

Essentials in Literature

Scope and Sequence

Levels 7-12



The following document outlines the learning standards and sequence of skills taught in each level of Essentials in Literature®. Essentials in Literature® uses a systematic approach to teaching literary analysis skills through fiction, nonfiction, poetry, drama, and novel study. A key to EIL's success is the reteaching of key components each year with a focus on critical thinking. All lessons are presented via pre-recorded instructional videos with teacher modeling. The levels correspond to the matching grade level.

There are two types of charts shown in this document: The Standards Charts followed by the Sequence of Skills Charts. A key is provided to explain how to use this document.

The Essentials in Literature approach is rooted in how the brain learns best to support all learners:

- Using shorter literature pieces and one novel study with explicit examples of the lesson/skills focus
- Multiple modalities for deeper understanding
- Scaffolded, mastery-based approach
- Clear modeling of every concept
- Focus on application for meaningful instruction
- Students demonstrate their understanding of concepts in a variety of ways

Programs Offered:

- Literature Levels 7–12

Fiction

Standard 1	Comprehend and Interpret Literary Text					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A Elements of Fiction	When reading fiction, apply reading analysis skills to: a. identify and analyze main and minor characters, character traits, and motives. b. identify and analyze the conflict and determine whether it is internal or external. c. identify and analyze the conflict to determine whether it is person vs. person, person vs. nature, person vs. society, or person vs. self. d. identify and analyze the setting, including time, location, and how the setting influences the plot. e. identify and analyze the plot including the exposition, rising action, climax, and falling action. f. identify and analyze the theme to determine the central	When reading fiction, apply reading analysis skills to: a. identify and analyze plot including the exposition, rising action, climax, falling action, and resolution. b. identify and analyze the conflict and determine whether it is internal or external. c. identify and analyze conflict to determine whether it is person vs. person, person vs. nature, person vs. society, or person vs. self. d. identify and analyze the setting, including the time, location, and how the setting influences the plot. e. determine the theme of a text to determine the central idea or underlying meaning of the story. f. identify and analyze major and minor characters, character traits, and motives.	When reading fiction, apply reading analysis skills to: a. identify and analyze plot including the exposition, rising action, climax, falling action, and resolution. b. identify and analyze the conflict and determine whether it is internal or external. c. identify and analyze conflict to determine whether it is person vs. person, person vs. nature, person vs. society, or person vs. self. d. identify and analyze the setting, including the time, location, and how the setting influences the plot. e. determine the theme of a text to determine the central idea or underlying meaning of the story. f. identify and analyze major and minor	When reading fiction, apply reading analysis skills to: a. identify and analyze plot including the exposition, rising action, climax, falling action, and resolution. b. identify and analyze the conflict and determine whether it is internal or external. c. identify and analyze conflict to determine whether it is person vs. person, person vs. nature, person vs. society, or person vs. self. d. identify and analyze the setting, including the time (temporal setting), location (physical setting), and how the setting influences the plot. e. determine the theme of a text to determine the central idea or underlying meaning of the story. f. identify and analyze major and minor	When reading fiction, apply reading analysis skills to: a. identify and analyze plot including the exposition, rising action, climax, falling action, and resolution. b. identify and analyze the conflict and determine whether it is internal or external. c. identify and analyze conflict to determine whether it is person vs. person, person vs. nature, person vs. society, or person vs. self. d. identify and analyze the setting, including the time (temporal setting), location (physical setting), and how the setting influences the plot. e. determine the theme of a text to determine the central idea or underlying meaning of the story. f. identify and analyze major and minor characters, character traits, and motives.	When reading fiction, apply reading analysis skills to: a. Identify apply reading strategies including close reading, knowledge of content, analyzing literary elements, critical thinking, self-monitoring, and outside research b. Identify and analyze plot including the exposition, rising action, climax, falling action, and resolution. c. Analyze literary elements: conflict, character development, setting, plot, and theme d. Consider perspective / point of view e. Identify and analyze situational irony, verbal irony, and dramatic irony within prose. f. demonstrate an understanding of the Hero's Journey/ Monomyth through a flexible framework g. Explore and analyze character archetypes

	idea or important lesson of the story.			characters, character traits, and motives. g. categorize characters as either protagonist or antagonist, flat, dynamic, static, or round. h. explore a variety of fiction genres including realistic fiction, science fiction, satire, mystery, fantasy, historical fiction, and fairy tales/myths.	g. Apply author biographical information and knowledge of historical time periods/events to identify and analyze author bias h. categorize characters as either protagonist or antagonist, flat, dynamic, static, or round. i. explore a variety of fiction genres including mythology narrative with dialogue, and allegory. j. Vocabulary development k. Apply critical thinking skills to understand meaning and evaluate text.	h. Apply author biographical information and knowledge of historical time periods/events to identify and analyze author bias i. identify and analyze the conflict and determine whether it is internal or external. j. identify and analyze conflict to determine whether it is person vs. person, person vs. nature, person vs. society, or person vs. self. k. identify and analyze the setting, including the time (temporal setting), location (physical setting), and how the setting influences the plot. l. determine the theme of a text to determine the central idea or underlying meaning of the story. m. Identify and analyze character development: major and minor characters, character traits, and motives.
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						n. categorize characters as either protagonist or antagonist, flat, dynamic, static, or round. o. explore a variety of fiction genres including mythology narrative with dialogue, symbolism, and allegory. p. Vocabulary development q. Compare and contrast ideas to make connections between information, fiction and nonfiction passages, and other information from a variety of prose and poetry. r. Apply critical thinking skills to understand meaning and evaluate text.
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Standard 1	Comprehend and Interpret Literary Text					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
B Analyzing Literature  Before Reading	When reading fiction, apply pre-reading strategies to: a. research and access background knowledge to facilitate a better understanding of reading selection. b. gain understanding of the author and the author's purpose. c. determine the meanings of unknown words. d. make a life connection to a central element of the reading selection.	When reading fiction, apply pre-reading strategies to: a. research and access background information to facilitate a better understanding of the reading selection. b. gain understanding of the author and the author's purpose. c. make life connections to a central element of the reading selection. d. determine the meanings of unknown words and phrases as they are used in the text.	When reading fiction, apply prereading strategies to: a. research and access background information to facilitate a better understanding of the reading selection. b. gain understanding of the author and the author's purpose. c. determine the meanings of unknown words and phrases as they are used in the text. d. make life connections to a central element of the text.	When reading fiction, apply pre-reading strategies to: a. research and access background information to facilitate a better understanding of the reading selection. b. gain understanding of the author and the author's purpose. c. determine the meanings of unknown words and phrases as they are used in the text. d. make life connections to a central element of the text. e. research a historical period or societal issue to facilitate a better understanding of the text.	When reading fiction, apply pre-reading strategies to: a. research and access background information to facilitate a better understanding of the reading selection. b. gain understanding of the author and the author's purpose. c. determine the denotative and connotative meanings of unknown words and phrases through context. d. make life connections to a central element of the text. e. research a historical period or societal issue to facilitate a better understanding of the text.	When reading fiction, apply pre-reading strategies to: a. research and access background information to facilitate a better understanding of the reading selection. b. gain understanding of the author and the author's purpose. c. determine the denotative and connotative meanings of unknown words and phrases through context. d. make life connections to a central element of the text. e. research a historical period or societal issue to facilitate a better understanding of the text.

Standard 1	Comprehend and Interpret Literary Text					
C Analyzing Literature ~~~~~ During Reading	When reading fiction, apply a reading focus technique to: a. identify the sequence of events in the plot. b. identify the exposition, rising action, climax, and falling action in the reading selection. c. make connections to the plot, setting, and characters. d. make inferences about what is not directly stated by combining the text with personal experience and knowledge. e. make predictions using context clues about what will happen next to help the reader stay involved with the story. f. identify the cause and effect relationships that drive the plot and develop the characters. g. visualize the story by creating mental pictures to aid in comprehension. h. identify the story's point of view	When reading fiction, apply a reading focus technique to: a. make connections to characters, setting, and central elements of the reading selection. b. analyze character feelings, traits, actions, motives, and solutions as they relate to the plot. c. identify the sequence of events of the plot. d. identify and analyze author's use of figurative language including simile, metaphor, symbolism, imagery, hyperbole, and personification within the text. e. identify the exposition, rising action, climax, and falling action of the reading selection. f. make inferences about what is not directly stated by combining text with personal experience and knowledge. g. make predictions using context clues including the author's use of foreshadowing. h. identify cause and	When reading fiction, apply a reading focus technique to: a. identify and differentiate between styles of writing including short story, novel, and novella. b. identify and analyze the mood, tone, symbolism, point of view, sequence of events, and examples of foreshadowing and flashback within the text to how the language evokes a sense of time and place and the overall comprehension of the text. c. visualize characters, settings, and events within a text to improve comprehension. d. analyze character feelings, traits, actions, motives, and solutions as they relate to the plot or develop the theme. e. make connections to characters, setting, and central elements of the reading	When reading fiction, apply a reading focus technique to: a. identify and differentiate between styles of writing including short story, novel, and novella. b. identify and analyze the mood, tone, symbolism, point of view, sequence of events, and examples of foreshadowing and flashback within the text to how the language evokes a sense of time and place and the overall comprehension of the text. c. make connections to characters, setting, and central elements of the reading selection. d. visualize characters, settings, and events within a text to improve comprehension. e. analyze character feelings, traits, actions, motives, and solutions as they relate to the plot or develop the theme. f. visualize the story by creating mental pictures	When reading fiction, apply a reading focus technique to: a. identify and differentiate between styles of writing including short stories, novels, and propaganda. b. identify and analyze the mood, tone, symbolism, sequence of events, and examples of foreshadowing, sideshadowing, and flashback within the text to how the language evokes a sense of time and place and the overall comprehension of the text. c. make connections to characters, setting, and central elements of the reading selection. d. visualize characters, settings, and events within a text to improve comprehension. e. analyze character feelings, traits, actions, motives, and solutions as they relate to the plot or develop the theme. f. visualize the story by creating mental pictures to aid comprehension. g. identify and categorize point of view and analyze the purpose	When reading fiction, apply a reading focus technique to: a. identify and differentiate between styles of writing including short stories, novels, and propaganda. b. identify and analyze the mood, tone, symbolism, sequence of events, and examples of foreshadowing, sideshadowing, and flashback within the text to how the language evokes a sense of time and place and the overall comprehension of the text. c. make connections to characters, setting, and central elements of the reading selection. d. visualize characters, settings, and events within a text to improve comprehension. e. analyze character feelings, traits, actions, motives, and solutions as they relate to the plot or develop the theme. f. visualize the story by creating mental pictures to aid comprehension. g. identify and categorize point of view and analyze the purpose

	and how this affects the story. i. analyze figurative language including metaphor, simile, hyperbole, personification, and imagery, and determine the effect on the story.	effect relationships that drive the plot and develop characters. i. visualize the story by creating mental pictures to aid in comprehension. j. identify the point of view of the author, first person or third person, and its effect on the telling of the story.	selection to identify character archetypes. f. identify and analyze the author's use of figurative language including onomatopoeia, simile, personification, metaphor, imagery, and hyperbole. g. identify cause and effect relationships and the sequence of events that drive the plot and develop characters. h. visualize the story by creating mental pictures to aid in comprehension. i. make inferences about what is not directly stated by combining text with personal experience and knowledge. j. identify the exposition, rising action, climax, and falling action of the reading selection. k. utilize the skills of skimming and scanning effectively.	to aid in comprehension. g. make inferences about what is not directly stated by combining text with personal experience and knowledge. h. identify the exposition, rising action, climax, and falling action of the reading selection. i. utilize the skills of skimming and scanning effectively. j. make predictions based on the events of the story, prior knowledge, and actions of characters within a selection. k. connect a piece of fiction to nonfiction or historical events. l. identify and analyze the author's use of figurative language. m. identify cause and effect relationships and the sequence of events that drive the plot and develop characters.	f. visualize the story by creating mental pictures to aid in comprehension. g. identify and categorize point of view and analyze the purpose and intended effect of each: third person omniscient, third-person limited, objective, and first person. h. monitor and self direct reading effectively to enhance the understanding and comprehension of the text. i. make predictions based on the events of the story, prior knowledge, and actions of characters within a selection. j. connect a piece of fiction to nonfiction, news articles, videos, interviews, and journal entries.	and intended effect of each: third person omniscient, third-person limited, objective, and first person. h. monitor and self direct reading effectively to enhance the understanding and comprehension of the text. i. make predictions based on the events of the story, prior knowledge, and actions of characters within a selection. j. connect a piece of fiction to nonfiction, news articles, videos, interviews, and journal entries.
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Standard 1	Comprehend and Interpret Literary Text					
C Analyzing Literature  After Reading	When reading fiction, apply post-reading strategies to: a. analyze the setting using evidence from the story. b. analyze the plot including the exposition, rising action, climax, and falling action. c. identify the conflict and determine whether it is internal (person vs. self) or external (person vs. person, person vs. nature, person vs. society) conflict. d. analyze the character's traits, both physical and personality, as well as the character's motives. e. identify the problems and solutions in the story and determine the solutions' effectiveness. f. identify irony in a story and determine how it impacts the plot. g. compare and contrast two or more people, ideas, or things to show their similarities and differences. h. identify examples of foreshadowing used to	When reading fiction, apply post-reading strategies to: a. draw conclusions by making judgements based on explicit evidence as well as inferences drawn from the text. b. analyze characters' traits and actions as they relate to his/her motives. c. cite textual evidence that supports an analysis of the text. d. determine the theme or central idea of the text. e. analyze relationships among characters, setting, and plot. f. analyze the setting using evidence from the story. g. make inferences about the story based on textual evidence and personal experience/ knowledge. h. identify situational irony within a text and explain how it impacts the plot. i. identify the conflict and determine whether it is internal (person vs.	When reading fiction, apply post reading strategies to: a. cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. b. analyze how the author's choice of structure and vocabulary impact the tone and mood of the text. c. make connections across the curriculum including history, art, drama, and studies in sociology. d. identify and analyze forms of irony within a text, including situational irony and "poetic justice." e. determine the theme of a text and analyze its development over the course of the text. f. analyze the cultural experience reflected in the work from outside the United States with examples of world literature. g. develop answers to questions related to the plot, theme, and characters	When reading fiction, apply post-reading strategies to: a. identify and analyze forms of irony within a text, including situational irony, dramatic irony, and verbal irony. b. cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. c. analyze how the author's choice of structure and vocabulary impact the tone and mood of the text. d. make connections across the curriculum including history, art, drama, and studies in sociology. e. determine the theme of a text and analyze its development over the course of the text. f. develop answers to questions related to the plot, theme, and characters of a given text to show an understanding of the elements of fiction. g. draw conclusions by making	When reading fiction, apply post-reading strategies to: a. identify and analyze forms of irony within a text, including situational irony, dramatic irony, and verbal irony. b. cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. c. analyze how the author's choice of structure and vocabulary impact the tone and mood of the text. d. make connections across the curriculum including history, art, drama, and studies in sociology. e. determine the theme of a text and analyze its development over the course of the text. f. develop answers to questions related to the plot, theme, and characters of a given text to show an understanding of the elements of fiction.	When reading fiction, apply post-reading strategies to: a. identify and analyze forms of irony within a text, including situational irony, dramatic irony, and verbal irony. b. cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. c. analyze how the author's choice of structure and vocabulary impact the tone and mood of the text. d. Apply understanding of the Hero's Journey to analyze character development, theme, plot, and overall understanding of a selection. e. Answer comprehension questions through discussion or in writing to demonstrate understanding of prose and poetry. f. make connections across the curriculum including history, art, drama, and studies in sociology.

	give a hint about what happens next in a story. i. analyze the author's purpose and determine whether it is to persuade, inform, or entertain. j. analyze the theme and how it is revealed to the reader.	self) or external (person vs. person, person vs. nature, person vs. society) conflict. j. analyze the author's purpose and determine whether it is to persuade, inform, or entertain. k. identify and analyze cause and effect relationships within a story. l. identify the problems and solutions in the story and determine the solutions' effectiveness. m. compare and contrast two or more people, ideas, or things to show their similarities and differences.	of a given text to show an understanding of the elements of fiction. h. draw conclusions by making judgements based on explicit evidence as well as inferences drawn from the text. i. identify the problems and solutions in the story and determine the solutions' effectiveness. j. identify and evaluate cause and effect relationships and problems and solutions in the story and determine their effectiveness.	judgements based on explicit evidence as well as inferences drawn from the text. h. identify and evaluate cause and effect relationships and problems and solutions in the story and determine their effectiveness. i. develop answers to questions related to the plot, theme, and characters of a given text to show an understanding of the elements of fiction. j. analyze the cultural experience reflected in the work from outside the United States with examples of world literature. k. identify the problems and solutions in the story and determine the solutions' effectiveness.	g. draw conclusions by making judgements based on explicit evidence as well as inferences drawn from the text. h. identify and evaluate cause and effect relationships and problems and solutions in the story and determine their effectiveness. i. compare and contrast characters and other elements of fiction within a text. j. analyze the cultural experience reflected in the work from outside the United States with examples of world literature. k. identify the problems and solutions in the story and determine the solutions' effectiveness.	g. determine the theme of a text and analyze its development over the course of the text. h. develop answers to questions related to the plot, theme, and characters of a given text to show an understanding of the elements of fiction. i. draw conclusions by making judgements based on explicit evidence as well as inferences drawn from the text. j. identify and evaluate cause and effect relationships and problems and solutions in the story and determine their effectiveness. k. compare and contrast characters and other elements of fiction within a text. l. analyze the cultural experience reflected in the work from outside the United States with examples of world literature. m. identify the problems and solutions in the story and determine the solutions' effectiveness.
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Nonfiction

Standard 2	Comprehend and Interpret Informational Text					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A Elements of Nonfiction	When reading informative text, apply reading analysis skills to: a. differentiate between the types of nonfiction including informative, persuasive, and entertaining. b. identify and analyze the various forms of nonfiction including articles, instructions, interviews, essays, biographies, autobiographies, memoirs, and certain cartoons.	When reading informative text, apply reading analysis skills to: a. differentiate between the types of nonfiction writing including informative, biography, interview, propaganda, and narrative nonfiction. b. identify and analyze the various forms of nonfiction including articles, instructions, interviews, essays, biographies, nonfiction narratives, autobiographies, and memoirs.	When reading informative text, apply reading analysis skills to: a. differentiate between the types of nonfiction writing including informative, news articles, speeches, biography, interview, propaganda, and the documentary. b. identify and analyze the various forms of nonfiction including letters, informative articles, book reviews, interviews, essays, biographies, nonfiction narratives, and autobiographies.	N/A.	N/A	N/A

Standard 2	Comprehend and Interpret Informational Text					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
B Analyzing Informational Text ~~~~~ Before Reading	When reading informational text, apply pre-reading strategies to: a. research and access background knowledge to facilitate a better understanding of reading selection. b. gain understanding of the author and the author's purpose. c. determine the meaning of unknown words. d. make a life connection to a central element of the reading selection.	When reading informational text, apply pre-reading strategies to: a. determine the meanings of words and phrases as they are used in the text, including the use of context clues. b. research and access background knowledge to facilitate a better understanding of reading selections. c. gain an understanding of the author and the author's purpose. d. make a life connection to a central element of the reading selection. e. identify the author's intended audience. f. assess the author's credibility and the accuracy of information provided in a text.	When reading informational text, apply pre-reading strategies to: a. determine the meanings of words and phrases as they are used in the text, including the use of context clues. b. research and access background knowledge to facilitate a better understanding of reading selections. c. gain an understanding of the author and the author's purpose. d. make a life connection to a central element of the reading selection. e. identify the author's intended audience. f. assess the author's credibility and the accuracy of information provided in a text.	N/A	N/A	N/A

Standard 2	Comprehend and Interpret Informational Text					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
C Analyzing Informational Text ~~~~~ During Reading	When reading informational text, apply during reading strategies to: a. make predictions about what will happen next to stay connected with the reading. b. monitor information in the text by recording significant points. c. identify the sequence of events to aid comprehension. d. visualize information in the text by creating mental pictures to aid comprehension. e. understand the author's purpose or intentions to increase understanding. f. analyze figurative language including idiom, simile, exaggeration, and illusion and determine the effect on the text.	When reading informational text, apply during reading strategies to: a. make connections between plot, setting, and the characters. b. determine the author's point of view and purpose to analyze the impact on the text. c. analyze figurative language including imagery, simile, and hyperbole. d. analyze the impact of specific word choices on meaning, mood, and tone. e. identify and analyze characters' traits and motives. f. make predictions about what will happen next and ask questions to stay connected with the reading. g. visualize information in the text by creating	When reading informational text, apply during reading strategies to: a. identify and analyze the bias, tone, and purpose of the author for a selected reading. b. determine the author's point of view to analyze the impact on the text. c. identify how the author presents material, including the order and way in which ideas are presented and the impact of this on the mood and tone of the piece. d. identify false statements and fallacious reasoning in informational text. e. identify and analyze characters' traits and motives. f. make predictions about what will happen next and ask questions to stay connected with the reading. g. visualize			

		mental pictures to aid comprehension. h. monitor information and take notes to organize information for use in determining chronological order, summarizing, and analyzing text. i. identify a variety of propaganda techniques and their use to advance a particular cause or idea within a text. j. identify the sequence of events to aid comprehension.	information in the text by creating mental pictures to aid comprehension. h. monitor information and take notes to organize information for use in determining chronological order, summarizing, and to analyze text. i. identify a variety of propaganda techniques and their use to advance a particular cause or idea within a text. j. identify the sequence of events to aid comprehension. k. evaluate the validity of the author's use of research and evidence used to provide information for nonfiction texts. l. employ reading strategies - including "chunking," rereading, and self-monitoring - to improve comprehension. m. take effective notes during reading to facilitate an understanding of the text and how its parts relate to one another			
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Standard 2	Comprehend and Interpret Informational Text					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
C Analyzing Informational Text ~~~~~ After Reading	When reading informational text, apply post-reading strategies to: a. analyze cause/effect relationships and how they propel the plot forward. b. determine facts from opinions when analyzing an article. c. analyze the point of view to determine whether or not the reader has access to the author's thoughts and feelings.	When reading informational text, apply post-reading strategies to: a. draw conclusions by making judgements based on explicit evidence as well as inferences drawn from the text. b. determine the central idea of the text and provide an objective summary of the information presented. c. analyze connections between the events, individuals, and ideas. d. identify and analyze cause and effect relationships within a text. e. evaluate text from more than one medium (e.g. article, video, book) on the same subject and compare and contrast the information provided. f. gather and synthesize	When reading informational text, apply post-reading strategies to: a. draw conclusions by making judgments based on explicit evidence as well as inferences drawn from the text. b. determine the central idea of the text and provide an objective summary of the information presented. c. analyze connections between the events, individuals, and ideas. d. identify and analyze cause and effect relationships within a text. e. evaluate text from more than one medium (e.g. article, video, book) on the same subject and compare and contrast the information provided. f. gather and synthesize information from a personal			

		information from a personal interview or individual account. g. distinguish between fact and opinion within a text. h. analyze the point of view to determine whether or not the reader has access to the author's thoughts and feelings.	interview or individual account. g. distinguish between fact and opinion within a text. h. analyze the point of view to determine whether or not the reader has access to the author's thoughts and feelings. i. analyze a book review for content, style, and merit. j. expand knowledge by participating in additional activities such as field trips, reading additional texts, conducting an interview, or viewing a film.			
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Poetry

Standard 3	Comprehend and Interpret Poetry					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A ~~~~~ Structure of Poetry	When reading poetry, apply reading analysis skills to: a. analyze the structure of a poem including lines and stanzas. b. determine the genre of a poem including a ballad, sonnet, and free verse.	When reading poetry, apply reading analysis skills to: a. analyze the structure of a poem including lines and stanzas. b. determine the form of a poem including a ballad, ode, epic, sonnet, elegy, and free verse.	When reading poetry, apply reading analysis skills to: a. analyze the structure of a poem including lines and stanzas. b. identify the type of stanza within a poem including a couplet, quatrain, sestet, and octave.	When reading poetry, apply reading analysis skills to: a. analyze the structure of a poem including lines and stanzas. b. identify the type of stanza within a poem including feet and meter.	When reading poetry, apply reading analysis skills to: a. analyze the structure of a poem including lines and stanzas. b. identify the type of stanza within a poem including feet and meter.	When reading poetry, apply reading analysis skills to: a. analyze the structure of a poem including lines and stanzas. b. identify the type of stanza within a poem including feet and meter.
Standard 3	Comprehend and Interpret Poetry					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
B ~~~~~ Sound of Poetry	When reading poetry, apply reading analysis skills to: a. determine and analyze poetic sound devices including rhyme, alliteration, and repetition.	When reading poetry, apply reading analysis skills to: a. determine and analyze poetic sound devices including rhyme, repetition, rhythm, and meter.	When reading poetry, apply reading analysis skills to: a. determine and analyze poetic sound devices including rhyme, repetition, rhythm, and meter. b. identify the use of alliteration, assonance, and consonance within a poem. c. analyze the arrangement of words (syntax) and its effect on the poem.	When reading poetry, apply reading analysis skills to: a. determine and analyze poetic sound devices including rhyme, repetition, rhythm, and meter. b. identify and analyze the use of rhyme: internal, end, slant (approximate) rhyme. c. identify the use of alliteration, assonance, and consonance within a poem.	When reading poetry, apply reading analysis skills to: a. determine and analyze poetic sound devices including rhyme, repetition, rhythm, iambic pentameter, and meter. b. identify and analyze the use of rhyme: internal, end, slant (approximate) rhyme. c. identify the use of alliteration, assonance, and	When reading poetry, apply reading analysis skills to: a. determine and analyze poetic sound devices including rhyme, repetition, rhythm, iambic pentameter, and meter. b. identify and analyze the use of rhyme: internal, end, slant (approximate) rhyme. c. identify the use of alliteration, assonance, and

				d. analyze the arrangement of words (syntax) and its effect on the poem. e. identify and analyze the sound devices and structure used in an array of poems including sonnet, villanelle, free verse, ode, elegy, epic, and ballad.	consonance within a poem. d. analyze the arrangement of words (syntax) and its effect on the poem. e. identify and analyze the sound devices and structure used in an array of poems including sonnet, free verse, and elegy.	consonance within a poem. d. analyze the arrangement of words (syntax) and its effect on the poem. e. identify and analyze the sound devices and structure used in an array of poems including sonnet, free verse, and elegy.
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Standard 3	Comprehend and Interpret Poetry					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
C  Elements of Poetry	When reading poetry, apply reading analysis skills to: a. determine and analyze the rhyme scheme within a poem. b. analyze the qualities of narrative poetry including character, plot, conflict, and setting. c. identify the use of sound devices to analyze the lyrical qualities of certain poetry. d. identify voice of a poem through the speaker or author's perspective.	When reading poetry, apply reading analysis skills to: a. determine and analyze the rhyme scheme within a poem. b. identify the voice of a poem through the speaker or author's perspective. c. determine dialect and its effect on the poem. d. recognize and practice the use of the pause when reading poetry to make an impact on its auditory appeal. e. identify the use of sound devices to analyze the lyrical qualities of certain poetry.	When reading poetry, apply reading analysis skills to: a. determine the author's voice and dialect and discuss the effect of each on the selection. b. determine and analyze the rhyme scheme within a poem. c. identify the mood of the poem through the words of the author. d. analyze the diction (word choice) used in the poem and its possible effect on one's understanding of the poem's tone, theme, and purpose. e. recognize and practice the use of the pause when reading poetry to make an impact on its auditory appeal. f. identify the use of sound devices to analyze the lyrical qualities of certain poetry.	When reading poetry, apply reading analysis skills to: a. analyze the diction (word choice) used in the poem and its possible effect on one's understanding of the poem's tone, theme, and purpose. b. determine and analyze the rhyme scheme within a poem. c. identify the mood of the poem through the words of the author. d. explore the background of authors to better understand the purpose, voice, and meaning of their writing. e. read an array of poems written by British and American authors	When reading poetry, apply reading analysis skills to: a. analyze the diction (word choice) and dialect used in the poem and its possible effect on one's understanding of the poem's tone, theme, and purpose. b. determine and analyze the rhyme scheme within a poem. c. identify the mood of the poem through the words of the author. d. explore the background of authors to better understand the purpose, voice, and meaning of their writing. e. read an array of poems written by British and American authors.	When reading poetry, apply reading analysis skills to: a. analyze the diction (word choice) and dialect used in the poem and its possible effect on one's understanding of the poem's tone, theme, and purpose. b. determine and analyze the rhyme scheme within a poem. c. identify the mood of the poem through the words of the author. d. explore the background of authors to better understand the purpose, voice, and meaning of their writing. e. read an array of poems written by British and American authors.

Drama

Standard 4	Understand and Interpret Drama					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
E Drama  Before Reading	N/A	N/A	N/A	When reading drama, apply reading analysis skills to: a. identify and analyze literary elements including plot, conflict, characters, setting, and theme. b. identify the roles and duties of individuals included in a dramatic production including actors, designers, directors, playwrights, producer, stage crew, and stage manager. c. identify the physical parts of a theater: house/audience, props, set, staging, and stage left/right. d. analyze the effect of music used in a drama and how it contributes to the tone and mood. e. access background information to enhance an understanding of the setting, theme, and language used in a drama.	When reading drama, apply reading analysis skills to: a. identify and analyze literary elements including plot, conflict, characters, setting, and theme. b. identify the roles and duties of individuals included in a dramatic production including actors, designers, directors, playwrights, producer, stage crew, and stage manager. c. identify the physical parts of a theater: house/audience, props, set, staging, and stage left/right. d. analyze the effect of music used in a drama and how it contributes to the tone and mood. e. access background information to enhance an understanding of the setting, theme, and language used in a drama.	When reading drama, apply reading analysis skills to: a. identify and analyze literary elements including plot, conflict, characters, setting (temporal/physical), and theme. b. explore an array of genres of drama including comedy, tragedy, historical, and musical productions. c. read a play while recognizing changes of speakers, setting, scenes, etc. d. identify terms associated with drama scripts including act, cast, entrances/exits, scenes, and stage directions. e. access background information to enhance an understanding of the setting, theme, and language used in a drama. f. identify the roles and duties of individuals included in a dramatic production including actors, designers, directors, playwrights, producer, stage crew, and stage manager. g. identify the physical parts of a theater: house/audience, props, set, staging, and stage left/right. h. analyze the effect of music used in a drama and how it contributes to tone and mood.

E Drama ~~~~~ During Reading				While reading a drama selection, apply reading analysis skills to: a. visualize and analyze elements that help set the mood and tone of a drama selection. b. identify and analyze examples of irony, foreshadowing, and symbolism, and the effect of each on the play. c. determine the meaning of words and phrases as they pertain to the selection, and how the language sets the tone and enhances the sense of time and place. d. make inferences to analyze explicit as well as implicit meanings regarding characters' words.	While reading a drama selection, apply reading analysis skills to: a. visualize and analyze elements that help set the mood and tone of a drama selection. b. identify and analyze examples of irony, foreshadowing, and symbolism, and the effect of each on the play. c. determine the meaning of words and phrases as they pertain to the selection, and how the language sets the tone and enhances the sense of time and place. d. make inferences to analyze explicit as well as implicit meanings regarding characters' words.	While reading a drama selection, apply reading analysis skills to: a. visualize and analyze elements that help set the mood and tone of a drama selection. b. identify and analyze examples of irony, foreshadowing, and symbolism, and the effect of each on the play. c. determine the meaning of words and phrases as they pertain to the selection, and how the language sets the tone and enhances the sense of time and place. d. Apply the language of Shakespeare's time to oral reading. e. make inferences to analyze explicit as well as implicit meanings regarding characters' words. f. identify characters as dynamic or static; flat or round, and analyze the effect of their traits, dialogue, and actions on the plot, theme, and conflicts within a drama. g. identify and analyze the author's use of symbolism within the dramatic selection. h. identify and interpret the meaning and purpose of monologue and soliloquy within a drama. i. observe and consider the spectacle or visual aspects of a play including scenery, props, wardrobe, and special effects.
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E Drama ~~~~~ After Reading				After reading drama, apply reading analysis skills to: a. determine the theme of a drama selection and analyze its development over the course of the play. b. analyze how characters develop over the course of the plot. c. analyze the structure of the text including character descriptions, acts, time frame, scenes, and stage directions, and their effect on the drama. d. cite strong textual evidence to support analysis of the explicit and implicit message of the text. e. identify and analyze the plot of the selection including exposition, rising action, climax, falling action, and resolution. f. analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. g. make connections between the text/drama and personal experiences.	After reading drama, apply reading analysis skills to: a. determine the theme of a drama selection and analyze its development over the course of the play. b. analyze how characters develop over the course of the plot. c. analyze the structure of the text including character descriptions, acts, time frame, scenes, and stage directions, and their effect on the drama. d. cite strong textual evidence to support analysis of the explicit and implicit message of the text. e. identify and analyze the plot of the selection including exposition, rising action, climax, falling action, and resolution. f. analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. g. make connections between the text/drama and personal experiences.	After reading drama, apply reading analysis skills to: a. determine the theme of a drama selection and analyze its development over the course of the play. b. analyze how characters develop over the course of the plot. c. analyze the structure of the text including character descriptions, acts, time frame, scenes, and stage directions, and their effect on the drama. d. cite strong textual evidence to support analysis of the explicit and implicit message of the text. e. identify and analyze the plot of the selection including exposition, rising action, climax, falling action, and resolution. f. make inferences based on information provided to make judgments based on explicit evidence as well as inferences drawn from the text. g. Demonstrate understanding of the lasting impact and relevance of Shakespeare's works. h. make connections between the text/drama and personal experiences.
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Sequence	Skills Taught in Levels 7-12					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
	Analyzing Fiction Skills: •Elements of fiction: plot, character, setting, theme, conflict •Text features •Vocabulary development •Accessing background •Author background and purpose •Plot: exposition, rising action, climax, resolution •Making connections to one's life experiences •Conflict: external, internal •Conduct research to facilitate understanding •Making inferences •Cause and effect relationships •Author perspective: first person, third person •Character development: traits, motives, qualities •Response to literature questions - short answer •Use text-based evidence to support	Analyzing Fiction Skills: •Elements of fiction: plot, character, setting, theme, conflict •Vocabulary development •Accessing background •Author background and purpose •Plot: exposition, rising action, climax, resolution •Making connections to one's life experiences •Conflict: external, internal •Conduct research to facilitate understanding •Making inferences •Cause and effect relationships •Author perspective: first person, third person •Character development: traits, motives, qualities •Response to literature questions - short answer •Use text-based evidence to support answers •Visualizing •Cloze activities •Constructed response •Making predictions •Draw conclusions •Foreshadowing	Analyzing Fiction Skills: •Elements of fiction: plot, character, setting, theme, conflict •Vocabulary development •Accessing background •Author background and purpose •Plot: exposition, rising action, climax, resolution •Making connections to one's life experiences •Conflict: external, internal •Conduct research to facilitate understanding •Making inferences •Cause and effect relationships •Author perspective: first person, third person •Character development: traits, protagonist/antagonist, major/minor, dynamic/static •Response to literature •Use text-based evidence to support answers •Point of view, mood, tone •Foreshadowing and flashback •Visualizing	Analyzing Fiction Skills: •Fiction Genres: realistic fiction, science fiction, mystery, fantasy, satire, historical fiction, fairy tales, and myths •Pre-reading, during-reading, and post-reading activities to focus and direct reading •Reading literature from around the world •Plot and subplots •Conflict: internal and external •Character development: traits, motives, protagonist/antagonist, major/minor, dynamic/static, round/flat •Setting: temporal, physical •Point of view: third-person omniscient, third-person limited, and objective, reliable narrator •Foreshadowing and flashback •Irony: situational, dramatic, verbal •Mood and tone	Analyzing Fiction Skills: •Fiction Genres: realistic fiction, science fiction, mystery, allegory, historical fiction, fantasy, mythology •Pre-reading, during-reading, and post-reading activities to focus and direct reading •Reading literature from around the world •Plot •Conflict: internal and external •Character development: traits, motives, protagonist/antagonist, major/minor, dynamic/static, round/flat •Setting •Point of view: third-person omniscient, third-person limited, and objective, reliable narrator •Foreshadowing and flashback •Irony •Mood and tone •Symbolism •Theme •Vocabulary development	Analyzing Fiction Skills: •Fiction Genres: realistic fiction, mystery, allegory, historical fiction, fantasy, mythology •Pre-reading, during-reading, and post-reading activities to focus and direct reading •Reading literature from around the world •Plot •Conflict: internal and external •Character development: traits, motives, protagonist/antagonist, major/minor, dynamic/static, round/flat •Setting •Point of view: third-person omniscient, third-person limited, and objective, reliable narrator •Foreshadowing and flashback •Irony •Allusion •Mood and tone

	answers ●Irony ●Visualizing ●Cloze activities ●Constructed response		●Constructed response ●Symbolism ●Chronological order ●Situational irony	●Symbolism ●Theme/Main idea ●Vocabulary development ●Critical thinking skills ●Satire ●Synonyms	●Foreign words ●Etymology ●Denotative meaning ●Archaic words ●Discerning meaning through context ●Critical thinking skills ●Allegory ●Sideshadowing ●Mythological figures and places ●Propaganda	●Symbolism ●Theme ●The Hero's Journey ●Character archetypes ●Vocabulary development ●Foreign words ●Etymology ●Denotative meaning ●Archaic words ●Discerning meaning through context ●Critical thinking skills ●Allegory ●Sideshadowing ●Mythological figures and places ●Propaganda
	Short Stories used with curriculum: <i>Seventh Grade; Thank you, Ma'am; The White Umbrella; Zebra; Cricket in the Road; One Ordinary Day, with Peanuts; Nadia the Willful; Flowers and Freckle Cream</i>	Short Stories used with curriculum: <i>Stop the Sun; A Mother in Mannville; The Ransom of Red Chief; Checkouts; Raymond's Run; The Treasure of Lemon Brown; The Dinner Party</i>	Short Stories used with curriculum: <i>The Secret Life of Walter Mitty; The Most Dangerous Game; Born Worker; The Monkey's Paw; A White Heron; The Bet; Blues Ain't No Mockin Bird</i>	Activities include: ●Students will analyze text, evaluate content, and apply knowledge ●Read author biographies ●Constructed response ●Visualize ●Making connections to one's life and experiences ●Making predictions ●Compare and contrast ●Accessing background ●Analyzing similarities and differences ●Comprehension checks ●Drawing conclusions ●Using context cues ●Connecting fiction to nonfiction ●Self-monitor reading to facilitate comprehension and understanding	Activities include: ●Students will analyze text, evaluate content, and apply knowledge ●Making connections to one's life and experiences ●Read author biographies ●Constructed response ●Visualizing ●Making predictions ●Compare and contrast ●Connecting fiction to nonfiction ●Accessing background ●Comprehension checks ●Drawing conclusions ●Using context cues ●Self-monitor reading to facilitate comprehension and understanding ●Analyze cause and effect relationships ●Reading literary	Activities include: ●Students will analyze text, evaluate content, and apply knowledge ●Making connections to one's life and experiences ●Read author biographies ●Constructed response ●Visualizing ●Making predictions ●Making inferences ●Compare and contrast ●Using context cues ●Connecting fiction to nonfiction ●Accessing background ●Comprehension checks ●Drawing conclusions ●Self-monitor reading to facilitate comprehension and understanding ●Analyze cause and
	●Assessments included at the end of each story with a summative assessment at the end of the unit of study	●Assessments included at the end of each story with a summative assessment at the end of the unit of study	●Assessments included at the end of each story with a summative assessment at the end of the unit of study	●Assessments included at the end of each story with a summative assessment at the end of the unit of study	●Assessments included at the end of each story with a summative assessment at the end of the unit of study	●Assessments included at the end of each story with a summative assessment at the end of the unit of study
	●Extended Activities: art project, suggested field trips, physical activity, interview, writing, drama, music, cooking, develop a game, storytelling	●Extended Activities: art project, physical activity, interview, writing, drama, music, public speaking, geology, cooking, community service	●Extended Activities: art project, research, drama, volunteering, business simulation, interview, suggested field trips, speech and debate	●Extended Activities: art project, research, drama, volunteering, business simulation, interview, suggested field trips, speech and debate	●Extended Activities: art project, research, drama, volunteering, business simulation, interview, suggested field trips, speech and debate	●Extended Activities: art project, research, drama, volunteering, business simulation, interview, suggested field trips, speech and debate

	Figurative Language ●Metaphor ●Simile ●Hyperbole ●Personification ●Imagery ●Idioms ●Allusion ●Alliteration ●Onomatopoeia	Figurative Language ●Metaphor ●Simile ●Hyperbole ●Personification ●Imagery ●Idioms ●Symbolism ●Alliteration	Figurative Language ●Metaphor ●Simile ●Hyperbole ●Personification ●Imagery ●Symbolism ●Alliteration ●Onomatopoeia	●Introduction to foreign and archaic words ●Analyze cause and effect relationships ●Reading literary criticism ●Reading a biography ●Analyzing similarities and differences ●Comprehension checks ●Drawing conclusions ●Connecting fiction to nonfiction ●Self-monitor reading to facilitate comprehension and understanding ●Introduction to foreign and archaic words	criticism ●Reading a biography	effect relationships ●Reading literary criticism ●Reading a biography ●Summarizing ●Writing alternative endings ●Letter Writing
	Analyzing Nonfiction	Analyzing Nonfiction	Analyzing Nonfiction	Short Stories used with curriculum: <i>Bernice Bobs Her Hair, Amigo Brothers, The Necklace, Harrison Bergeron, The Yellow Wallpaper, The Speckled Band, A Worn Path, A Doll's House</i>	Short Stories used with curriculum: <i>American History; Shooting an Elephant; The Alligator War; The Masque of the Red Death; The Odyssey, Book IX; The Lottery; Lather and Nothing Else; Hills Like White Elephants; The Veldt</i>	Short Stories used with curriculum: <i>Perseus, Cupid and Psyche; Brownies, Rappaccini's Daughter, The Paper Menagerie, The Faerie Queene Book I, The Stolen Party.</i>
	Skills ●Understand the purpose of the writing: informative, persuasive, entertaining, etc. ●Types of nonfiction: news articles, how-to articles/instructions, interviews, essays, biographies, memoirs, informational articles, cartoons, autobiography ●Vocabulary development ●Accessing background information ●Author's biographies ●Making life connections ●Making predictions ●Analyzing literary elements ●Cause and effect relationships	Skills: ●Understand the purpose of the writing: informative, persuasive, entertaining, etc. ●Types of nonfiction: interviews, biographies, informational articles, autobiography, propaganda, memoir ●Vocabulary development ●Accessing background information ●Author's biographies ●Making life connections ●Making predictions ●Analyzing literary elements ●Cause and effect relationships ●Conflict - internal, external ●Comprehension checks ●Research to enhance understanding ●Fact vs. opinion	Skills: ●Understanding the bias, tone, purpose of the writing ●Types of nonfiction: news articles, propaganda, speech, interview, biography, autobiography, creative nonfiction, documentary, book review ●Research - scientific, literary, historical ●Letters ●Book reviews ●Identifying reader's own scope and strategy for reading ●Evaluating the effectiveness of a piece of literature ●Vocabulary development ●Accessing background information ●Author's biographies	● Assessments included at the end of each story with a summative assessment at the end of the unit of study ●Extended Activities: conduct research, essay, cultural experiences, interview, music, physical activity, connect to literature,	●Assessments included at the end of each story with a summative assessment at the end of the unit of study ● Extended Activities: interview, music, art, novel suggestions, research, discussions, biology, additional reading suggestions,	●Assessments included at the end of each story with a summative assessment at the end of the unit of study ●Extended Activities: interview, music, art, novel suggestions, research, discussions, biology, additional reading suggestions,

	●Conflict - internal, external ●Comprehension checks ●Research to enhance understanding ●Fact vs. opinion ●Self-monitoring reading to facilitate understanding ●Point of view, perspective, and bias ●Visualizing ●Constructed response ●Time lines and sequence of events ●Fact-checking ●Tone, voice ●Text features	●Self-monitoring reading to facilitate understanding ●Point of view, perspective, and bias ●Visualizing ●Constructed response ●Taking notes ●Summarizing ●Character traits ●Chronological order ●Identifying reliable sources	●Making life connections ●Making predictions ●Analyzing literary elements ●Cause and effect relationships ●Conflict - internal, external ●Comprehension checks ●Research to enhance understanding ●Fact vs. opinion ●Self-monitoring reading to facilitate understanding ●Constructed response ●Mood, tone, voice, diction ●Taking notes ●Summarizing ●Organizing information you have read ●Before-reading activities: schema and metacognition ●During-reading activities to enhance comprehension and understanding	discussions, art, volunteer opportunities ●Writing Connection: narrative, personal journal, letter, newspaper article, poetry, writing from a fictional point of view ●Nonfiction Connection: articles, history, encyclopedia entry, biographies, film reviews	movie/video connections, theater ●Writing Connection: journal writing, creative nonfiction, autobiography, poems, lyrics, dialogue, news article, writing from a different point of view ●Nonfiction Connection: historical accounts, articles, watch videos, listening activities, biography	movie/video connections, theater ●Writing Connection: journal writing, creative nonfiction, autobiography, poems, lyrics, dialogue, news article, writing from a different point of view ●Nonfiction Connection: historical accounts, scientific research, cultural activities, art history, Encyclopedia entry, articles, watch videos, listening activities, biography
	Selections include: <i>Dirk the Protector; A Brief History of Chocolate; Abdul Rahman Biography; Oh Broom, Get to Work; Waiting for the Second Table</i>	Selections include: <i>Louisa's Civil War; Roughing It; Ten Top Touring Areas; Virginia Hamilton; The Jews Are to Blame!; The Great Rat Hunt</i>	Selections include: <i>Charles Martel Biography; The Origin of Blue Jeans; Farewell Letter to the Pilgrims; Review of A Wrinkle in Time; On Falling in Love: A 1958 Letter; The Guardian Review of Mockingbird by Kathryn Erskine</i>	Drama Unit Selections for Drama Unit: <i>Trifles, The Boor, While the Auto Waits</i>	Drama Unit Selections for Drama Unit: <i>Our Town</i>	Drama Unit Selections for Drama Unit: <i>Macbeth</i>
	●Assessments included at the end of each story with a summative	●Assessments included at the end of each story with a summative	●Assessments included at the end of each story	Skills: ●Introduction to drama ●Literary elements review ●Elements of drama: plot, conflict, setting, characters, language, music, spectacle ●Theater terms and vocabulary ●Physical parts of a theater ●Mood and tone ●Irony ●Foreshadowing ●Symbolism ●Casting	Skills: ●Background of drama ●Genres of drama: comedy, tragedy, historical, musical ●Literary elements review ●Elements of drama: plot, conflict, setting, characters, language, music spectacle ●Setting: physical/temporal ●Theater terms and vocabulary ●Physical parts of a theater ●Mood and tone	Skills: ●Background of drama ●Genres of drama: comedy, tragedy, historical, musical ●Literary elements review ●Elements of drama: plot, conflict, setting, characters, language, music, spectacle ●Setting: physical/temporal ●Theater terms and vocabulary ●Physical parts of a theater

	assessment at the end of the unit of study. ●Extended Activities: map reading, games, writing connection, cooking, crafts, eating, drawing, translating Novel Unit: <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor Skills: ●Skills taught during the fiction and nonfiction units are reviewed and practiced ●Brief account of historical period ●Pre-reading, during-reading, and post-reading activities are included ●Developing a focus for reading ●Author's biography ●Comprehension ●Predicting ●Foreshadowing ●Chronological order ●Problem/solution ●Vocabulary development ●Mood and tone ●Developing questions to facilitate	assessment at the end of the unit of study ●Extended Activities: interview, volunteer, art, research, newspaper Novel Unit <i>Night</i> by Elie Wiesel Skills: ●Skills taught during the fiction and nonfiction units are reviewed and practiced ●Brief account of historical period ●Pre-reading, during-reading, and post-reading activities are included ●Developing a focus for reading ●Author's biography ●Comprehension ●Predicting and foreshadowing ●Chronological order and timeline ●Problem/solution ●Vocabulary development ●Mood and tone ●Developing questions to facilitate understanding	with a summative assessment at the end of the unit of study ●Extended Activities: conduct interviews, suggested field trips, research Novel Unit <i>The Hobbit</i> by J.R.R. Tolkien Skills: ●Skills taught during the fiction and nonfiction units are reviewed and practiced ●Pre-reading, during-reading, and post-reading activities are included ●Developing a focus for reading ●Author's biography ●Comprehension ●Predicting and foreshadowing ●Genre: fantasy ●Making connections to life ●Access to backdrop ●Character study ●Skimming and scanning ●Chronological order and timeline ●Vocabulary development	Activities include: ●How to read a play ●Read author biographies ●Read short plays ●Understanding background ●Visualizing ●Comprehension checks ●Critical thinking ●Analyzing literature ●Students will analyze, evaluate, and apply skills learned in this unit ●Make connections to real life and experiences ●Constructed response to prompts ●Making inferences ●Drama Unit assessment Culminating Activity: Performing a Drama ●Pre-production: props, set, cast, wardrobe ●Rehearsal ●Performance	●Theme ●Foreshadowing ●Symbolism ●Casting ●Character study: dynamic/static, flat/round, traits, types ●Monologue and soliloquy Activities include: ●How to read a play ●Read author biography ●Read a play ●Understanding background/ historical period ●Visualizing ●Comprehension checks ●Critical thinking ●Analyzing literature ●Analyzing dialogue and how it affects the plot ●Students will analyze, evaluate, and apply skills learned in this unit ●Make connections to real life and experiences ●Constructed response to prompts ●Making inferences ●Costuming ●Analyze how characters affect plot ●Write a monologue ●Casting ●Watch a live/recorded performance ●Create a poster ●Time capsule ●Drama Unit assessment	●Mood and tone ●Foreshadowing ●Symbolism ●Casting ●Character study: dynamic/static, flat/round, traits, types ●Monologue and soliloquy ●Foil character ●Motif ●Irony ●Atmosphere ●Meter ●Allusion ●Character archetypes ●Paradox ●Metaphor ●Alliteration ●Equivocation ●Aside Activities include: ●How to read a play ●Read author biography ●Read a play ●Understanding background/ historical period ●Visualizing ●Comprehension checks ●Critical thinking ●Analyzing literature ●Analyzing dialogue and how it affects the plot ●Students will analyze, evaluate, and apply skills learned in this unit ●Make connections to real life and experiences ●Constructed response to
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	- understanding ●Setting and how it affects the plot ●Developing a focus for reading	●Setting and how it affects the plot ●Compare and contrast ●Letter writing ●Summary writing	●Setting, mood, tone ●Character relationships and conflict ●Imagery ●Character archetype ●Theme		Culminating Activity: Producing a play ●Adapt the script ●Pre-production: props, set, cast, wardrobe ●Rehearsal ●Performance	- prompts ●Making inferences ●Costuming ●Analyze how characters affect plot ●Write a monologue ●Casting ●Watch a live/recorded performance ●Create a poster ●Time capsule ●Drama Unit assessment ●Create an advertisement ●Presentation
	Summative Assessment	Summative Assessment	Summative Assessment			
	Culminating Activity: Character Study project board	Culminating Activity: Persuasive Essay	Culminating Activity: Narrative Essay - Character Study			Culminating Activity: Reimagine <i>Macbeth</i> ●Adapt the script ●Pre-production: props, set, cast, wardrobe ●Develop plot twists ●Write a soliloquy ●Create an advertisement ●Presentation
	Poetry Skills: ●Elements of poetry ●Structure, sound, rhythm ●Rhyme scheme ●Voice ●Figurative language ●Repetition ●Genres: ballad, sonnet, free verse, narrative ●Writing poetry ●Speaking and listening skills ●Making connections	Poetry Skills: ●Elements of poetry ●Structure, sound, rhythm ●Rhyme scheme ●Voice ●Figurative language ●Form ●Genres: ballad, ode, epic, sonnet, elegy, free verse ●Dialect ●Writing poetry ●Speaking and listening skills ●Making connections	Poetry Skills: ●Elements of poetry ●Structure, sound, rhythm ●Rhyme scheme ●Genres:ode, elegy, ballad, epic, sonnet, free verse ●Voice ●Diction ●Mood and tone ●Dialect ●Writing poetry ●Speaking and listening skills ●Making connections ●Perspective ●Shakespeare		Novel Unit <i>To Kill a Mockingbird</i> by Harper Lee Skills:	Novel Unit <i>The Great Gatsby</i> by F. Scott Fitzgerald
	Summative Assessment	Summative Assessment	Summative Assessment	Skills: ●Vocabulary development - denotative and connotative meanings ●Analyzing figurative language ●Setting - its influence on plot and events of the story ●Conflict - internal and external ●Irony	Skills: ●Vocabulary development - traditional vs. unconventional usage, denotative meaning, 1920's vernacular, associated tone, discerning meaning through context ●Setting - its influence on plot and events of the story	Skills: ●Vocabulary development - traditional vs. unconventional usage, denotative meaning, British vernacular, associated tone, discerning meaning through context. Understanding antiquated language

				●Mood and tone ●Symbolism ●Cause and effect relationships ●Theme ●Character development ●Foreshadowing ●Author's purpose ●Chronological order Activities include: ●Accessing historical background to help understand perspective and culture ●Read author's biography ●Making connections ●Self-monitor reading ●Pre-reading, during-reading, and post-reading activities ●Identify and analyze cause and effect relationships ●Critical thinking ●Making predictions ●Making inferences ●Identify author's purpose ●Comprehension checks ●Apply gained knowledge ●Analyze text ●Constructed response ●Discussion opportunities Summative Assessment Culminating Activity Topic - Symbolism:	●Conflict - internal and external ●Irony ●Mood and tone ●Symbolism ●Cause and effect relationships ●Theme ●Character development - traits and motives ●Author's purpose ●Compare and contrast ●Point of view Activities include: ●Accessing historical background to help understand perspective and culture ●Read author's biography ●Making connections ●Self-monitor reading ●Pre-reading, during-reading, and post-reading activities ●Identify and analyze cause and effect relationships ●Critical thinking ●Making predictions ●Comprehension checks ●Apply gained knowledge ●Analyze, synthesize, and evaluate text ●Constructed response ●Discussion opportunities ●Visualizing Summative Assessment Culminating Activity Topic - Setting: temporal	●Setting - its influence on plot and events of the story ●Conflict - internal and external ●Irony - situational , verbal, dramatic ●Mood and tone ●Symbolism ●Allegory ●Cause and effect relationships ●Theme ●Character development - traits and motives ●Author's purpose ●Compare and contrast ●Point of view Activities include: ●Accessing historical background to help understand perspective and culture ●Read author's biography ●Making connections ●Reading for a variety of purposes ●Self-monitor reading ●Pre-reading, during-reading, and post-reading activities ●Identify and analyze cause and effect relationships ●Critical thinking ●Making predictions ●Comprehension checks ●Apply gained knowledge ●Analyze, synthesize, and evaluate text
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				extended writing assignment or project (essay, board/model, or speech) Poetry Selections include: <i>A Loaf of Poetry; If—; Ah, Are You Digging on My Grave?; Go and catch a falling star; How Do I Love Thee?; One Art; Having a Coke with You</i>	and physical setting, creating a map, verbal presentation, essay Poetry Selections include: <i>My Papa's Waltz, Woman and Child, The Buried Life, Carrying Food Home in Winter, When Lilacs last in the Dooryard Bloom'd, Clock-Beat, Heart Beat; Ah,Ah; Ozymandias, To An Athlete Dying Young, , The Author to Her Book, Ode on a Grecian Urn, The Builders</i>	•Constructed response •Discussion opportunities •Visualizing •Rhetorical appeals: ethos, pathos, logos •Symbolism •Conduct research Summative Assessment Culminating Activity Topic - Create your own society: environment and shelter; establish rules, priorities and morals; leadership; consequences and punishments; traditions, rituals, holidays; establish government, verbal presentation (posterboard, slideshow, or video.) Poetry Selections include: <i>Who's for the Game, Dulce et Decorum Est, Ode to the Moon, Ode to a Large Tuna in the Market, Paul Revere's Ride, Alexander Hamilton, The Starry Night, Empty Chairs, Where did the handsome beloved go?, Ghazal: America the Beautiful, The New Colossus, Digging, From Blossoms</i>
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				Skills: ●Elements of poetry ●Author study and historical perspective ●Theme ●Rhythm and meter ●Rhyme scheme ●Sound devices ●Mood and tone ●Voice, diction, and dialect ●Analyzing figurative language: simile, metaphor, personification, hyperbole, imagery, symbolism, allusion, alliteration ●Assonance ●Consonance ●Structure of poems: sonnet, villanelle, free verse, ode, elegy, ballad, epic ●Making connections ●Vocabulary development ●Writing poetry ●Speaking and listening skills ●Music connection ●Scanning ●Comprehension check Summative Assessment	Skills: ●Elements of poetry ●Author Study and historical perspective ●Theme ●Rhyme and meter ●Rhyme scheme ●Sound devices ●Mood and tone ●Voice, diction, and dialect ●Analyzing figurative language: extended metaphor, simile, synecdoche, metonymy, symbolism, imagery, hyperbole, personification, allusion ●Structure of poems: sonnet, elegy, free verse, ode, villanelle, ballad, epic ●Making connections ●Vocabulary development ●Writing poetry ●Speaking and listening skills ●Theme ●Comprehension check ●Figurative language Summative Assessment	Skills: ●Elements of poetry ●Author Study and historical perspective ●Theme ●Rhyme and meter (stress/ beat/ rhythm/ feet) ●Rhyme scheme: repetition, alliteration, consonance, assonance ●Sound devices ●Mood and tone ●Prose ●Voice, diction, and dialect ●Analyzing figurative language: extended metaphor, simile, synecdoche, metonymy, symbolism, imagery, hyperbole, personification, allusion ●Structure of poetic forms: sonnet, ekphrastic, ghazal, haiku, elegy, free verse, ode, villanelle, ballad, epic ●Making connections ●Vocabulary development ●Writing poetry ●Speaking and listening skills ●Theme ●Comprehension check ●Figurative language Summative Assessment
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