

Course: Honors Reading Grade: 7	Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): Advanced Reading 7 is a yearlong course focused on challenging the skills of high achieving reading students. It will build upon the reading skills that these students have already demonstrated so that students can move beyond the basic skills of reading academic texts, using “real world” documents, and enjoying reading for pleasure. The course focuses on independent reading skills, identifying literary elements, and analyzing author tools. Students build vocabulary, develop and demonstrate comprehension skills, use before, during, and after reading strategies, and demonstrate writing, listening, and speaking skills.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions

(These “spiral” throughout the entire curriculum.)

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

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

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	<p>CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Readers understand that text structure may influence the development of a theme, setting, and plot.</p> <p>Readers are aware of unfamiliar vocabulary and/or the connotative and denotative definitions of words and seek to find the correct meanings for the text.</p> <p>Good readers compare an author’s use of history to actual historical events in order to evaluate the author’s accuracy and purpose.</p> <p>Readers are aware of unfamiliar vocabulary and/or the connotative and denotative definitions of words and seek to find the correct meanings for the text.</p> <p>Readers continually encounter new academic or domain specific vocabulary and add these words to their own vocabularies.</p>	<p>What is the structure of the text? How does this structure impact reading the information?</p> <p>Are there words in this reading that we do not understand? What are the appropriate steps to correcting this problem?</p> <p>Is the author historically accurate? What was the author’s purpose? Could this author be biased?</p> <p>Are there words in this reading that we do not understand? What are the appropriate steps to correcting this problem?</p> <p>What academic or domain-specific vocabulary words do we need to learn for this reading?</p>
Informational Text	<p>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.</p> <p>CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says</p>	<p>Readers recognize the central idea(s) of a text and follow the development of that idea(s).</p>	<p>How do we identify the central ideas of a text?</p> <p>What inferences, conclusions, or generalizations can be made from this text?</p>

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	<p>explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic. CC.1.2.7.J Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and</p>	<p>Readers consider text information and use evidence from the text in order to make inferences, draw conclusions, and generalize. Readers consider how people, events, and ideas interact.</p> <p>Readers determine the author’s point of view and purpose for writing and then consider how the author’s position varies from other writers.</p> <p>Readers actively engage with text features.</p> <p>Readers evaluate texts to determine the proper figurative, connotative, or denotative meanings of words.</p> <p>Readers evaluate an author’s argument, reasoning, claims, and relevant evidence to determine soundness and purpose.</p> <p>Readers evaluate the presentations of multiple authors concerning the same topic. Readers learn and accurately use grade-appropriate academic and domain-specific vocabulary.</p> <p>Readers use various reading strategies to choose the appropriate meaning of multiple-meaning words and phrases.</p>	<p>How do the characters, events, and/or ideas in this text impact each other?</p> <p>What does this author believe about this topic? Is the author trying to influence our thinking?</p> <p>What text features have been included in this reading? How do these features help us to understand?</p> <p>What did the author intend to say?</p> <p>Has this author formed a logical, relevant, and valid argument?</p> <p>How do these authors compare or contrast in their arguments? What vocabulary is necessary to discuss this topic?</p> <p>What is the best approach to reading this text?</p>
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	content, choosing flexibly from a range of strategies and tools.		
Writing	<p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> •Use precise language and domain-specific vocabulary to inform about or explain the topic. •Use sentences of varying lengths and complexities. •Develop and maintain a consistent voice. •Establish and maintain a formal style. <p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p>	<p>Writers introduce and state opinions.</p> <p>Writers acknowledge opposing arguments and support their claims with logical, relevant evidence using credible resources.</p> <p>Writers organize their claims with reasoning and evidence using words, phrases, and clauses with clarity, and providing a supporting conclusion.</p> <p>Writers use precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p> <p>Writers create a solid introduction that contains a preview of the information to follow.</p> <p>Writers develop a topic using relevant facts, definitions, concrete details, quotations, and examples that may include graphics and multimedia.</p>	<p>Did I create an appropriate introduction to my opinion(s)?</p> <p>Did I include and counter opposing arguments?</p> <p>Did I write with clarity and the appropriate use of various words, phrases and clauses? Did I support my conclusion?</p> <p>Did I use the necessary, appropriate, and concise vocabulary? Did I maintain formal style?</p> <p>Does my introduction preview my information to follow?</p> <p>Did I support my argument with relevant information? Did I include graphics and/or multimedia where appropriate?</p>

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

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	<ul style="list-style-type: none"> •Use sentences of varying lengths and complexities. •Develop and maintain a consistent voice. •Establish and maintain a formal style. <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> •Use precise language and domain-specific vocabulary to inform about or explain the topic. •Use sentences of varying lengths and complexities. •Develop and maintain a consistent voice. •Establish and maintain a formal style. <p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> •Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. •Use sentences of varying lengths and complexities. •Use precise language. •Develop and maintain a consistent voice. <p>CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Writers have an awareness of the stylistic aspects of composition: precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p> <p>Writers have an awareness of the stylistic aspects of composition: precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p> <p>Writers use technology (including, but not limited to Internet, collaborative technology, writing and publishing programs) to research, collaborate, and cite sources.</p>	<p>Did I use precise language and/or domain-specific vocabulary? Did I remain consistent in a formal style?</p> <p>Did I use precise language and/or domain-specific vocabulary? Did I remain consistent in a formal style?</p> <p>What technology can be used as a resource? What technology could be used to present this information?</p>
Analyzing Texts	CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.	Writers clearly identify the topic and give a preview of what is to follow.	Is my topic clear? Did I give a preview of the following concepts?

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	<p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> •Use precise language and domain-specific vocabulary to inform about or explain the topic. •Use sentences of varying lengths and complexities. •Develop and maintain a consistent voice. •Establish and maintain a formal style. <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Writers use relevant facts, definitions, concrete details, quotations, and graphics/multimedia when developing a topic.</p> <p>Writers use various text organization strategies to aid reader comprehension.</p> <p>Writers have an awareness of the stylistic aspects of composition: precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p> <p>Writers acknowledge opposing arguments and support claims with logical reasoning and relevant evidence and credible resources.</p> <p>Writers organize their claims with clear reasoning and evidence; clarify relationships and reasons; and provide a concluding statement.</p>	<p>Did I include the necessary information to relay this topic to my reader?</p> <p>How should my text be organized?</p> <p>Did I use precise language and/or domain-specific vocabulary? Did I remain consistent in a formal style?</p> <p>Have I addressed any opposing arguments? If so, have I used proper evidence as a counter argument?</p> <p>Have I made my reasoning clear? Have I supplied proper evidence? Have I provided a concluding statement?</p>
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	<p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> •Use precise language and domain-specific vocabulary to inform about or explain the topic. •Use sentences of varying lengths and complexities. •Develop and maintain a consistent voice. •Establish and maintain a formal style. <p>CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>Writers have an awareness of the stylistic aspects of composition: precise language, domain-specific vocabulary, varying sentences, consistent voice, and formal style.</p> <p>Writers draw information from literary and informational nonfiction to support analysis, reflection, and research, according to grade level.</p>	<p>Did I use precise language and/or domain-specific vocabulary? Did I remain consistent in a formal style?</p> <p>Did I use the proper sources to support my point? Did I use a variety of information?</p>
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Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
 (These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction (In what month(s) will you teach this unit?)	Title of Unit	Big Idea(s) (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	Common Assessment(s)* (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	Common Resource(s)* Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)
August	Course Introduction	Responsibility Classroom Rules and Procedures Respect Communication		Both students and teachers have responsibility in the learning process. Clear guidelines for behavior are necessary for maintaining order. People interact peacefully and effectively when they treat each other with respect. Effective communication includes listening, thoughtful reflection, and responding respectfully.	What are the responsibilities of a teacher? What are the responsibilities of a student? Why is it important to have clear guidelines and expectations in a classroom? Why is it important to treat others with respect? What are the components of effective communication?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
August through October	<i>The True Confessions of Charlotte Doyle</i>	Loyalty Growing Up Reading Strategies*		Loyalty can cause human beings to do unexpected things. Extraordinary events can cause children to grow up more rapidly than desired. Readers use various strategies to aide in reading comprehension	How does loyalty make a difference to the characters in the plot? Who are my true friends and how do I know? What factors might influence a person to run away from home? How do reading strategies help improve comprehension? How does a reader choose the appropriate reading strategy?		<i>The True Confessions of Charlotte Doyle</i> by Avi

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

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Genre*	E07.A-C.2.1.2	Understanding text structure and genre aids in comprehension.	How does genre affect the story?		
		Communication*	E07.A-K.1.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	An effective story engages the reader by setting up questions, tensions, mystery, dilemmas, and/or uncertainty. Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. The author's purpose and audience influence the use of literary techniques.	How do readers hook and hold their readers? How do we find the author's intended meaning?		
		Vocabulary*	E07.A-V.4.1.1 E07.A-V.4.1.2	Understanding vocabulary is essential for comprehension to take place.	How does learning and using new vocabulary enhance comprehension?		

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

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

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Tone and Mood*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	The tone and mood of a piece of writing influences the way in which it is read. Tone and mood impact how the reader feels about a piece of writing.	How does a story's tone influence the reader? How do tone and mood impact a reader's emotions?		
		Theme*	E07.A-K.1.1.2	Authors send a message to the reader through their writing.	In what ways does an author convey theme through writing?		
		Foreshadowing*	E07.A-C.2.1.3	Foreshadowing builds suspense.	Why do authors use foreshadowing? What examples of foreshadowing can be identified in the novel?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Imagery*	E07.A-C.2.1.3	Authors use imagery to paint a vivid picture in the mind of the reader.	Why do authors use imagery? How does imagery make reading more interesting?		
		Symbolism*	E07.A-K.1.1.1 E07.A-C.2.1.3	Sometimes, one thing can mean something else.	What symbols are present in the novel?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
October/ November	Independent Novel Study						Students choose novel to complete study.
		Genre* Communication*	E07.A-C.2.1.2 E07.A-K.1.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	Understanding text structure and genre aids in comprehension. An effective story engages the reader by setting up questions, tensions, mystery, dilemmas, and/or uncertainty. Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning.	How do readers identify the genre? How do readers hook and hold their readers? How do we read between the lines?		

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

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

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

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

Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Character and Characterization*	E07.A-K.1.1.3 E07.A-C.2.1.1	Characters may grow and change based on their experiences. Authors create colorful characters through characterization.	How do authors effectively use methods of characterization?		
		Setting*	E07.A-K.1.1.3 E07.A-C.2.1.2	The setting sets the stage for a work of literature.	How does the setting influence the plot?		
		Point of View*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-K.1.1.3 E07.A-C.2.1.1	Authors choose to write from a certain point of view for a variety of reasons.	What are the advantages of writing from each point of view?		
		Tone and Mood*	E07.A-K.1.1.1 E07.A-K.1.1.2 E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	The tone and mood of a piece of writing influences the way in which it is read. Tone and mood impact how the reader feels about a piece of writing.	How does a story's tone influence the reader? How do tone and mood impact a reader's emotions?		

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

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

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

Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Symbolism*	E07.A-K.1.1.1 E07.A-C.2.1.3	Sometimes, one thing can mean something else.	What symbols are present in the novel?		
		Literature and Media	E07.A-K.1.1.3 E07.A-C.2.1.2	Adapting a book into a multimedia/stage production involves many challenges and, as a result, differences arise.	What liberties do the media take when reporting an event? How accurately do movies portray historical events?		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
November	Poetry	Communication *	E07.A-C.2.1.1 E07.A-C.2.1.2 E07.A-C.2.1.3	Poetry allows the writer to express him/herself.	What inspires writers to write poetry?		
		Interpretation	E07.A-C.2.1.2 E07.A-K.1.1	Poetry is open to the interpretation of the reader.	How do you read a poem? What influences the reader's interpretation of a poem?		
		Figurative Language*	E07.A-K.1.1.1 E07.A-C.2.1.3	Figurative Language makes reading and writing more interesting.	How does an author use figurative language in writing?		
		Tone and Mood*	E07.A-K.1.1.3	The tone and mood of a poem influence the way in which it is read. Tone and mood impact how the reader feels about the poem.	How does a poem's tone influence the reader? How do tone and mood impact a reader's emotion?		

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

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

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
April through May	Nothing But The Truth	<p>Conflict Resolution</p> <p>Truth</p> <p>Ethics</p> <p>Responsibility</p>		<p>Sometimes conflict can be avoided through compromise.</p> <p>Communication affects perceived truth.</p> <p>Rules of ethics should govern the actions of people.</p> <p>People are accountable for the choices they make.</p>	<p>Is it sometimes necessary to create conflict?</p> <p>Are there times it's best to avoid conflict?</p> <p>How does communication influence the truth?</p> <p>What rules of ethics apply to newspapers and media?</p> <p>What are the consequences of not taking responsibility for one's own actions?</p> <p>How do one's actions affect others?</p>		<i>Nothing But The Truth by Avi</i>

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Communication*	E07.B-K.1.1.1 E07.B-C.1.1.2 E07.B-C.1.1.3	An effective story engages the reader by setting up questions, tensions, mystery, dilemmas, and/or uncertainty. Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning. The author's purpose and audience influence the use of literary techniques.	How do writers hook and hold their readers? How do we read between the lines?		
		Vocabulary*	E07.B-V.4.1.1 E07.B-V.4.1.2	Understanding vocabulary is essential for comprehension to take place.	How does learning and using new vocabulary enhance comprehension?		

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

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Character and Characterization*	E07.B-K.1.1.3	<p>Characters may grow and change based on their experiences.</p> <p>Authors create colorful characters through characterization.</p>	<p>How can readers distinguish between the various types of characters?</p> <p>How do authors create characters that become real to the reader?</p> <p>How does an author effectively use the methods of characterization?</p>		
		Setting*	E07.B-K.1.1.3 E07.B-C.2.1.2	The setting sets the stage for a work of literature.	How does the setting influence the plot and characters?		

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

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Theme*	E07.B-K.1.1.2	Authors send a message to the reader through their writing.	In what ways does an author convey theme through writing?		
		Foreshadowing*	E07.B-K.1.1.1	Foreshadowing builds suspense.	Why do authors use foreshadowing? What examples of foreshadowing can be identified in the novel?		
		Communication*	E07.B-K.1.1.1 E07.B-K.1.1.2 E07.B-K.1.1.3	Authors do not always communicate to readers through traditional formats.	What sets this novel apart from others? Is this format easier to understand? Why or why not?		
		Figurative Language*	E07.B-C.2.1.3	Figurative Language makes reading and writing more interesting.	How does the author use figurative language in writing?		

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Month	Title of Unit	Big Ideas	Standard(s)	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)	Common Resource(s)
		Tone and Mood*	E07.B-C.2.1.3	The tone and mood of a piece of writing influences the way in which it is read. Tone and mood impact how the reader feels about a piece of writing.	How does a story's tone influence the reader? How do tone and mood impact a reader's emotions?		
		Theme*	E07.B-K.1.1.2 E07.BOC.2.1.1	Authors send a message to the reader through their writing.	What lesson(s) is the author trying to teach?		
		Vocabulary*	E07.A-V.4.1.1 E07.A-V.4.1.2	Understanding vocabulary is essential for comprehension to take place.	How does learning and using new vocabulary enhance comprehension?		

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

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

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

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

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

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

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

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

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

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

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