

Major Concepts to be learned:

- Short stories contain essential elements including plot, setting, characters, conflict, and theme.
- Authors develop stories through the interaction of literary elements.
- Conflict drives the plot and influences character development.
- Themes reflect universal ideas and messages about life.
- Readers use strategies such as inference and annotation to deepen comprehension

Expected Skills to be demonstrated:

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| <ul style="list-style-type: none">• Identify elements of a short story (plot, setting, characters, conflict, theme).• Describe the stages of plot (exposition, rising action, climax, falling action, resolution).• Determine the theme or central idea of a short story.• Cite specific evidence to support analysis.• Analyze how elements of a story interact to develop meaning. | <ul style="list-style-type: none">• Analyze how characters develop and respond to conflicts.• Identify and explain different types of conflict (internal vs. external).• Make inferences using textual evidence.• Summarize key events in a story. |
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PA Standards/Anchors:

- CC.1.2.7.B – Cite several pieces of textual evidence to support analysis.
CC.1.3.7.A – Determine a theme or central idea and analyze its development.
CC.1.3.7.C – Analyze how elements of a story interact.
CC.1.3.7.D – Analyze how an author develops and contrasts characters.

Eligible Content:

- Identify and define story elements.
- Analyze plot structure and sequence events.
- Identify types of conflict and their impact on the story.
- Analyze character traits, motivations, and development.
- Determine theme and support with evidence.
- Make and support inferences.
- Summarize literary texts accurately.

Instructional Strategies:

- Direct Instruction: Teach literary elements and plot structure explicitly.
- Close Reading: Annotate texts for story elements and key details.
- Graphic Organizers: Plot diagrams, character maps, conflict charts.
- Guided Practice: Whole-class and small-group story analysis.
- Collaborative Learning: Literature circles or group discussions.
- Independent Reading: Apply skills to assigned short stories.

Assessments:

- Exit tickets on story elements
- Plot diagram completion
- Character analysis responses
- Group discussion participation
- Annotation checks

Grade level: 7

Course Title: Reading 7

Topic/Concept: Novel Study *A Long Walk to Water*

Time Allotment: 4-5 Weeks

Unit Sequence: 2

Major Concepts to be learned:

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| <ul style="list-style-type: none">• Novels develop themes through characters, plot, and setting over time.• Setting and historical context influence characters' experiences and decisions.• Perseverance and resilience are central themes in literature and real life. | <ul style="list-style-type: none">• Characters evolve in response to conflict and challenges.• Multiple perspectives deepen understanding of a story's message.• Readers use textual evidence to support analysis and interpretation. |
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Expected Skills to be demonstrated:

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| <ul style="list-style-type: none">• Summarize chapters and key events in the novel.• Identify and explain themes such as survival, perseverance, and hope.• Compare and contrast the dual narratives in the novel.• Make inferences about characters and events.• Participate in discussions using evidence from the text. | <ul style="list-style-type: none">• Analyze character development (Salva and Nya) over the course of the text.• Cite textual evidence to support responses and analysis.• Analyze how setting (Sudan, time period) impacts the story.• Analyze how the author structures the text to develop meaning.• Respond to comprehension and analysis questions in written form. |
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PA Standards/Anchors:

Eligible Content:

CC.1.3.7.A – Determine a theme or central idea and analyze its development.
CC.1.3.7.C – Analyze how elements of a story interact.
CC.1.3.7.D – Analyze how an author develops and contrasts characters.
CC.1.3.7.E – Analyze how the structure of a text contributes to meaning.

- Identify and analyze themes in a novel.
- Analyze character traits and development.
- Compare and contrast multiple perspectives within a text.
- Analyze the influence of setting on events and characters.
- Cite textual evidence to support analysis.
- Make inferences and draw conclusions.

Instructional Strategies:

Assessments:

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| <ul style="list-style-type: none">• Direct Instruction: Introduce background knowledge (Sudan, Lost Boys, water scarcity).• Read-Aloud / Shared Reading: Model fluency and comprehension strategies.• Close Reading: Annotate for theme, character traits, and key events.• Graphic Organizers:• Character tracking charts• Theme development organizers• Compare/contrast charts (Salva vs. Nya)• Guided Practice: Chapter-by-chapter comprehension and discussion.• Collaborative Learning: Literature circles and group discussions. | <ul style="list-style-type: none">• Chapter Summaries• Exit Tickets• Reading comprehension questions• Group discussion participation• Annotation checks |
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Grade level: 7

Course Title: Reading 7

Topic/Concept: Novel Study *The River G. Paulsen*

Time Allotment: 4-5 Weeks

Unit Sequence: 3

Major Concepts to be learned:

- Literature explores themes of survival, independence, and personal growth.
- Setting plays a critical role in shaping conflict and character decisions.
- Readers use textual evidence and inference to deepen understanding.

Characters evolve through challenges and interactions with their environment.
Authors use descriptive language to create mood and develop meaning.

Expected Skills to be demonstrated:

- Summarize key events and chapters of the novel.
- Identify and explain themes such as survival, resilience, and self-reliance.
- Analyze the impact of setting (wilderness environment) on the story.
- Analyze how the author uses descriptive language and imagery.
- Participate in discussions using evidence from the text.

Analyze Brian's character development and decision-making.
Cite textual evidence to support analysis and responses.
Make inferences about characters and events.
Identify conflicts (internal and external) and their resolutions.
Write analytical and reflective responses to the novel.

PA Standards/Anchors:

Eligible Content:

CC.1.2.7.B – Cite several pieces of textual evidence to support analysis
CC.1.3.7.A – Determine a theme or central idea and analyze its development.
CC.1.3.7.C – Analyze how elements of a story interact.
CC.1.3.7.D – Analyze how an author develops and contrasts characters.
CC.1.3.7.F – Analyze how an author uses literary devices and techniques.

- Identify and analyze themes in a novel.
- Analyze character traits and development.
- Identify and analyze internal and external conflict.
- Analyze the role of setting in shaping events and characters.
- Cite textual evidence to support analysis.
- Make inferences and draw conclusions.
- Analyze author's use of descriptive language and imagery.
- Summarize key events and ideas.

Instructional Strategies:

Assessments:

- Direct Instruction: Introduce survival concepts and literary elements.
- Read-Aloud / Shared Reading: Model fluency and comprehension.
- Close Reading: Annotate for theme, imagery, and character development.
- Graphic Organizers:
 - Character analysis charts
 - Conflict tracking (internal vs. external)
 - Theme development organizers
- Guided Practice: Chapter-by-chapter comprehension activities.
- Collaborative Learning: Small group discussions and literature circles.
- Writing Activities: Analytical paragraphs, journal responses, and reflections.
- Technology Integration: Digital annotation tools and discussion boards

- Chapter Summaries
- Exit Tickets
- Reading comprehension questions
- Group discussion participation
- Annotation checks

Grade level: 7

Course Title: Reading 7

Topic/Concept: *A Wrinkle in Time* & Dystopian Literature

Time Allotment: 8-9 Weeks

Unit Sequence: 4

Major Concepts to be learned:

- Literature reflects societal values and can imagine alternative or dystopian worlds.
- Dystopian literature explores themes of control, conformity, and resistance.
- Characters develop through internal and external conflicts.
- Science fiction elements can be used to explore real-world issues.
- Theme is developed through character actions, setting, and plot events.
- Individuality and free will are essential ideas in both literature and society.

Expected Skills to be demonstrated:

- Summarize chapters and key events in the novel.
- Cite textual evidence to support analysis.
- Analyze how setting (different planets/societies) impacts the story.
- Compare the novel's world to dystopian characteristics.
- Participate in discussions using evidence from the text.

Analyze character development (Meg, Charles Wallace, Calvin).
Identify elements of dystopian literature (control, loss of individuality, uniformity).
Make inferences about characters, events, and themes.
Analyze the author's use of figurative language and symbolism.
Write analytical responses connecting the novel to dystopian concepts.

PA Standards/Anchors:

Eligible Content:

CC.1.3.7.A – Determine a theme or central idea and analyze its development.
CC.1.3.7.C – Analyze how elements of a story interact.
CC.1.3.7.D – Analyze how an author develops and contrasts characters.
CC.1.3.7.F – Analyze how an author uses literary devices and techniques.
CC.1.2.7.B – Cite several pieces of textual evidence to support analysis.
CC.1.5.7.A – Engage effectively in discussions.
CC.1.5.7.D – Present ideas clearly and logically.

- Identify and analyze themes in a novel.
- Analyze character traits and development.
- Identify elements of dystopian literature.
- Analyze the role of setting in shaping events and themes.
- Cite textual evidence to support analysis.
- Make inferences and draw conclusions.
- Analyze figurative language and symbolism.
- Compare fictional societies to real-world concepts.

Instructional Strategies:

Assessments:

- Direct Instruction: Introduce dystopian literature characteristics and science fiction elements.
- Read-Aloud / Shared Reading: Model comprehension and interpretation strategies.
- Close Reading: Annotate for theme, symbolism, and dystopian elements.
- Guided Practice: Chapter-by-chapter discussions and analysis.
- Collaborative Learning: Literature circles and group discussions.
- Writing Activities: Analytical paragraphs and response journals.
- Comparative Analysis: Connect novel events to dystopian concepts.
- Technology Integration: Digital annotation tools and discussion boards.

- Chapter summaries
- Reading comprehension questions
- Exit tickets on themes and dystopian elements
- Annotation checks
- Participation in discussions

Major Concepts to be learned:

- Literature reflects real-world social issues such as class conflict and identity.
- Characters develop as they face internal and external conflicts.
- Perspective influences how events and characters are understood.
- Themes such as belonging, loyalty, and identity are developed over time.
- Authors use literary elements and techniques to shape meaning.
- Readers use textual evidence to support analysis and interpretation.

Expected Skills to be demonstrated:

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| <ul style="list-style-type: none">• Summarize key events and chapters of the novel.• Identify and explain themes such as identity, belonging, and loyalty.• Compare and contrast characters (Greasers vs. Socs).• Make inferences about characters and events.• Identify and analyze figurative language and symbolism.• Write analytical responses to the novel. | Analyze Ponyboy’s character development and perspective.
Analyze conflicts (internal and external) and their impact on characters.
Cite textual evidence to support analysis.
Analyze how the author develops point of view.
Participate in discussions using evidence from the text. |
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PA Standards/Anchors:

Eligible Content:

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| CC.1.3.7.A – Determine a theme or central idea and analyze its development.
CC.1.3.7.C – Analyze how elements of a story interact.
CC.1.3.7.D – Analyze how an author develops and contrasts characters.
CC.1.3.7.E – Analyze how the structure of a text contributes to meaning.
CC.1.2.7.B – Cite several pieces of textual evidence to support analysis.
CC.1.5.7.A – Engage effectively in discussions.
CC.1.5.7.D – Present ideas clearly and logically. | <ul style="list-style-type: none">• Identify and analyze themes in a novel.• Analyze character traits and development.• Identify and analyze internal and external conflict.• Compare and contrast characters and groups.• Analyze point of view and its impact on the story.• Cite textual evidence to support analysis.• Make inferences and draw conclusions.• Analyze figurative language and symbolism. |
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Instructional Strategies:

Assessments:

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| <ul style="list-style-type: none">• Direct Instruction: Introduce background on social class and themes of identity.• Read-Aloud / Shared Reading: Model comprehension and fluency.• Close Reading: Annotate for theme, character traits, and symbolism.• Guided Practice: Chapter-by-chapter comprehension and discussion.• Collaborative Learning: Literature circles and group discussions.• Writing Activities: Analytical paragraphs, journal responses, and reflections.• Technology Integration: Digital annotation tools and discussion boards. | <ul style="list-style-type: none">• Chapter summaries• Reading comprehension questions• Exit tickets• Annotation checks• Participation in discussions |
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