four types of nonfiction writing? In what can nonfiction writing be organized?	**Introduction to Nonfiction**	Identify four types of nonfiction writing and the function of each Explain various forms for organizing nonfiction	Reader's Journey pages 194-195 Teacher generated supplements	Nonfiction Narrative Expository Persuasive Reflective Main Idea Supporting Details Chronological Order Cause and Effect Compare and Contrast	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. E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to

	reader and text.					Scan Skim	the whole and to the development of the ideas. CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What is the difference between a fact and an opinion? How do authors incorporate facts and opinions to achieve their purpose?	**Fact and Opinion**	Define fact and opinion Distinguish between fact and opinion Evaluate an argument that uses fact and opinion	Reader's Journey pages 196-199 Teacher generated supplements	Fact Opinion Evaluate Investigate Credible Objective Subjective Biased	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. E07.B-C.3.1.2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and	How do authors match writing style to audience and purpose? What shapes an author's style?	**Author's Style/Voice**	Compare and contrast elements of style Examine how an author's style helps to express his or her ideas	Reader's Journey pages 204-211 Teacher generated supplements "Melting Pot"	Style Voice Diction Tone	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. E07.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or position from that of others.

	text.						E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word chose on meaning and tone.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What is the difference between a biography and an autobiography? What effect does historical context have on a text?	**Biography/ Autobiography**	Differentiate between a biography and an autobiography Identify the historical context of a passage Analyze the role of historical context in biographies and autobiographies Compare and contrast reading passages	Reader's Journey pages 212-229 Teacher generated supplements "Harriet Tubman: The Railroad Runs to Canada" "Red Scarf Girl"	Biography Autobiography Memoir Autobiographical Narrative Historical and Cultural Context	CC.1.2.7.C 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. E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
Unit 3: Mid-Unit Assessment
	Comprehension requires and enhances critical thinking	What role do supporting details play in identifying the	**Main Idea and Supporting Details**	Define main idea and supporting details	Reader's Journey pages 238-243 Teacher generated	Main Idea Supporting Details Imply Specify	CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the

	and is constructed through the intentional interaction between reader and text.	main idea of a text?		Identify main idea, whether stated or implied Identify main idea and supporting details within a text Analyze main idea and supporting details using a graphic organizer	supplements "The Black Blizzards"	Indicate	course of the text; provide an objective summary of the text. E07.B-K.1.1.2 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.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What are the most notable ways of organizing information in expository text?	**Expository Text**	Recognize expository text Differentiate between methods for organizing expository text Analyze reading passages to determine methods used for organization Analyze reading passages to determine the author's purpose for writing	Reader's Journey pages 244-251 Teacher generated supplements "The Shut-Out"	Expository Text Cause and Effect Chronological Compare and Contrast Problem and Solution	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. E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.
	Comprehension requires and enhances critical thinking	What are some persuasive techniques	**Persuasion**	Identify features of persuasion Differentiate	Reader's Journey pages 252-259 Teacher generated	Persuasion Position Logical Appeals Emotional Appeals	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

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/Suggested Resources	Vocabulary	Standards/Eligible Content
	and is constructed through the intentional interaction between reader and text.	and appeals utilized in a persuasive text? How are the various forms of propaganda utilized to influence a reader?		between logical, emotional, and ethical appeals in persuasion Identify propaganda and its methods Analyze reading passages for persuasive techniques	supplements	Ethical Appeals Propaganda Bandwagon Effect Glittering Generalities Testimonials Slander Argument	that of others. E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas. 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. E07.B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Unit 3 Exam

Unit 4

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/Suggested Resources	Vocabulary	Standards/Eligible Content

| 25 Days | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. | How can adequate knowledge of literary elements increase a reader's comprehension of a novel? | **Novel Study**
• **Narrative Elements (setting, character, conflict, plot, theme)**
• **Character/ Characterization**
• **Predictions**
• **Foreshadowing**
• **Inferences**
• **Theme** | Identify and analyze the elements of a narrative

Identify and analyze types of characters

Identify and analyze methods of characterization

Formulate predictions and confirm or adjust based the text

Identify examples of foreshadowing and predict outcomes

Make inferences based on prior knowledge and information from the text

Identify and analyze themes in the novel | *Flush* by Carl Hiaason | Selected terms from the novel | CC.1.3.7.C
Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

E07.A-K.1.1.3
Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

CC.1.3.7.K
Read and comprehend l8iterary fiction on grade level, reading independently and proficiently.

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.

E07.A-K.1.1.1
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.

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. E07.A-K.1.1.2 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.
15 Days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	In what ways is characterization utilized to portray Greek Gods in mythology?	**Use Greek mythology to determine methods of characterization**	Apply prior knowledge of character and characterization to identify a Greek God's portrayal in a myth	Various Greek myths Reading Component of Cross-Curricular Project	Indirect characterization Direct characterization	CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).