

ELA Grade 7 (dev. June 2019)					
PA Core Eligible Content	Theme / Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
<p>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.</p> <p>A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	Using context clues; making predictions; understanding roots, prefixes, and suffixes; determining part of speech consider connotation vs. denotation	Vocabulary Workshop	N/A	<p>Note-taking, reading for context clues, using words in context, applying word parts' meaning</p> <p>Day 1 - preview Set A words 1-5</p> <p>Day 2 - preview Set A words 6-10</p> <p>Day 3 - Set A Using Context and Choosing the Right Word</p> <p>Day 4 - Set A Completing the Sentence</p> <p>Day 5 - Preview Set B words 1-5</p> <p>Day 6 - Preview Set B words 6-10</p> <p>Day 7 - Set B Using Context and Choosing the Right Word</p> <p>Day 8 - Set B Completing the Sentence</p> <p>Day 9 - Synonyms/Antonyms (as review)</p> <p>Day 10 - Review</p> <p>Day 11- Test</p>	End-of-unit assessments (completing the sentence and identifying part of speech in usage); exit slip for word parts & using context
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D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Sentence Types/Structure	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.1.1.9 Ensure subject-verb and pronoun-antecedent agreement.	Agreement	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.1.1.6 Recognize and correct inappropriate shifts in verb tense.	Using Verbs	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.	Using Pronouns	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).					
D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.	Phrases	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.	Clauses	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Using Modifiers	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.1.2.2 Spell correctly.	Capitalization	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.1.2.1 Use a comma to separate coordinate adjectives.	Punctuation: end marks, commas, semicolons, and colons	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.					
D.1.2.4 Use punctuation to separate items in a series.					
D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	Punctuation: underlining/italics, quotation marks, apostrophes, hyphens, parentheses, brackets, and dashes	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.2.1.4 Choose punctuation for effect.					

D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). D.1.2.2 Spell correctly.	Spelling: Homophones and commonly confused words	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.	Writing effective sentences, eliminating wordiness	Warriner's Handbook: First Course Ready Common Core 7	NF - reference	Direct instruction, modeling, note-taking, guided practice, independent practice	Exit slips Refresher tests of previous lesson before current one
PA Core Eligible Content	Theme / Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities	Assessments
A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Introduction to close "reading"/ focus on what is an inference (define and explain how to make one)	Juanita's Bodega https://www.puzzlewarehouse.com/Juanitas-Bodega-3316-1cea.html	F	Picture Close-viewing activity - view a photo 3x reading/viewing with a purpose	Exit slip-inference
A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Close "reading" & introduction to analysis Author's purpose Inference and text evidence	"For the Birds" Pixar Short Film	F	Close viewing as introduction to analysis (interaction of elements)	Exit slip-inference
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. 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. B-C.2.1.1 Determine an author's point of view or purpose in a text.	Annotating / margin notes Summarizing Author's purpose Inference and text evidence	"Now That's a Sandwich!: How to Make Your Characters into Characters by Jordan Sonnenblick (LA+ supplement?)	NF	Getting into a writer's head and annotating Modeling #summary notes Reading for the gist and close-reading to understand the author's purpose	Exit slip-inference and text evidence
A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 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.	Characterization methods Making inferences Citing text evidence Annotating / margin notes Summarizing Author's Purpose	First excerpt: Pages 1-6 Second excerpt: Pages 269-273 <i>Drums</i> excerpts show development of Steven as a character (direct and indirect characterization, reinforce inference and textual evidence)	F	STEAL methods of characterization point of view analysis	
E.1.1.1 Introduce text(s) for the intended audience, state an opinion, and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E.1.1.2 Develop the analysis using relevant evidence from text to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Introduction to analysis writing and I-C-E strategy Making inference Citing text evidence	First excerpt: Pages 1-6 (use as model for exemplar, teacher-created Second excerpt: Pages 269-273 (students use for analysis response, not cold read) Drums excerpts of development of Steven as a character	F	Annotating exemplar response, analysis paragraph using ICE strategy	What adjective describes Steven at the end of the novel? Provide text support to explain your answer.
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.; *indicates PLUS text)	Genre (F, NF, P, D)	Activities/Skills	Assessments

<p>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.</p> <p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters.</p>	<p>Characterization</p>	<p>Chapters 1-2</p>	<p>F</p>	<p>Anticipation guide / line-ups (hook) Characterization chart (STEAL) jigsaw Point of view (first person vs. third person)</p>	<p>Check-in quiz Exit slip</p>
<p>B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.</p> <p>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.</p> <p>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).</p> <p>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.</p>	<p>Characterization (connection to reading assignment in <i>The Outsiders</i>) Point of view Perspective</p>	<p>"Herd Behavior" by Common Lit staff</p>	<p>NF</p>	<p>Margin notes, discussion, making connections between this article and <i>The Outsiders</i>, chapters 1-2</p>	<p>exit slip</p>
<p>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.</p> <p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters</p> <p>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).</p>	<p>Characterization Point of view Perspective</p>	<p>Chapter 3-4</p>	<p>F</p>	<p>Paired and small-group discussion Point of view analysis Review I-C-E (transitions mini-lesson) Paragraph analysis writing (Cherry and Ponyboy's differing perspectives)</p>	<p>Check-in quiz exit slip paragraph analysis writing with student paired Swap & Score and exemplar analysis</p>
<p>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.</p> <p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters</p> <p>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).</p> <p>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.</p>	<p>Characterization / character change Point of view Impact of setting Developing theme -connection to "Nothing Gold Can Stay"</p>	<p>Chapters 5-6</p>	<p>F</p>	<p>Targeted passage analysis</p>	<p>Check-in quiz class set of notes small-group discussion multiple-choice quiz brief analysis writing</p>

<p>A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.</p> <p>A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Poetry features (stanzas, rhyme, alliteration, assonance, etc.) Theme</p>	<p>"Nothing Gold Can Stay" by Robert Frost Optional text for cold read application or exit slip: "I Dream a World" by Langston Hughes (or LA+ extension)</p>	<p>P</p>	<p>Margin notes Poetry analysis (sound and structure & devices)</p>	<p>Poetry cold read and multiple-choice assessment</p>
<p>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.</p> <p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters</p> <p>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).</p> <p>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.</p>	<p>Characterization Character perspectives Interaction of elements--character, setting, and plot</p>	<p>Chapters 7-8</p>	<p>F</p>	<p>Paired and small-group discussion Read aloud Targeted passage analysis (pages 115-118)</p>	<p>Check-in quiz Close-reading questions (LA7) brief analysis writing (LA7+)</p>
<p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters</p> <p>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).</p>	<p>Characterization Point of view Theme Impact of plot events on character development</p>	<p>Chapter 9 - 10</p>	<p>F</p>	<p>RAFT writing (eulogy), TDAQ paired discussion</p>	<p>reading check-in quiz exit slip RAFT eulogy (writing in perspective of character)</p>
<p>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.</p> <p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters</p> <p>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).</p> <p>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.</p>	<p>Character (change/ development) Point of view / perspective Plot development Theme</p>	<p>Chapter 11-12</p>	<p>F</p>	<p>brief analysis writing, development of a one-pager to show and explain development of theme in <i>The Outsiders</i>, gallery walk</p>	<p>reading check-in quiz, one-pager on theme with visuals</p>

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<p>E.1.1 Text-dependent analysis standards</p> <p>D.2.1.3 Maintain consistency in style and tone.</p>	Text-dependent analysis essay	excerpt from <i>Little Women</i>	F	Analytical writing	TDA cold read response
<p>E.1.1 Text-dependent analysis standards</p> <p>D.2.1.3 Maintain consistency in style and tone.</p>	Culminating Text-dependent analysis essay	<i>The Outsiders</i> <i>Drums, Girls, and Dangerous Pie</i> (use for anchor text, exemplar response)	F	Developing a plan for writing / outlining, effective introductions (ranking samples and small-group discussion), "make a case" / finding quality textual evidence, effective conclusions (ranking samples and paired discussion), analytical essay writing process	TDA summative response
<p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).</p>	Film analysis: role of music / impact on the viewer	<i>The Outsiders</i> film adaptation directed by Francis Ford Coppola song lyrics from soundtrack	F (film)	Movie analysis, stopping points for turn and talk & class discussion (Lyrics: Why is this song a good fit for Ponyboy, Dally, etc.?) LA+ Extension: If you were the producer of a modern version of <i>The Outsiders</i> , which songs would you select for which events? Why?	movie notes, brief written response
<p>C.1.1 all</p> <p>D.2.1.3 Maintain consistency in style and tone.</p>	Argumentative writing / speech	excerpts from banned book commentary on <i>The Outsiders</i> sample podcast (need to find)	NF	Listen to a podcast & discuss purpose of this media, argumentative writing / develop a "script" with claim and reasons, and record a podcast to share opinion	Should <i>The Outsiders</i> be banned from middle schools? Use evidence from the text and personal experiences to support your claim.
<p>B-V.4.1 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.</p> <p>B-C.2.1.3 Determine how the author uses the meanings 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.</p>	Determine meaning of unknown words using context clues Identify figurative language (naming technique) Explain intended meaning in context	<i>The Outsiders</i>	F	Defining pertinent and challenging vocabulary (teacher-identified), explaining use of figurative and/or connotative words in context, think-pair-share	Exit slip
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<p>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.</p> <p>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.</p> <p>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)</p> <p>B-C.2.1.3 Determine how the author uses the meanings 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.</p> <p>B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author distinguishes her position from that of others.</p> <p>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 ideas.</p>	<p>What is a memoir? Purpose of a prologue Voice Author's word choice (sensory details)</p>	<p>Prologue "On Beginning a Memoir" by Debra Gwartney</p>	<p>NF</p>	<p>Anticipation guide (hook for book), four corners Close reading Making inferences Write-Pair-Share</p>	<p>Discussion, formative</p>
<p>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.</p> <p>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.</p> <p>B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author distinguishes her position from that of others.</p>	<p>Central idea Supporting details Author's purpose</p>	<p>Part 1</p>	<p>NF</p>	<p>Central idea / supporting detail jigsaw group work (as model for assignment to become homework in next chunk)</p>	<p>Reading check-in quiz Completed central idea / supporting detail template (class set of notes) Exit slip</p>
<p>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.</p> <p>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.</p> <p>B-C.2.1.3 Determine how the author uses the meanings 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.</p> <p>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.</p>	<p>Summary Author's purpose / claim Opposing claim</p> <p>Identify and understand author's use of figurative meanings Connotative words Technical terms</p>	<p>"Before Malala" by William Dalrymple</p>	<p>NF</p>	<p>Annotating (margin notes) and think-pair-share, word meanings discussion with chart paper examples</p> <p>Acrostic poem in small groups (Who is Malala? identifying traits based on what we have read)</p>	
<p>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.</p>	<p>What is an anecdote? Author's purpose</p>	<p>Part 1 LA7: Pgs. 14-15 LA7+: Chp. 13 magic pencil anecdote</p>	<p>NF</p>	<p>Write an analysis paragraph, using ICE, swap and score using Collins scoring guide</p>	

<p>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.</p> <p>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.</p>	<p>Central idea Supporting details Author's purpose</p>	<p>Part 2</p>	<p>NF</p>	<p>Central idea / supporting detail small-group and class discussion</p>	<p>Reading check-in quiz Completed central idea / supporting detail template</p>
<p>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).</p> <p>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).</p> <p>B-C.2.1.3 Determine how the author uses the meanings 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.</p>	<p>Individuals, ideas, and events affect one another</p> <p>Extra: What is propaganda? Propaganda techniques</p>	<p>Part 2 Pg. 39-41 "Radio Mullah" Pg. 44-top of 47 "The Taliban in Swat"</p>	<p>NF</p>	<p>Write-pair-share Class discussion Extra: View political cartoons</p>	<p>Exit slip (Extra: Gallery Walk of political cartoons/propaganda)</p>
<p>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).</p> <p>A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>Making inferences Understanding stage directions Understanding how parts of a drama affect the meaning (theme) Making connections between texts</p>	<p>Excerpt from "The Diary of Anne Frank" by Frances Goodrich and Albert Hackett (introduction to elements of drama)</p> <p>"The Monsters Are Due on Maple Street" by Rod Serling (text and/or Twilight Zone episode)</p>	<p>D</p>	<p>Close reading Making inferences</p>	<p>Exit slip Multiple choice and analysis paragraph</p>
<p>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.</p> <p>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.</p>	<p>Central idea / supporting details Author's purpose Compare / contrast texts</p>	<p>Part 3</p>	<p>NF</p>	<p>Central idea / supporting detail small-group and class discussion</p>	<p>Reading check-in quiz Completed central idea / supporting detail template (class set of notes)</p>
<p>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).</p>	<p>Individuals impact on others</p>	<p>Part 3 Pg. 91-92 (target passage)</p>	<p>NF</p>	<p>Analyze how individuals, events, and/or ideas in a text affect one another Use evidence from part 3 only Written response, pair-share</p>	<p>Student written responses Exit slip</p>

<p>B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author distinguishes her position from that of others.</p> <p>B-C.2.1.3 Determine how the author uses the meanings 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.</p> <p>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</p> <p>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.</p>	<p>Malala blog entries: Author's point of view Author's purpose Development of point of view</p> <p>Argumentative texts: Claim, reasons, evidence (counterargument & rebuttal) Evaluating an argument</p>	<p>http://news.bbc.co.uk/2/hi/south_asia/7834402.stm</p> <p>"Should Instagram Get Rid of Likes?" (Yes and No responses) from Scholastic SCOPE magazine-Sept. 2019</p>	<p>NF</p>	<p>Analyze entries from Malala's blog Small-group and class discussion</p> <p>Annotating (find claim, evidence, counterargument & rebuttal) Class online discussion response (Google question---who makes the stronger argument?)</p>	<p>Exit Slip (evaluating argument)</p>
<p>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.</p> <p>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.</p> <p>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).</p> <p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters</p>	<p>Making inferences Understanding characters and plot Making connections between genres</p>	<p>"Polly Sits Tight" by Ethel M. Caution</p>	<p>F</p>	<p>Annotating, close reading, text-dependent questions, top hat organizer</p>	<p>Written response that describes connections between fictional character and real figure</p>
<p>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.</p> <p>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.</p> <p>A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.</p> <p>A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Comparing and contrasting messages Theme / central idea Text evidence</p>	<p>"Waiting on the World to Change" - John Mayer "With my Own Two Hands" - Jack Johnson</p>	<p>P (songs)</p>	<p>Top hat organizers annotating close reading compare/contrast</p>	<p>Google Classroom posts comparing which song supports Malala's message better</p>

<p>A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.</p> <p>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.</p> <p>A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Poetry features: stanzas, rhyme scheme, figurative language Theme Text comparisons</p>	<p>"Invictus" by William Ernest Henley</p>	<p>P</p>	<p>Close reading / annotating Compare / contrast to two songs (Mayer and Johnson)</p>	<p>Written response connecting theme and content of poem to Malala's experience</p>
<p>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.</p> <p>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.</p>	<p>Central idea Supporting details</p>	<p>Part 4</p>	<p>NF</p>	<p>Central idea / supporting detail small-group sharing and class discussion</p>	<p>Reading check-in quiz Completed central idea / supporting detail template Exit slip</p>
<p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).</p>	<p>Multimedia experience versus text experience Purpose and style of animation Portrayal of character traits</p>	<p><i>He Named Me Malala</i> directed by Davis Guggenheim</p>	<p>NF (documentary)</p>	<p>Note-taking Discussion</p>	<p>Written responses Discussion</p>
<p>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.</p> <p>B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author distinguishes her position from that of others.</p>	<p>Central idea Supporting details</p>	<p>Part 5</p>	<p>NF</p>	<p>Central idea / supporting detail jigsaw group work</p>	<p>Reading check-in quiz Completed central idea / supporting detail template (class set of notes)</p>
<p>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.</p> <p>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 development of ideas.</p>	<p>Author's purpose</p>	<p>Epilogue</p>	<p>NF</p>	<p>Close reading of epilogue, discussion</p>	<p>questions about purpose of epilogue and its contribution to the memoir</p>

<p>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.</p> <p>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.</p> <p>B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author distinguishes her position from that of others.</p> <p>B-C 2.1.3 Determine how the author uses the meanings 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.</p> <p>E.1.1 Text-dependent analysis standards</p>	Demonstrate understanding of the text Text-dependent analysis writing	<i>I Am Malala</i>	NF		I Am Malala summative assessment (multiple-choice and TDA paragraph)
<p>B-V.4.1 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.</p> <p>B-C 2.1.3 Determine how the author uses the meanings 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.</p>	Determine meaning of unknown words using context clues & glossary Identify figurative language (naming technique) Explain intended meaning in context	<i>I Am Malala</i>	NF	Defining pertinent cultural vocabulary and challenging vocabulary (teacher-identified), explaining use of figurative and/or connotative words in context, think-pair-share	exit slip - formative assessment tracker
C.1.2 all D.2.1.3 Maintain consistency in style and tone.	Informative writing			Informative writing	Informing on an influential person (Possibility for sharing: Students create a podcast to present their writing to the class / each other)
E.1.1 Text-dependent analysis standards D.2.1.3 Maintain consistency in style and tone.	Cold read text-dependent analysis essay	"The Bone Wars" by J. R. Hill	NF	Analytical reading and writing	PSSA-style cold read prompt

PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
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.	What is a preface / prologue? Author's purpose and tone	Preface	F	Read-aloud Think-Write-Pair-Share "Pay dirt" questions / answers and class discussion (hook activity)	Class discussion
A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.	Story elements: identify characters, setting, conflict, key events in plot, and point of view Summarizing	Chapter 1	F	Summarizing a chapter using Somebody-Wanted-But-So strategy Modeling Paired or small-group work	Class copy of SWBS for chapter 1 Class discussion
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). A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters	Story elements: characters, setting, conflict, and point of view Understanding point of view (omniscient narrator) Characterization Gender and professional stereotypes (roles of Kino, Juana, and the doctor)	Chapter 1	F	Point of view chart (to help students understand different POVs and author's purpose in using them) Questions / student discussion / class discussion	Exit slip

<p>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.</p> <p>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.</p> <p>B-C.3.1.2 Analyze how two or more authors writing about the same topic share their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Understanding responsibility Controversial nature of fictional characters</p>	<p>"The Hippocratic Oath Today" by Peter Tyson</p> <p>Responses to the oath by Dr. Daniel Deschler and a non-doctor (David Hulme)</p>	<p>NF</p>	<p>Close reading Comparing ancient and modern texts</p>	<p>Written response analyzing impact of oath Analyze doctor and non-doctor responses to oath</p>
<p>A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.</p>	<p>Plot Summarizing</p>	<p>Chapter 2</p>	<p>F</p>	<p>Summarizing a chapter using Somebody-Wanted-But-So strategy</p>	<p>Class discussion</p>
<p>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.</p> <p>A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.</p> <p>A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Understanding theme Inferring symbolism</p>	<p>Chapter 2</p>	<p>F</p>	<p>Infer the symbolic meaning of key story elements from chapter 2 and analyze how Steinbeck uses a symbol to reveal an emerging theme.</p>	<p>Class discussion Exit slip</p>
<p>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.</p> <p>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.</p> <p>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).</p> <p>A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama</p>	<p>Understanding theme Understanding setting</p>	<p>Chapter 3</p>	<p>F</p>	<p>Analyze how Steinbeck established a theme in The Pearl by using a description of The Gulf.</p>	<p>Written formative response Exit Slip</p>
<p>A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.</p>	<p>Plot Summarizing</p>	<p>Chapter 3</p>	<p>F</p>	<p>Summarizing a chapter using Somebody-Wanted-But-So strategy</p>	<p>Class discussion</p>

<p>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.</p> <p>B-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.</p> <p>A-C.3.1.1 Compare / contrast a fictional portrayal of a time, place or a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	Real-world context of discovery and controversy	<p>Chapters 2 & 3</p> <p>"Filipino Fisherman Reveals 75-pound Pearl He Kept Hidden for a Decade" by Camila Domonoske</p>	NF	Summarizing Comparing / contrasting nonfiction to fiction	Analysis response on use of third person omniscient narrator
<p>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.</p> <p>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).</p> <p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters</p>	Interaction of elements: point of view and conflict (plot shift)	Chapter 4 Pages 47-52	F	Close reading /TDAQ (author's use of third person POV to create conflict) Analytical writing and student swap & score for peer review, share and review exemplar response	Exit slip Analysis paragraph
<p>A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.</p>	Plot Summarizing	Chapter 4	F	Summarizing a chapter using Somebody-Wanted-But-So strategy	Class discussion
<p>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.</p> <p>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.</p> <p>A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.</p>	Poetry features	"I Am Offering This Poem" by Jimmy Santiago Baca	P	Close reading Comparing texts-poem to novel	Quiz on poetry features such as word choice and repetition Response and discussion analyzing idea of wealth equating happiness/security
<p>A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.</p>	Plot Summarizing	Chapter 5	F	Summarizing a chapter using Somebody-Wanted-But-So strategy	Class discussion

<p>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.</p> <p>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).</p> <p>A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters</p>	<p>Point of view Characterization Symbolism Plot (climax)</p>	<p>Chapter 5</p> <p>Page 59 "Juanita dragged herself..." Pages 61 and 62 Page 67</p>	<p>F</p>	<p>Close reading Identify the point of view of a character and compare/contrast it with another point of view. Infer the symbolic meaning of key story elements from chapter 5 and analyze how this impacts character development. Determine how a character dialogue reveals the character's feelings.</p> <p>Clock partner work & class discussion</p>	<p>Exit slip Written formative response</p>
<p>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. 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. A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.</p>	<p>Theme / poet's message Tone Author's purpose Word choice</p>	<p>"What Love Isn't" by Yrsa Daley-Ward</p>	<p>P</p>	<p>Close reading / annotating Paired practice / answer questions Class discussion / reread & annotate poem on board Identifying theme Identifying tone</p>	<p>Exit slip Mini TDAQ on how the poet's reference to the portrayal of love in films and songs contribute to the poem's meaning?</p>
<p>A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.</p>	<p>Plot Summarizing</p>	<p>Chapter 6</p>	<p>F</p>	<p>Summarizing a chapter using Somebody-Wanted-But-So strategy</p>	<p>Class discussion</p>
<p>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.</p> <p>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.</p> <p>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).</p> <p>A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters</p>	<p>Comparing and contrasting early and late parts of text Plot development (falling action and resolution) Character changes Theme</p>	<p>Chapter 6</p>	<p>F</p>	<p>Using text evidence to draw conclusions Analyzing which events in chapter 6 eased tension and/or contributed to the resolution Evaluate the resolution: satisfying or not? Connect back to Preface / Prologue: Did Steinbeck achieve what he "promised" with this parable? (Determine and discuss theme which events contributed most.)</p>	<p>Class discussion</p> <p>Exit slip One-pager (theme development)</p>
<p>E.1.1 Text-dependent analysis standards D.2.1.3 Maintain consistency in style and tone.</p>	<p>Text-dependent analysis essay</p>	<p><i>The Pearl</i></p>	<p>F</p>	<p>Analytical reading and essay writing (alternate assessment to Pearl test to possibly be used with LA7+)</p>	<p>TDA summative response</p>
<p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).</p>	<p>Film to text source comparison</p>	<p><i>The Pearl</i> directed by Alfredo Zacarias</p>	<p>F (film)</p>	<p>Note-taking on characters, omissions, additions, and theme</p>	<p>Notes Written evaluation / critique</p>

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. 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.	Myth elements Theme analysis Summarizing literary texts	"Gift from the Heavens" by Flora Diaz	F	Compare / contrast	Top hat organizer / Venn diagram, multiple-choice questions, open-ended response connecting themes with <i>The Pearl</i>
E.1.1 Text-dependent analysis standards D.2.1.3 Maintain consistency in style and tone.	Text-dependent analysis essay	"Water" an excerpt from The Autobiography of Helen Keller https://1.cdn.edl.io/vYd4LaDrdAC7kNRxutLYlyRzdbPK0DiEtXejlgWjnuOHN08.pdf	NF	Analytical writing	TDA cold read response
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-V.4.1.2 Demonstrate understanding of figurative, word relationships, and nuances in word meanings	Determining meaning of unknown words using context clues Identifying and explaining intended meaning of connotative words and figurative expressions	<i>The Pearl</i>	F	In-class assignment / do-now, identifying, describing, and /or explaining meaning of teacher-identified vocabulary in context write-pair-share	Exit slip
C.1.3 all D.2.1.5 Choose words and phrases for effect. D.2.1.3 Maintain consistency in style and tone.	Narrative writing			Narrative writing	Write a parable (a story with a very obvious lesson)
B-V.4.1 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. B-C 2.1.3 Determine how the author uses the meanings 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.	Determine meaning of unknown words using context clues & glossary Identify figurative language (naming technique) Explain intended meaning in context	<i>The Pearl</i>	NF	Defining pertinent and challenging vocabulary (teacher-identified), explaining use of figurative and/or connotative words in context, think-pair-share	Exit slip - formative assessment tracker
PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Introduction What is a Refugee</p>	<p><i>Outcasts United</i></p>	<p>NF</p>	<p>Read aloud Word analysis https://www.youtube.com/watch?v=GvzZGplGbL8&feature=youtu.be</p>	<p>Quick Write</p>
<p>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.</p> <p>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.</p>	<p>Summarizing Text evidence Paraphrasing</p>	<p><i>Outcasts United</i> Part One: A Changes (Chapters 1-3)</p>	<p>NF</p>	<p>Hook: student similarities and differences categorizing and discussion Reading check-in quiz</p> <p>Summary chart-graphic organizer "Magic 50" summaries--pair & share, exemplar</p>	<p>Exit slip Student chapter summary-chp. 3</p>
<p>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.</p>	<p>Figurative meanings Author's purpose Discussion of change</p>	<p>Chapter 3 title</p>	<p>NF</p>	<p>Write-pair-share</p>	<p>Exit slip</p>
<p>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.</p> <p>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.</p> <p>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</p>	<p>Text structure Author's purpose Text evidence</p>	<p><i>Outcasts United</i> Part One: B (Chapters 4-7)</p>	<p>NF</p>	<p>Silent scavenger hunt-text structure hook Flocabulary lesson Modeling Clock partners Class discussion / annotate passages on smartboard</p> <p>Analysis paragraph using ICE strategy; swap & score</p>	<p>Exit slip (text structure) Analysis paragraph</p>

<p>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.</p> <p>A-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.</p> <p>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)</p>	<p>Summarizing Theme development</p>	<p>"The Three Questions" by Leo Tolstoy</p>	<p>parable</p>	<p>Summarizing / annotating Plot Theme development</p>	<p>Analysis Paragraph: How does final paragraph contribute to the theme?</p>
<p>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.</p> <p>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.</p>	<p>Central idea And supporting details</p>	<p><i>Outcasts United</i> Pgs 76 and 77</p>	<p>NF</p>	<p>Read aloud Student discussion Presentation</p>	<p>Debate on rules and regulations</p>
<p>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.</p> <p>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.</p>	<p>Author's purpose Word choice Meaning & Tone</p>	<p><i>Outcasts United</i> Part Two: A (Chapters 8 - 12) <i>Target passage: Pg. 93-98</i></p>	<p>NF</p>	<p>Read aloud / modeling Vocabulary lesson Close rereading Write-pair-share</p>	<p>Meaning & tone graphic organizer Exit slip</p>
<p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>Making inferences Text evidence Metacognition</p>	<p><i>Outcasts United</i> Part Two: B (Chapters 13-18)</p>	<p>NF</p>	<p>Close reading Clock partner (inferential question / answer) Thinking aloud / Metacognition (describe thinking behind the inference) Class discussion</p>	<p>Questions and short answers Exit slip</p>

<p>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.</p> <p>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.</p> <p>A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Poetry analysis Inferring symbolism text evidence comparing/contrasting themes/messages</p>	<p><i>"The Road Not Taken" by Robert Frost</i> <i>Outcasts United</i>---chapters 16 & 18</p>	<p>P and NF</p>	<p>Close reading compare/contrast structure & themes</p>	<p>Discussion, open-ended questions & multiple-choice questions</p>
<p>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.</p> <p>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.</p> <p>A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Poetry analysis</p>	<p>"When I Rise Up" by Georgia Douglas Johnson "The Rose That Grew from Concrete" by Tupac Shakur</p>	<p>P</p>	<p>Close reading Compare / contrast structure & themes</p>	<p>Discussion, open-ended questions & multiple-choice questions analyzing "When I Rise Up" then paired with "Concrete"</p>
<p>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).</p> <p>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.</p>	<p>Meaning & Tone Connotative, figurative & technical terms Events impacting individuals</p>	<p><i>Outcasts United</i> Part Three: A (Chapters 19-23) Chp. 21 Pg. 164 "caught between worlds"</p>	<p>NF</p>	<p>Close reading Write-pair-share</p>	<p>Written response Exit slip</p>
<p>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.</p> <p>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.</p> <p>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.</p>	<p>Determine an author's tone and point of view (perspective) Bias Analyze which word choices are used to convey it.</p>	<p><i>Outcasts United</i> C. 24-28</p>	<p>NF</p>	<p>Summarizing Close reading inferring</p>	<p>Written response Exit slip class discussion</p>

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. 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).	Epilogue	<i>Outcasts United</i>	NF	Close reading Author's purpose of epilogue Analyze significant quote & apply to text as a whole	Discussion, answering questions
E.1.1 Text-dependent analysis standards D.2.1.3 Maintain consistency in style and tone.	Text-dependent analysis writing Tone & meaning Author's purpose	<i>Outcasts United</i> Pgs. 215-219 (target passage)	NF	Annotating, planning / organizing, analysis essay writing, revising / editing	Culminating text-dependent analysis essay

PA Core Eligible Content	Focus	Texts (i.e. novels, films, short stories, articles, etc.)	Genre (F, NF, P, D)	Activities/Skills	Assessments
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.	Analyzing historical context of novel Learning about historical context from primary documents and retelling	Imperial War Museum website: "The Evacuated Children of the Second World War" <i>The Lion, The Witch and the Wardrobe</i> Chap 1	NF	Close reading of single sentence in opening of novel referring to "air-raids" as reason for children being sent to the Professor's house Note-taking from online resources	Analysis of how Lewis used historical event as impetus/setting for his fantasy novel
C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose. C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another. C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.	Narrative writing	Excerpt from <i>Harry Potter and the Sorcerer's Stone</i> Diagon Alley entrance scene; excerpt from <i>Alice in Wonderland</i> descent with the white rabbit	F	"Magical doorway" genre within fiction - fantasy Writing and punctuation dialogue "Building blocks" strategy for adding sensory detail (from 6+1 Writing Traits)	Students will write a narrative exposition within the "magical doorway" genre
		Chap. 1 - 4	F	Summarizing using chapter titles	
	Narrator asides	<i>The Lion, The Witch and the Wardrobe</i> (p. 158)	F	Close reading	Similar to PD reading from 2/14, word/phrase/sentence/paragraph-level questions that lead to purpose of such an aside

<p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p>	<p>Part 1 (C. 1-4)</p>	<p><i>The Lion, The Witch and the Wardrobe</i></p>	<p>F</p>	<p>Summarizing Close Reading Flocabulary lesson on character Characterization: direct and indirect methods (STEAL) Inferring character traits "What-if"--scenarios for applying character traits</p>	<p>Reading check-in TLWW Chapter title responses Characterization exit slip Analysis of fantasy elements (specifically setting and characters)</p>
<p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p>	<p>Part 2 (C. 5-8)</p>	<p><i>The Lion, The Witch and the Wardrobe</i></p>	<p>F</p>	<p>Summarizing Close Reading Plot analysis (focus on rising action and creation of suspense, tension, and interest) Flocabulary lesson on conflict</p>	<p>Reading check-in TLWW Chapter title responses Rising action exit slip Analysis of protagonist and antagonist development</p>
<p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p>	<p>Part 3 (C. 9-13)</p>	<p><i>The Lion, The Witch and the Wardrobe</i></p>	<p>F</p>	<p>Summarizing Close Reading Flocabulary lesson on setting Analysis of how setting affects characters and is used to create mood</p>	<p>Reading check-in TLWW Chapter title responses Analyzing use of folklore in Father Christmas character - symbolism of each child's tool's meaning (and how they must be used together) Dynamic character in Edmund (his realization of his mistakes and desire to reconcile with his siblings as he sees the Witch's true nature)</p>

<p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p>	<p>Part 4 (C. 14-17)</p>	<p><i>The Lion, The Witch and the Wardrobe</i></p>	<p>F</p>	<p>Summarizing Close Reading Theme development</p>	<p>Reading check-in TLWW Chapter title responses Analysis of what the kids learn (as realistic characters) from the fantasy characters that they can take back into the real world</p>
<p>A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text (s).</p> <p>E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>E.1.1.5 Establish and maintain a formal style.</p> <p>E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p>	<p>Text-dependent analysis essay</p>	<p>"Goodnight Children Everywhere" by Gaby Rogers and Harry Philips (teaching text) (Need assessment text still)</p>	<p>P</p>	<p>Close reading Analytical writing</p>	<p>Text-dependent analysis essay analyzing how the structure of a poem contributes to its meaning</p>