

7TH GRADE COLLECTIONS UNIT ONE: *BOLD ACTIONS*

ENGLISH LANGUAGE ARTS PACING 1 GUIDE	
<p>Unit’s Focus – <i>Bold Actions</i>: In this collection you will explore what it means to face challenges fearlessly even it means failing in the attempt.</p>	<p>Unit’s Academic Vocabulary: aspect, cultural, evaluate, resource, text</p>
<p>Essential Question: How can people be bold and courageous?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> Collection Unit One Assessment: Summative Assessment Collection Unit One Performance Task: Write a Short Story – pg. 53
<p>Aligned Novel Choice: <u>Bomb</u> by Steve Sheinkin</p>	
<p>Learning Goals for the Unit’s Pre & Post Assessments:</p> <p><i>Reading Literature:</i></p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><i>Reading Informational Text:</i></p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.6 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><i>Language:</i></p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old, [red] green shirt). <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 	

STORY – ANCHOR TEXT ONE: “THE ROGUE WAVE”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.1, RL.7.3 <i>Speaking Listening:</i> SL.7.4 <i>Writing:</i> W.7.3 <i>Language:</i> L.7.1b, L.7.4a, L.7.4b, L.7.4c</p>	<p>Focus Comprehension Strategy: Analyze Story Elements</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 3</p> <p>Close Read: pgs. 3-15</p> <ul style="list-style-type: none"> • Analyze Story Elements: Plot and Setting • Make Inferences • Analyze Story Elements: Plot and Conflict • Determine Meanings <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Make Inferences - pg.7 • Analyze Story Elements: Plot and Setting - pgs.12 & 15 • Latin Roots - pg. 17 <p>Second Read: pg. 15</p> <ul style="list-style-type: none"> • Analyze Story Elements: Plot and Setting • Make Inferences 	<p><u>During Instruction</u> Scaffolding for ELL Students: Language Awareness – pg. 4</p> <p>When Students Struggle: pg. 10</p> <p>Enrichment: To Challenge Students: Theme – pg. 14</p> <p><u>After Instruction</u> Reteach: Analyze Story Elements: Plot and Setting – pg.18a</p> <p>Enrichment: Analyze Story Elements: Plot and Conflict – pg.18a</p>	<p>Analyzing the Text: pg. 16</p> <p>Critical Vocabulary: swell, deck, navigation, submerge, porthole - pg. 17</p> <p>Vocabulary Strategy: Latin Roots – pg. 17</p> <p>Strategies for Annotation: Latin Roots- pg. 17</p> <p>Language Conventions: Sentence Structure- pg. 18</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: “The Rogue Wave”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
<p>The student will be able to identify, analyze, and make inferences about elements of plot in a short story.</p>					
Required Text					
<p>Anchor Text: “The Rogue Wave” by Theodore Taylor – pg. 3</p>					

ANCHOR TEXT ONE: “THE ROGUE WAVE” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.1, RL.7.3 <i>Speaking Listening:</i> SL.7.4 <i>Writing:</i> W.7.3 <i>Language:</i> L.7.1b, L.7.4a, L.7.4b, L.7.4c</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: swell, deck, navigation, submerge, porthole - pg. 17</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor <p>Critical Vocabulary for Close Reader: terminal, pier, disturbed, qualifications, posthumously</p>	<p>Focus Comprehension Strategy: Analyze Story Elements</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “Big Things Come in Small Packages” by Eleanora E. Tate – pg. 18b</p> <p>Why This Text: pg. 18b</p> <p>Background: pg. 18b</p> <p>Setting a Purpose: pg. 18b</p> <p>Close Read: - pg. 18c</p> <ul style="list-style-type: none"> Analyze Story Elements: Plots and Setting <p>Read and Cite Text Evidence: pgs.18c – 18g</p> <p>Reread and Cite Text Evidence: pgs. 18d – 18e</p> <p>Read and Discuss Using Text Evidence: pg. 18f</p>	<p>Close Reader: “Big Things Come in Small Packages” by Eleanora E. Tate – pg. 18b</p> <p><u>Differentiated Instruction</u></p> <p>When Students Struggle: Structural elements in a fictional narrative – 18c</p> <p>For ELL Students: pgs. 18d & 18g</p> <p>Enrichment: To Challenge Students: Multimedia Research – pg. 18h</p> <p><u>Formative Assessments</u></p> <p>Short Response: pg. 18h</p> <p>Dig Deeper: pg. 18i</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 16</p> <p>My Write Smart Performance Task - Writing Activity: Movie Outline – pg. 16</p> <p>Selection Test: “The Rogue Wave”</p>
Required Learning Target					
The students will be able to identify, analyze, and make inferences about elements of plot in a short story.					
Required Texts					
<p>Support the Anchor Text: “The Rogue Wave” by Theodore Taylor – pg. 3</p> <p>Close Reader: “Big Things Come in Small Packages” by Eleanora E. Tate – pg. 18b</p>					

STORY – “PARENTS OF RESCUED TEENAGE SAILOR ABBY SUNDERLAND ACCUSED OF RISKING HER LIFE,” “SHIP OF FOOLS” AND “WAS ABBY TOO YOUNG TO SAIL?”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.6, RI.7.8, RI.7.9</p> <p><i>Speaking and Listening:</i> SL.7.2</p> <p><i>Writing:</i> W.7.1, W.7.4, W.7.6</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 20 - 26</p> <ul style="list-style-type: none"> • Analyze Structure • Trace and Evaluate an Argument <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Structure – pgs. 21, 23, 26 • Trace and Evaluate an Argument – pg. 27 <p>Second Read:</p> <ul style="list-style-type: none"> • Analyze Structure - pgs. 23 & 29 • Analyzing the Media - pgs. 23, 27 & 29 • Trace and Evaluate an Argument- pg. 27 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language – pg. 19</p> <p>When Students Struggle: - pgs. 22 and 25</p> <p>*Additional Extension Idea: Think of a time someone criticized a brave action you took. Using a graphic organizer outline your rebuttal defending your actions.</p> <p><u>After Instruction</u> Reteach: Analyze Presentations of Information – pg. 30a</p> <p>Enrichment: How to Create a Blog - pg. 30a</p>	<p>Analyzing the Media: pg. 30</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Media <p>Selection Test: “Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life”</p> <p>“Ship of Fools”</p> <p>“Was Abby Too Young to Sail”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p> <p>The students will be able to analyze and compare news stories about the same event from various sources.</p>					
<p>Required Text/ Media</p>					
<p>Compare Media – Covering Issues in the News</p> <p>“Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life” by Paul Harris – pg. 20</p> <p>“Ship of Fools” by Joanna Weiss – pg. 24</p> <p>“Was Abby Too Young to Sail?” by CBS News – pg. 28</p>					

**“PARENTS OF RESCUED TEENAGE SAILOR ABBY SUNDERLAND ACCUSED OF RISKING HER LIFE,”
“SHIP OF FOOLS” AND “WAS ABBY TOO YOUNG TO SAIL?” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.6, RI.7.8, RI.7.9</p> <p><i>Speaking and Listening:</i> SL.7.2</p> <p><i>Writing:</i> W.7.1, W.7.4, W.7.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: swell, deck, navigation, submerge, porthole - pg. 17</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor <p>Critical Vocabulary for Close Reader: pantheon, persevered, controversial, cognitive</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “Finding Your Everest” by Robert Medina – pg. 30b</p> <p>Why This Text: pg. 30b</p> <p>Background: pg. 30b</p> <p>Setting a Purpose: pg. 30b</p> <p>Close Read: pg. 30c</p> <ul style="list-style-type: none"> Trace and Evaluate an Argument <p>Read and Cite Text Evidence: pgs. 30c – 30d</p> <p>Reread and Cite Text Evidence: pgs. 30d – 30e</p> <p>Reread and Discuss Using Text Evidence: pg. 30d</p>	<p>Close Reader: “Finding Your Everest” by Robert Medina – pg. 30b</p> <p><u>Differentiated Instruction</u> When Students Struggle: Supporting a claim – pg. 30c</p> <p>For ELL: pg. 30e</p> <p>Enrichment: To Challenge Students: History Channel – pg. 30e</p> <p><u>Formative Assessments</u> Short Response: pg. 30e</p> <p>Dig Deeper: pg. 30e</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Media: pg. 30</p> <p>My WriteSmart Performance Task - Media Activity: Blog – pg. 30</p> <p>Selection Test: “Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life”</p> <p>“Ship of Fools”</p> <p>“Was Abby Too Young to Sail”</p>
Required Learning Target					
The students will be able to analyze and compare news stories about the same event from various sources.					
Required Text / Media					
<p>Support Text / Media Compare Media – Covering Issues in the News</p> <p>“Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life” by Paul Harris – pg. 20</p> <p>“Ship of Fools” by Joanna Weiss – pg. 24</p> <p>“Was Abby Too Young to Sail” by CBS News – pg. 28</p> <p>Close Reader: “Finding Your Everest” by Robert Medina – pg. 30b</p>					

STORY – ANCHOR TEXT TWO: “THE FLIGHT OF ICARUS”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4 <i>Writing:</i> W.7.3, W.7.7 <i>Language:</i> L.7.2a, L.7.4b</p>	<p>Focus Comprehension Strategy: Analyze Story Elements</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 31</p> <p>Close Read: pgs. 31- 35</p> <ul style="list-style-type: none"> • Analyze Story Elements: Myth • Determine Theme <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine Theme – pg. 34 • Analyze Story Elements: Myth – pg. 35 • Vocabulary Strategy: Nouns Suffixes – <i>ty –ity</i> – pg. 37 <p>Second Read: pg. 35</p> <ul style="list-style-type: none"> • Analyze Story Elements: Myth • Determine Theme 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language: Description – pg. 32</p> <p>*Additional Extension Idea: Was Daedalus an irresponsible parent? Why/Why not?</p> <p><u>After Instruction</u> Reteach: Determine Theme - pg. 38a</p> <p>Enrichment: Analyze Story Elements: Characterization – pg. 38a</p>	<p>Analyzing the Text: pg. 36</p> <p>Critical Vocabulary: moderate, prowess, frantic, anxiety- pg. 37</p> <p>Vocabulary Strategy: Nouns Suffixes – <i>ty –ity</i> – pg. 37</p> <p>Language Conventions: Commas and Coordinate Adjectives – pg. 38</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: “The Flight of Icarus”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p> <p>The students will be able to analyze the elements of a myth and to determine two or more themes.</p>					
<p>Required Text</p>					
<p>Anchor Text: “The Flight of Icarus” by Sally Benson – pg. 31</p>					

ANCHOR TEXT TWO: “THE FLIGHT OF ICARUS”INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4 <i>Writing:</i> W.7.3, W.7.7 <i>Language:</i> L.7.2a, L.7.4b</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: moderate, prowess, frantic, anxiety - pg. 37</p> <ul style="list-style-type: none"> • Utilize WordSharp: Interactive Vocabulary Tutor <p>Critical Vocabulary for Close Reader: obscure, indignantly, obstinacy, strive, descendants</p>	<p>Focus Comprehension Strategy: Analyze Story Elements</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> •Quick Writes •Pair/Trio Shares •Charting •Gallery Walks •Whole Group Discussions •Reader/Writer Notebooks •Step Backs 	<p>Close Reader: “Arachne” retold by Olivia E. Collidge – pg. 38b</p> <p>Why This Text: pg. 38b</p> <p>Background: pg. 38b</p> <p>Setting a Purpose: pg. 38b</p> <p>Close Read: pg. 38b</p> <ul style="list-style-type: none"> • Determine Theme <p>Read and Cite Text Evidence: pg. 38c – 38e</p> <p>Reread and Cite Text Evidence: pgs. 38d – 38e</p> <p>Read and Discuss Using Text Evidence: pg. 38f</p>	<p>Close Reader: “Arachne” retold by Olivia E. Collidge – pg. 38b</p> <p><u>Differentiated Instruction</u> When Students Struggle: Determine theme of a myth – pg. 38c</p> <p>For ELL Students: pgs. 38d & 38e</p> <p>Enrichment: To Challenge Students: Research – pg. 38f</p> <p><u>Formative Assessments</u> Short Response: pg. 38f</p> <p>Dig Deeper: pg. 38g</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> •Quick Writes •Pair/Trio Shares •Charting •Gallery Walks •Whole Group Discussions •Reader/Writer Notebooks •Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Core Selection Support: The Flight of Icarus” by Sally Benson –pg. 31</p> <p>Analyzing the Text: pg. 36</p> <p>My WriteSmart Performance Task - Writing Activity: Graphic Comic – pg. 36</p> <p>Selection Test: “The Flight of Icarus”</p>
Required Learning Target					
<p>The student will be able to analyze the elements of a myth and to determine two or more themes.</p>					
Required Texts					
<p>Anchor Text: “The Flight of Icarus” by Sally Benson – pg. 31</p> <p>Close Reader: “Arachne” retold by Olivia E. Collidge – pg. 38b</p>					

STORY - "ICARUS'S FLIGHT"

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.4, RL.7.5</p> <p><i>Writing:</i> W.7.2</p> <p><i>Speaking and Listening:</i> SL.7.1, SL.7.4</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: - pg. 40</p> <ul style="list-style-type: none"> • Analyze Form: Poetry • Determine Meaning of Words and Phrases: Alliteration <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine Meanings of Words and Phrases: Alliteration –pg. 41 <p>Second Read: pg. 41</p> <ul style="list-style-type: none"> • Analyze Form: Poetry • Determine Meaning of Words and Phrases: Alliteration 	<p><u>During Instruction</u> Scaffolding for ELL Students: Determine Meaning of Words and Phrases: Alliteration – pg. 39</p> <p>When Students Struggle: pg. 40</p> <p>*Additional Extensions Idea: In pairs, compose an additional stanza to the poem describing Icarus's final thoughts.</p> <p><u>After Instruction</u> Reteach: Analyze Form: Poetry – pg. 42a</p> <p>Enrichment: Analyze Form: Scansion – pg. 42a</p>	<p>Analyzing the Text: pg. 42</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test: "Icarus's Flight"</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
<p>Students will understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem.</p>					
Required Text					
<p>"Icarus's Flight" poem by Stephen Dobyns – pg. 39</p>					

“ICARUS’S FLIGHT” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.4, RL.7.5</p> <p><i>Writing:</i> W.7.2</p> <p><i>Speaking and Listening:</i> SL.7.1, SL.7.4</p>		<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Additional Text (Teacher’s Resources): “The Charge of the Light Brigade” by Alfred, Lord Tennyson</p> <p>Why This Text: Explain why “The Charge of the Light Brigade” was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Analyze Form: Poetry • Determine Meaning of Words and Phrases: Alliteration <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Additional Text (Teacher’s Resources): “The Charge of the Light Brigade” by Alfred, Lord Tennyson</p> <p><u>Differentiated Instruction</u> While teaching “The Charge of the Light Brigade” differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 42</p> <p>My WriteSmart Performance Task - Speaking Activity: Oral Response – pg. 42</p> <p>Selection Test: “Icarus’s Flight”</p>
Required Learning Target					
<p>Students will understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem.</p>					
Required Texts					
<p>“Icarus’s Flight” poem by Stephen Dobyns – pg. 39</p> <p>Additional Text (Teacher’s Resources): “The Charge of the Light Brigade” by Alfred, Lord Tennyson</p>					

STORY – “WOMEN IN AVIATION”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6</p> <p><i>Writing:</i> W.7.2, W.7.6, W.7.8, W.7.10</p> <p><i>Language:</i> L.7.1a, L.7.4a, L.7.5c</p>	<p>Focus Comprehension Strategy: Evaluate Author’s Purpose</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 43 - 49</p> <ul style="list-style-type: none"> • Determine Author’s Purpose • Cite Evidence and Draw Conclusions • Analyze the Meaning of Words and Phrases <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Cite Text Evidence and Draw Conclusions – pg. 46 • Determine Author’s Purpose – pg. 49 <p>Second Read: pg. 49</p> <ul style="list-style-type: none"> • Determine Author’s Purpose • Cite Evidence and Draw Conclusions 	<p><u>During Instruction</u> When Students Struggle: Author’s Purpose - pg. 44</p> <p>*Additional Extension Idea: Do women still face challenges or limitations in society? Find evidence in current events.</p> <p><u>After Instruction</u> Reteach: Determine Facts and Opinions – pg. 52a Determine Author’s Purpose – Level Up Tutorials - Author’s Purpose – pg. 52b</p> <p>Enrichment: Determine Central Idea and Details – 52a</p> <p>Evaluate Online Sources – pg. 52b</p>	<p>Analyzing the Text: pg. 50</p> <p>Critical Vocabulary: inundate, restrictive, exhibition, precaution – pg. 51</p> <p>Vocabulary Strategy: Connotations and Denotations – pg. 51</p> <p>Strategies for Annotation: Connotations and Denotations – pg. 51</p> <p>Language Conventions: Subordinate Clauses – pg. 52</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: “Women in Aviation”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Targets					
Students will be able to identify, analyze, and draw conclusions about an author’s purpose for writing informational texts.					
Required Text					
“Women in Aviation” by Patricia and Fredrick McKissack – pg. 43					

WOMEN IN AVIATION” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI .7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6 <i>Writing:</i> W.7.2, W.7.6, W.7.8, W.7.10 <i>Language:</i> L.7.1a, L.7.4a, L.7.5c</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: inundate, restrictive, exhibition, precaution – pg. 51</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor 	<p>Focus Comprehension Strategy: Evaluate Author’s Purpose</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>FYI Selection: Choose a selection from the “Bold Actions” collection that supports Ohio’s New Learning Standards.</p> <p>Why This Text: Explain why this FYI selection was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> Cite Evidence and Draw Conclusions 	<p>FYI Selection: Choose a selection from the “Bold Actions” collection that supports Ohio’s New Learning Standards.</p> <p><u>Differentiated Instruction</u> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessment</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 50</p> <p>My WriteSmart Performance Task - Writing Activity: Report – pg. 50</p> <p>Selection Test: “Women in Aviation”</p>
Required Learning Target					
<p>Students will be able to identify, analyze, and draw conclusions about an author’s purpose for writing informational texts.</p>					
Required Text					
<p>Support the Anchor Text: “Women in Aviation” by Patricia and Fredrick McKissack – pg. 43</p> <p>FYI: Reinforce Critical Analysis Skills by Using a Text / Article</p>					

WEEK SIX

ENGLISH AND INTERVENTION – UNIT TEST & PERFORMANCE TASK

Summative Assessments:

- **Collection Unit One Assessment:** Summative Assessment
- **Collection Unit One Performance Task:** Write a Short Story – pg. 53

Please note:

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

Additional selections and resources can be found at <http://my.hrw.com>

7TH GRADE COLLECTIONS UNIT TWO: *PERCEPTION AND REALITY*

ENGLISH LANGUAGE ARTS PACING 2 GUIDE

<p>Unit’s Focus – <i>Perception and Reality</i>: In this collection you will explore how things in life are not always how we perceive them to be.</p>	<p>Unit’s Academic Vocabulary: abnormal, feature, focus, perceive, task</p>
<p>Essential Question: How does our perception change our reality?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • Collection Unit Two Assessment: Summative Assessment • Collection Unit Two Performance Task: Write an Expository Essay – pg. 131
<p>Aligned Novel Choice: <u>Temple Grandin</u> by Sy Montgomery</p>	
<p>Learning Goals for the Unit’s Pre & Post Assessments:</p> <p><i>Reading Literature:</i></p> <p>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><i>Reading Informational Text:</i></p> <p>RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><i>Language:</i></p> <p>L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">b. Spell correctly.</p> <p>L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p style="padding-left: 20px;">c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	

STORY – ANCHOR TEXT ONE: “THE PEOPLE COULD FLY”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10, <i>Writing:</i> W.7.7, W.7.9, <i>Speaking and Listening:</i> SL.7.6, <i>Language:</i> L.7.4b, L.7.4d</p>	<p>Focus Comprehension Strategy: Analyze Story Elements</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 63</p> <p>Close Read: pgs. 63 - 68</p> <ul style="list-style-type: none"> • Analyze Story Elements: Folk Tales • Summarize Text <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Story Elements: Folk Tale – pg. 67 • Summarize Text – pg. 68 <p>Second Read: pg. 68</p> <ul style="list-style-type: none"> • Analyze Story Elements: Folk Tales • Summarize Text 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Story Elements: Folk Tales – pg. 64</p> <p>When Students Struggle: pg. 66</p> <p><u>After Instruction</u> Reteach: Analyze Story Elements: Folk Tale – pg. 70a</p> <p>Enrichment: Prepare for a Dramatic Reading – pg. 70a</p>	<p>Analyzing the Text: pg. 69</p> <p>Critical Vocabulary: croon, snag, shuffle, plantation - pg. 70</p> <p>Vocabulary Strategy: Latin Suffixes – pg. 70</p> <p>Strategies for Annotation: Latin Suffixes - pg. 70</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy <p>Selection Test: “The People Could Fly”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>					
<p>The student will be able to identify elements of a folk tale and summarize the story.</p>					
<p>Required Text</p>					
<p>Anchor Text: “The People Could Fly” Folk Tale retold by Virginia Hamilton - pg. 63</p>					

ANCHOR TEXT ONE: “THE PEOPLE COULD FLY” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10, <i>Writing:</i> W.7.7, W.7.9, <i>Speaking and Listening:</i> SL.7.6, <i>Language:</i> L.7.4b, L.7.4d</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: croon, snag, shuffle, plantation - pg. 70</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor <p>Critical Vocabulary for Close Reader: moot, sarcastic, futile, claustrophobic</p>	<p>Focus Comprehension Strategy: Analyze Story Elements</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “Heartbeat” by David Yoo – pg. 70b</p> <p>Why This Text: pg. 70b</p> <p>Background: pg. 70b</p> <p>Setting a Purpose: pg. 70b</p> <p>Strategies for Close Reading: pg. 70c</p> <ul style="list-style-type: none"> Summarize Text <p>Read and Cite Text Evidence: pgs. 70c – 70e</p> <p>Reread and Cite Text Evidence: pgs. 70d – 70e</p> <p>Read and Discuss Using Text Evidence: pg. 70e</p>	<p>Close Reader: “Heartbeat” by David Yoo – pg. 70b</p> <p><u>Differentiated Instruction When Students Struggle:</u></p> <ul style="list-style-type: none"> Write an Objective Summary – 70c Elements of a story – 70d <p>For ELL Students: pgs. 70c – 70e</p> <p>Enrichment: To Challenge Students: Research – pg. 70f</p> <p><u>Formative Assessments</u> Short Response: pg. 70f</p> <p>Dig Deeper: pg. 70g</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 69</p> <p>My Write Smart Performance Task – Speaking Activity: Dramatic Reading – pg. 69</p> <p>Selection Test - “The People Could Fly”</p>
Required Learning Target					
The student will be able to identify elements of a folk tale and summarize the story.					
Required Texts					
<p>Support the Anchor Text: “The People Could Fly” Folk Tale retold by Virginia Hamilton - pg. 63</p> <p>Close Reader: “Heartbeat” by David Yoo – pg. 70b</p>					

STORY – “The Song of Wandering Aengus” and “Sonnet 43”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.4, RL.7.5</p> <p><i>Speaking and Listening:</i> SL.7.1, SL.7.4, SL.7.6</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p>	<p>Close Read: pgs. 71 - 74</p> <ul style="list-style-type: none"> • Background • Determine the Impact of Rhyme • Determine Meanings • Analyze Form: Sonnet 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language: Idioms – pg. 71</p> <p>When Students Struggle: - pg. 74</p> <p>*Additional Extension Idea: Generate 5 more examples of how one could use paradox to express love.</p>	<p>Analyzing the Text: pgs. 73, 75 & 76</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test: “The Song of Wandering Aengus” “Sonnet 43”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine the Impact of Rhyme – pg. 73 • Analyze Form: Sonnet – pg. 75 	<p><u>After Instruction</u> Reteach: Determine Meanings – pg. 76a</p> <p>Enrichment: Analyze Form – pg. 76a</p>		
<p>The students will be able to analyze a poem’s form, as well as the use of figurative language and sound devices, to understand their effects on meaning.</p>		<p>Second Read:</p> <ul style="list-style-type: none"> • Determine the Impact of Rhyme – pg. 73 • Analyze Form: Sonnet – pg. 75 • Compare Text: Determine • Meanings – pg. 76 			
<p>Required Texts</p>					
<p>“The Song of Wandering Aengus” by William Butler Yeats – pg. 71</p> <p>“Sonnet 43” by William Shakespeare – pg. 71</p>					

“The Song of Wandering Aengus” and “Sonnet 43” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.4, RL.7.5</p> <p><i>Speaking and Listening:</i> SL.7.1, SL.7.4, SL.7.6</p>		<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p>	<p>Additional Text (Teacher’s Resources): “Richard Cory” by Edwin Arlington Robinson</p>	<p>Additional Text (Teacher’s Resources): “Richard Cory” by Edwin Arlington Robinson</p>	<p>Analyzing the Text: pgs. 73, 75 & 76</p>
<p>Required Learning Target</p>		<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Why This Text: Explain why “Richard Cory” was selected.</p>	<p><u>Differentiated Instruction</u></p>	<p>My WriteSmart Performance Task - Speaking Activity: Discussion – pg. 76</p>
<p>The students will be able to analyze a poem’s form, as well as the use of figurative language and sound devices, to understand their effects on meaning.</p>			<p>Close Read:</p> <ul style="list-style-type: none"> • Background • Determine the Impact of Rhyme • Determine Meanings 	<p>While teaching “Richard Cory” differentiate the instruction to meet the needs of your students.</p>	<p>Selection Test: “The Song of Wandering Aengus”</p>
<p>Required Texts</p>			<p>Read / Reread / Discuss and Cite Text Evidence</p>	<p><u>Formative Assessments</u></p>	<p>“Sonnet 43”</p>
<p>Support the Anchor Text: “The Song of Wandering Aengus” poem by William Butler Yeats – pg. 71</p> <p>“Sonnet 43” by William Shakespeare – pg. 71</p> <p>Additional Text (Teacher’s Resources): “Richard Cory” by Edwin Arlington Robinson</p>				<p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	

STORY – “MAGIC AND THE BRAIN”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.4, RI.7.5</p> <p><i>Writing:</i> W.7.7, W.7.8</p> <p><i>Speaking and Listening:</i> SL.7.4</p> <p><i>Language:</i> L.7.1a, L.7.4a, L.7.4b, L.7.4c, L.7.6</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 77 - 85</p> <ul style="list-style-type: none"> • Background • Analyze Structure: Text Features • Analyze the Meanings of Words and Phrases • Summarize Text <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Structure: Text Features – pg. 79 • Summarize Text – pg. 82 <p>Second Read: pg. 85</p> <p>Analyze Structure: Text Features</p> <p>Summarize Text</p>	<p><u>During Instruction</u> Scaffolding for ELL Students: Vocabulary Strategy – pg. 77</p> <p>When Students Struggle: - pg. 80</p> <p>Enrichment: To Challenge Students: Evaluate Ideas – pg. 84</p> <p><u>After Instruction</u> Reteach: Analyze Structure: Text Features – Level Up Tutorials – Informational Text - pg. 88a</p> <p>Enrichment: Conduct Online Research – pg. 88a</p>	<p>Analyzing the Text: pg. 86</p> <p>Critical Vocabulary: neural, neuroscientist, neuron, neuroscience, cynic – pg. 87</p> <p>Vocabulary Strategy: The Greek Prefix <i>neuro</i> – pg. 87</p> <p>Strategies for Annotation: Vocabulary Strategy: The Greek Prefix <i>neuro</i> – pg. 87</p> <p>Language Conventions: Adverb Clauses – pg. 88</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: “ Magic and the Brain”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
<p>The student will be able to analyze how text features contribute to a text and to summarize text objectively.</p>					
Required Text					
<p>“Magic and the Brain” Magazine Article by Susana Martinez-Conde and Stephen L. Macknik – pg. 77</p>					

“MAGIC AND THE BRAIN” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.4, RI.7.5 <i>Writing:</i> W.7.7, W.7.8 <i>Speaking and Listening:</i> SL.7.4 <i>Language:</i> L.7.1a, L.7.4a, L.7.4b, L.7.4c, L.7.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: neural, neuroscientist, neuron, neuroscience, cynic</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor 	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “Saving the Lost” by Reynaldo Vasquez – pg. 88b</p> <p>Why This Text: pg. 88b</p> <p>Background: pg. 88b</p> <p>Setting a Purpose: pg. 88b</p> <p>Close Read: Summarize Text – pg. 88c</p> <p>Read and Cite Text Evidence: pgs. 88c – 88d</p> <p>Reread and Cite Text Evidence: pg. 88d</p> <p>Reread and Discuss Using Text Evidence: pgs. 88d – 88e</p>	<p>Close Reader: “Saving the Lost” by Reynaldo Vasquez – pg. 88b</p> <p><u>Differentiated Instruction</u> When Students Struggle: Summarize – pg. 88c</p> <p>Enrichment: To Challenge Students: Research – pg. 88e</p> <p><u>Formative Assessments</u> Short Response: pg. 88e</p> <p>Dig Deeper: pg. 88e</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 86</p> <p>My WriteSmart Performance Task – Demonstration - pg. 86</p> <p>Selection Test: “Magic and the Brain”</p>
<p>Required Learning Target</p>					
<p>The students will be able to analyze how text features contribute to a text and to summarize text objectively</p>	<p>Critical Vocabulary for Close Reader: involuntary, neuroscientists</p>				
<p>Required Texts</p>					
<p>Support the Anchor Text: “Magic and the Brain” by Susana Martinez-Conde and Stephen L. Macknik – pg. 77</p> <p>Close Reader: “Saving the Lost” by Reynaldo Vasquez – pg. 88b</p>					

STORY “PAVEMENT CHALK ART”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Speaking and Listening:</i> SL.7.2, SL.7.5 <i>Writing:</i> W.7.6</p>	<p>Focus Comprehension Strategy: Evaluate Author’s Purpose</p>	<p>Close Read: pg. 89 - 91</p> <ul style="list-style-type: none"> • Julian Beever • Analyze Diverse Media 	<p><u>During Instruction</u> Scaffolding for ELL Students: Vocabulary Support – pg. 89</p> <p>When Students Struggle: Perspective - pg. 90</p> <p>*Additional Extension Idea: How do other artists utilize the element of surprise?</p>	<p>Analyzing the Media: pg. 92</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply:</u></p> <ul style="list-style-type: none"> • Analyzing the Media <p>Selection Test: “Pavement Chalk Art”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Second Read: pg. 92 Analyze Diverse Media</p>	<p><u>After Instruction</u> Reteach: Analyze Diverse Media – pg. 92a</p> <p>Enrichment: Analyze Media: Perspective and Illusion - pg. 92a</p>		
<p>The student will be able to analyze the purposes of public art and the techniques Beever uses to create the illusion of three-dimensionality.</p>					
<p>Required Text</p>					
<p>“Pavement Chalk Art” by Julian Beever – pg. 89a</p>					

“PAVEMENT CHALK ART” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Speaking and Listening:</i> SL.7.2, SL.7.5 <i>Writing:</i> W.7.6</p>		<p>Focus Comprehension Strategy: Evaluate Author’s Purpose</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>FYI Selection: Choose a selection from the “Perception and Reality” collection that supports Ohio’s New Learning Standards.</p> <p>Why This Text: Explain why this FYI selection was selected.</p>	<p>FYI Selection: Choose a selection from the “Perception and Reality” collection that supports Ohio’s New Learning Standards.</p> <p><u>Differentiated Instruction</u> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessment</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 92</p> <p>My WriteSmart Performance Task – Media Activity: Poster – pg. 92</p> <p>Selection Test: “Pavement Chalk Art”</p>
<p>Required Learning Target</p>					
<p>The student will be able to analyze the purposes of public art and the techniques Beever uses to create the illusion of three-dimensionality</p>					
<p>Required Text / Media</p>					
<p>Support the Anchor Text: Compare Media – “Pavement Chalk Art” by Julian Beever</p> <p>FYI: Reinforce Critical Analysis Skills by Using a Text / Article</p>					

STORY – “ANOTHER PLACE, ANOTHER TIME”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5</p> <p><i>Writing:</i> W.7.9a</p> <p><i>Language:</i> L.7.2b, L.7.4a, L.7.4c, L.7.5b, L.7.6</p>	<p>Focus Comprehension Strategy: Analyze Story Elements</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 93 - 107</p> <ul style="list-style-type: none"> • Background • Analyze Story Elements: Character • Determine Meaning of Words and Phrases • Make Inferences <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine Meaning of Words and Phrases – pg. 95 • Analyze Story Elements: Characters – pgs. 97, 105, 107 <p>Second Read: pg. 107</p> <ul style="list-style-type: none"> • Analyze Story Elements: Character • Determine Meaning of Words and Phrases 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language – pg. 93</p> <p>When Students Struggle: - pgs. 98 & 102</p> <p>Enrichment: To Challenge Students: Analyzing Theme - pg. 104</p> <p><u>After Instruction</u> Reteach: Analyzing Story Elements: Character – Level Up Tutorials: Methods of Characterization - pg. 110a</p> <p>Enrichment: Analyze Story Elements: Character and Setting – pg. 110a</p>	<p>Analyzing the Text: pg. 108</p> <p>Critical Vocabulary: eloquence, maroon, judicious, spyglass, sextant – pg. 109</p> <p>Vocabulary Strategy: Reference Aids – pg. 109</p> <p>Strategies for Annotation: Critical Vocabulary – pg. 109</p> <p>Language Conventions: Spell Correctly – pg. 110</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language and Style <p>Selection Test: “Another Place, Another Time”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will be able to identify and analyze how setting affects characters’ traits, motivations, and actions.					
Required Text					
“Another Place, Another Time” by Cory Doctorow – pg. 93					

“ANOTHER PLACE, ANOTHER TIME” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5 <i>Writing:</i> W.7.9a <i>Language:</i> L.7.2b, L.7.4a, L.7.4c, L.7.5b, L.7.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: eloquence, maroon, judicious, spyglass, sextant</p> <ul style="list-style-type: none"> • <i>Utilize WordSharp: Interactive Vocabulary Tutor</i> 	<p>Focus Comprehension Strategy: Analyze Story Elements</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Additional Text (Teacher’s Resources): “Kubla Khan” by Samuel Taylor Coleridge</p> <p>Why This Text: Explain why “Kubla Khan” selection was selected.</p> <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Additional Text (Teacher’s Resources): “Kubla Khan” by Samuel Taylor Coleridge</p> <p><u>Differentiated Instruction</u> While teaching “Kubla Khan” differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 108</p> <p>My WriteSmart Performance Task – Writing Activity: Character Profile – pg. 108</p> <p>Selection Test: “Another Place, Another Time”</p>
<p>Required Learning Target</p>					
<p>The student will be able to identify and analyze how setting affects characters’ traits, motivations, and actions.</p>					
<p>Required Texts</p>					
<p>Support the Anchor Text: “Another Place, Another Time” by Cory Doctorow – pg. 93a</p> <p>Additional Text (Teacher’s Resources): “Kubla Khan” by Samuel Taylor Coleridge</p>					

STORY – ANCHOR TEXT TWO: SORRY, WRONG NUMBER

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Applications of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.7, RL.7.10</p> <p><i>Writing:</i> W.7.2, W.7.4, W.7.9a, W.7.10</p> <p><i>Language:</i> L.7.4a, L.7.4c</p> <p><i>Speaking and Listening:</i> SL.7.2</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 111</p> <p>Close Read: pgs. 111 - 125</p> <ul style="list-style-type: none"> • Analyze Form: Drama • Determine Meaning of Words and Phrases <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Form: Drama – pgs. 122 & 125 <p>Second Read: pg. 125</p> <ul style="list-style-type: none"> • Analyze Form: Drama 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Form: Drama – pgs. 112, 117 & 118</p> <p>When Students Struggle: Visualize - pg. 120</p> <p>Enrichment: To Challenge Students: Analyzing Story Elements – pg. 123</p> <p><u>After Instruction</u> Reteach: Analyze Form: Drama – pg. 126a</p> <p>Enrichment: Compare and Contrast: Text and Media – pg. 126a</p>	<p>Analyzing the Text: pg. 126</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test: <i>Sorry, Wrong Number</i> by Lucille Fletcher</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p> <p>The student will be able to analyze the elements of a drama and make comparisons between a script and a performance.</p>					
<p>Required Text</p> <p>Text: <i>Sorry, Wrong Number</i> by Lucille Fletcher – pg. 111a</p>					

ANCHOR TEXT TWO: SORRY, WRONG NUMBER INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.7, RL.7.10 <i>Writing:</i> W.7.2, W.7.4, W.7.9a, W.7.10 <i>Language:</i> L.7.4a, L.7.4c <i>Speaking and Listening:</i> SL.7.2</p>	<p>Critical Vocabulary for Close Reader: dismal, altered</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “A Christmas Carol” by Charles Dickens – pg. 126c “A Christmas Carol: Scrooge and Marley” by Israel Horovitz – pg. 126d “A Christmas Carol” by Marvel Comics – pg. 126f</p> <p>Why This Text: pg. 126b</p> <p>Background: pg. 126b</p> <p>Setting a Purpose: pg. 126b</p> <p>Strategies for Close Read:</p> <ul style="list-style-type: none"> • Compare and Contrast Genres <p>Read and Cite Text Evidence: pgs. 126c – 126f</p> <p>Reread and Cite Text Evidence: pgs. 126d – 126f</p> <p>Reread and Discuss Using Text Evidence: pgs. 126e & 126g</p>	<p>Close Reader: “A Christmas Carol” by Charles Dickens – pg. 126c “A Christmas Carol: Scrooge and Marley” by Israel Horovitz – pg. 126d “A Christmas Carol” by Marvel Comics – pg. 126f</p> <p><u>Differentiated Instruction</u> When Students Struggle: Compare and Contrast – pg. 126c</p> <p>For ELL Students: pgs. 126d & 126f</p> <p>Enrichment: To Challenge Students: Research – pg. 126g</p> <p><u>Formative Assessments</u> Short Response: pg. 126g</p> <p>Dig Deeper: pg. 126g</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 126</p> <p>My WriteSmart Performance Task – Writing Activity: Character Analysis – pg. 126</p> <p>Selection Test: <i>Sorry, Wrong Number</i> by Lucille Fletcher</p>
<p>Required Learning Target</p>					
<p>The student will be able to analyze the elements of a drama and make comparisons between a script and a performance.</p>					
<p>Required Text</p>					
<p>Support the Anchor Text: Text: <i>Sorry, Wrong Number</i> by Lucille Fletcher – pg. 111a</p> <p>Close Reader: “A Christmas Carol” by Charles Dickens – pg. 126c “A Christmas Carol: Scrooge and Marley” by Israel Horovitz – pg. 126d “A Christmas Carol” by Marvel Comics – pg. 126f</p>					

WEEK SIX

ENGLISH AND INTERVENTION – UNIT TEST & PERFORMANCE TASK

Summative Assessments:

- **Collection Unit Two Assessment:** Summative Assessment
- **Collection Unit Two Performance Task:** Write an Expository Essay – pg. 131

Please note:

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

Additional selections and resources can be found at <http://my.hrw.com>

7TH GRADE COLLECTIONS UNIT THREE: NATURE AT WORK

ENGLISH LANGUAGE ARTS PACING 3 GUIDE

Unit's Focus – <i>Nature at Work</i>: In this collection, you will explore the beauty, power, and mystery of nature.	Unit's Academic Vocabulary: affect, element, ensure, participate, specify
Essential Question: How does nature enhance the lives of humans?	Assessments: <ul style="list-style-type: none">• Collection Unit Three Assessment: Summative Assessment• Collection Unit Three Performance Task: Write a Memoir – pg. 175
Learning Goals for the Unit's Pre & Post Assessments: <i>Reading Literature:</i> RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning <i>Reading Informational Text:</i> RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <i>Language:</i> L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none">a. Explain the function of phrases and clauses in general and their function in specific sentences.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none">a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none">c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none">a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	

STORY – ANCHOR TEXT ONE: FROM *MISSISSIPPI SOLO*

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4 <i>Writing:</i> W.6.9 <i>Language:</i> L.6.3a, L.6.5a</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg.137</p> <p>Close Read: pgs. 137 - 141</p> <ul style="list-style-type: none"> • Analyze Text: Memoir • Analyze the Meanings of Words and Phrases <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze the Meanings of Words and Phrases - pg.141 <p>Second Read: pg.141</p> <ul style="list-style-type: none"> • Analyze Text: Memoir • Analyze the Meanings of Words and Phrases 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Meanings of Words and Phrases - pg. 138</p> <p>Enrichment: To Challenge Students: Characterization - pg. 140</p> <p><u>After Instruction</u> Reteach: Analyze Text: Memoir – pg.144a</p> <p>Enrichment: Determine the Meaning of Words and Phrases – pg. 144a</p>	<p>Analyzing the Text: pg. 142</p> <p>Critical Vocabulary: avalanche, insulate, splinter, ethereal</p> <p>Vocabulary Strategy: Figures of Speech - pg. 143</p> <p>Strategies for Annotation: Analyze the Meanings of Words and Phrases - pg. 141 Language Conventions: Precise Language - pg.144</p> <p>Language Conventions: Precise Language - pg. 144</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test - from <i>Mississippi Solo</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>					
<p>The student will be able to identify features of a memoir and analyze author’s style.</p>					
<p>Required Text</p>					
<p>Anchor Text: from <i>Mississippi Solo</i> Memoir by Eddy Harris - pg.137</p>					

ANCHOR TEXT ONE: FROM *MISSISSIPPI SOLO* INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4 <i>Writing:</i> W.6.9 <i>Language:</i> L.6.3a, L.6.5a</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: avalanche, insulate, splinter, ethereal</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor <p>Critical Vocabulary for Close Reader: sly, engrossed, rabid</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: from <i>Polar Dream</i> by Helen Thayer – pg. 144b</p> <p>Why This Text: pg. 144b</p> <p>Background: pg. 144b</p> <p>Setting a Purpose: pg. 144b</p> <p>Close Read:</p> <ul style="list-style-type: none"> Analyze the Meanings of Words and Phrases <p>Read and Cite Text Evidence: pgs. 144c – 144e</p> <p>Reread and Cite Text Evidence: pgs. 144d – 144f</p> <p>Reread and Discuss Using Text Evidence: pg. 144d</p>	<p>Close Reader: from <i>Polar Dream</i> by Helen Thayer – pg. 144b</p> <p><u>Differentiated Instruction</u> When Students Struggle: Analyze the Meanings of Words – pg. 144c Text Structure – pg. 144e</p> <p>For ELL Students: pgs. 144c & 144d</p> <p>Enrichment: To Challenge Students: Research – pg. 144f</p> <p><u>Formative Assessment</u> Short Response: pg. 144f</p> <p>Dig Deeper: pg. 144g</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 142</p> <p>My Write Smart: Performance Task - Writing Activity: Analysis pg. 142</p> <p>Selection Test - from <i>Mississippi Solo</i></p>
Required Learning Target					
The student will be able to identify features of a memoir and analyze author’s style.					
Required Texts					
<p>Support the Anchor Text: from <i>Mississippi Solo</i> Memoir by Eddy Harris - pg.137</p> <p>Close Reader: from <i>Polar Dream</i> by Helen Thayer – pg. 144b</p>					

STORY – FROM *THE TEMPEST*

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5</p> <p><i>Speaking and Listening:</i> SL.6.1, SL.6.6</p>	<p>Focus Comprehension Strategy: Analyze Test Structure & Organization</p>	<p>Close Read: pgs. 145- 146</p> <ul style="list-style-type: none"> Analyze Form Determine Meanings Analyze the Text 	<p><u>During Instruction</u> Scaffolding for ELL Students: Determine Meanings - pg. 145</p>	<p>Analyzing the Text: pg. 148</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs
<p>Required Learning Target</p>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Strategies for Annotation:</p> <ul style="list-style-type: none"> Determine Meanings - pg. 147 	<p>*Additional Extension Idea: Shakespeare invented many words and phrases still in use today. Look up some of the unfamiliar words and their history. Did Shakespeare invent them?</p>		<p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> Analyzing the Text
<p>Required Text</p>		<p>Second Read: pg. 147</p> <ul style="list-style-type: none"> Determine Meanings <p>Analyze Form</p>	<p><u>After Instruction</u> Reteach: Determine Meanings - pg. 148a</p>		<p>Selection Test: from <i>The Tempest</i></p>
<p>Text: from <i>The Tempest</i> Soliloquy by William Shakespeare – pg. 145</p>		<p>Enrichment: Analyze Form - pg. 148a</p>	<p>*These are instructional strategies that can also be used as formative assessments.</p>		

FROM THE TEMPEST INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5 <i>Speaking and Listening:</i> SL.6.1, SL.6.6</p>		<p>Focus Comprehension Strategy: Analyze Test Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Additional Text (Teacher’s Resources): “Is the Moon Tired?” by Christina Rossetti</p> <p>Why This Text: Explain why “Is the Moon Tired?” was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Analyze Form • Determine Meanings • Analyze the Text <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Additional Text (Teacher’s Resources): “Is the Moon Tired?” by Christina Rossetti</p> <p><u>Differentiated Instruction</u> While teaching the “Is the Moon Tired?” differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 148</p> <p>My WriteSmart Performance Task – Speaking Activity: Dramatic Reading – pg. 148</p> <p>Selection Test: from <i>The Tempest</i></p>
<p>Required Learning Target</p>					
<p>The student will be able to identify elements of Shakespearean language, interpret meaning, and analyze soliloquy.</p>					
<p>Required Texts</p>					
<p>Support the Anchor Text: Text: from <i>The Tempest</i> Soliloquy by William Shakespeare – pg. 145</p> <p>Additional Text (Teacher’s Resources): “Is the Moon Tired?” by Christina Rossetti</p>					

STORY – “ALLIED WITH GREEN”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.6</p> <p><i>Writing:</i> W.6.1, W.6.4, W.6.10 <i>Speaking and Listening:</i> SL1</p> <p><i>Language:</i> L1b, L4c</p>	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 149 - 153</p> <ul style="list-style-type: none"> • Determine Theme • Determine the Meanings of Words and Phrases <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine the Meanings of Words and Phrases – pg. 151 • Determine Theme - pg. 153 <p>Second Read: pg. 153</p> <ul style="list-style-type: none"> • Determine Theme • Determine the Meanings of Words and Phrases 	<p><u>During Instruction</u> Scaffolding for ELL Students: Imagery - pg. 149</p> <p>When Students Struggle: pg. 150</p> <p>*Additional Extension Idea: Create a chart of the figurative language in this story: Expression/Meaning/Alternative, then create your own “alternative” figurative language phrase.</p> <p><u>After Instruction</u> Reteach: Determine Theme – Level Up Tutorials – Theme - pg. 156a</p> <p>Enrichment: Analyze Point of View - pg. 156a</p>	<p>Analyzing the Text: pg. 154</p> <p>Critical Vocabulary: addiction, median, arboretum, obituary – pg. 155</p> <p>Vocabulary Strategy: Using a Glossary – pg. 155</p> <p>Language Conventions: Sentence Structure - pg. 156</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: “Allied with Green”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
<p>The student will be able to determine the theme of a short story and to analyze word choice and style.</p>					
Required Text					
<p>Anchor Text: “Allied with Green” by Naomi Shihab Nye - pg. 149</p>					

ALLIED WITH GREEN” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6 <i>Writing:</i> W.6.1, W.6.4, W.6.10 <i>Speaking and Listening:</i> SL1 <i>Language:</i> L1b, L4c</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: addiction, median, arboretum, obituary</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor 	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Additional Text (Teacher’s Resources): “Sea-Fever” by John Masefield</p> <p>Why This Text: Explain why “Sea-Fever” was selected.</p>	<p>Additional Text (Teacher’s Resources): “Sea-Fever” by John Masefield</p> <p><u>Differentiated Instruction</u> While teaching “Sea-Fever” differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 154</p> <p>My WriteSmart Performance Task – Writing Activity: Essay – pg. 154</p> <p>Selection Test – “Allied with Green”</p>
Required Learning Target					
<p>The student will be able to determine the theme of a short story and to analyze word choice and style.</p>					
Required Texts					
<p>Support the Anchor Text: “Allied with Green” by Naomi Shihab Nye - pg. 149</p> <p>Additional Text (Teacher’s Resources): “Sea-Fever” by John Masefield</p>					

STORY ANCHOR TEXT - "BIG ROCKS BALANCING ACTS"

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.7.1, RI.7. 2, RI.7.3, RI.7. 4, RI.7. 5, RI.7. 6</p> <p><i>Writing:</i> W.7.7</p> <p><i>Speaking and Listening:</i> SL.7.4</p> <p><i>Language:</i> L.7.1a, L.7.4b, L.7.6</p>	<p>Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions:</p> <p>Close Read: - pgs. 157 - 165</p> <ul style="list-style-type: none"> • Analyze Structure: Essay • Analyze Language • Analyze Structure: Text Features <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Structure: Essay - pg.162 & 165 • Language Conventions: Prepositional Phrases - pg. 168 <p>Second Read: pg. 165</p> <ul style="list-style-type: none"> • Analyze Structure: Essay 	<p><u>During Instruction</u></p> <p>Scaffolding for ELL Students: Analyze Language - pg. 157</p> <p>When Students Struggle: - pg. 158</p> <p>*Additional Extension Idea: What are some other ways to organize this section of the essay, instead of chronologically? Benefits? - pg. 161</p> <p><u>After Instruction</u></p> <p>Reteach: Analyze Structure: Essay – Level Up Tutorials – Chronological Order; Cause-and-Effect Organization; Comparison-Contrast Organization - pg. 168a</p> <p>Enrichment: Analyze Texts: Fact and Opinion - pg. 168a</p>	<p>Analyzing the Text: pg. 166</p> <p>Critical Vocabulary: gully, bedrock, gradual, coincidence, precarious</p> <p>Vocabulary Strategy: Latin Roots pg. 167</p> <p>Strategies for Annotation: Analyze Structure: Essay - pg.162 & 165</p> <p>Language Conventions: Prepositional Phrases - pg. 168</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: “Big Rocks’ Balancing Acts”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will be able to analyze elements of an expository essay and its structure.					
Required Text					
“Big Rocks’ Balancing Acts” by Douglas Fox – pg. 157					

“BIG ROCKS BALANCING ACTS” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.7.1, RI.7. 2, RI.7.3, RI.7. 4, RI.7. 5, RI.7. 5</p> <p><i>Writing:</i> W.7.7</p> <p><i>Speaking and Listening:</i> SL.7.4</p> <p><i>Language:</i> L.7.1a, L.7.4b, L.7.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: gully, bedrock, gradual, coincidence, precarious</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor 	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “The Hidden Southwest: The Arch Hunters” by James Vlahos – pg. 168b</p> <p>Why This Text: pg. 168b</p> <p>Background: pg. 168b</p> <p>Setting a Purpose: pg. 168b</p> <p>Close Read:</p> <ul style="list-style-type: none"> Determine the Central Idea <p>Read and Cite Text Evidence: pgs. 168c – 168d</p> <p>Reread and Cite Text Evidence: pgs. 168d – 168e</p> <p>Reread and Discuss Using Text Evidence: pg. 168d</p>	<p>Close Reader: “The Hidden Southwest: The Arch Hunters” by James Vlahos – pg. 168b</p> <p><u>Differentiated Instruction</u></p> <p>When Students Struggle: Central Idea – pg. 168c</p> <p>For ELL Students: pg. 168c</p> <p>Enrichment: To Challenge Students: Research – pg. 168e</p> <p><u>Formative Assessments</u></p> <p>Short Response: pg. 168e</p> <p>Dig Deeper: pg. 168e</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 166</p> <p>My WriteSmart Performance Task – Speaking Activity: Oral Report - pg. 166</p> <p>Selection Test: “Big Rocks’ Balancing Acts”</p>
Required Learning Target					
The student will be able to analyze elements of an expository essay and its structure.	Critical Vocabulary for Close Reader: nimbly, venerate, preeminent, portals, undulating				
Required Texts					
<p>Support the Anchor Text: “Big Rocks’ Balancing Acts” by Douglas Fox – pg. 157</p> <p>Close Reader: “The Hidden Southwest: The Arch Hunters” by James Vlahos – pg. 168b</p>					

STORY “ODE TO ENCHANTED LIGHT” AND “SLEEPING IN THE FOREST”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6</p> <p><i>Writing:</i> W.6.2, W.6.10</p> <p><i>Speaking and Listening:</i> SL.6.1</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 169</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Analyze Form- Ode – pgs. 170 - 171 • Determine Meaning pgs. 170 & 172 • Analyze Form: Lyric Poem – pg. 172 • Determine Meaning – pg. 172 <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Form: Ode - pg. 171 • Analyze Form: Lyric Poem - pg. 173 <p>Second Read:</p> <ul style="list-style-type: none"> • Analyze Form: Ode - pg. 171 • Analyze Form: Lyric Poem - pg. 173 	<p><u>During Instruction</u> Scaffolding for ELL Students: pg. 170</p> <p>When Students Struggle: Rhythm - pg. 172</p> <p>*Additional Extension Idea: Why do you think the author chose to break the lines where she did? What purpose might these breaks serve?</p> <p><u>After Instruction</u> Reteach: Analyze Narrator - pg. 174a</p> <p>Enrichment: Determine Theme – pg. 174a</p>	<p>Analyzing the Texts: pgs. 171, 173, & 174</p> <p>Strategies for Annotation: Analyze Form: Ode - pg. 171 Analyze Form: Lyric Poem - pg. 173</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test: “Ode to enchanted light” & “Sleeping in the Forest”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will learn how to analyze poetic form and how poets use figurative language to express feelings and ideas.					
Required Texts					
“Ode to Enchanted Light” by Pablo Nerudo – pg. 170 and “Sleeping in the Forest” by Mary Oliver – pg. 172					

“ODE TO ENCHANTED LIGHT” AND “SLEEPING IN THE FOREST” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6 <i>Writing:</i> W.6.2, W.6.10 <i>Speaking and Listening:</i> SL.6.1</p>	<p>Critical Vocabulary for Close Reader: projectile, immemorial, ire</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “Problems with Hurricanes” by Victor Hernandez Cruz, “Prayer to the Pacific” by Leslie Marmon Silko, “Tornado at Talladega” by Gwendolyn Brooks</p> <p>Why This Text: pg. 174b</p> <p>Background: pg. 174b</p> <p>Setting a Purpose: pg. 174b</p> <p>Close Read: pg. 174c</p> <ul style="list-style-type: none"> • Determine Meaning <p>Read and Cite Text Evidence: pg. 174d – 174f</p> <p>Reread and Cite Text Evident: pg. 174d – 174f</p>	<p>Close Reader: “Problems with Hurricanes” by Victor Hernandez Cruz, “Prayer to the Pacific” by Leslie Marmon Silko, “Tornado at Talladega” by Gwendolyn Brooks</p> <p><u>Differentiated Instruction</u> When Students Struggle: Cite Textual Evidence – pg. 174c</p> <p>For ELL Students: pg. 174e</p> <p>Enrichment: To Challenge Students: Research – pg. 174f</p> <p><u>Formative Assessment</u> Short Response: pg. 174f</p> <p>Dig Deeper: pg. 174g</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Texts: pgs. 171, 173, & 174</p> <p>My WriteSmart Performance Task – Writing Activity: Poem - pg. 174</p> <p>Selection Test – “Ode to enchanted light” and “Sleeping in the Forest”</p>
Required Learning Target					
<p>The student will learn how to analyze poetic form and how poets use figurative language to express feelings and ideas.</p>					
Required Texts					
<p>Support the Anchor Text: “Ode to enchanted light” by Pablo Nerudo – pg. 170 and “Sleeping in the Forest” by Mary Oliver – pg. 172</p> <p>Close Reader: “Problems with Hurricanes” by Victor Hernandez Cruz – pg. 174d, “Prayer to the Pacific” by Leslie Marmon Silko – pg. 174e, and “Tornado at Talladega” by Gwendolyn Brooks – pg. 174f</p>					

WEEK SIX

ENGLISH AND INTERVENTION – UNIT TEST & PERFORMANCE TASK

Summative Assessments:

- **Collection Unit Three Assessment:** Summative Assessment
- **Collection Unit Three Performance Task:** Write a Memoir – pg. 175

Please note:

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources
can be found at <http://my.hrw.com>**

7TH GRADE COLLECTIONS UNIT FOUR: RISK AND EXPLORATION

ENGLISH LANGUAGE ARTS PACING 4 GUIDE

<p>Unit’s Focus – <i>Risk and Exploration</i>: In this collection, you will encounter individuals who must confront a compelling question: How far is too far?</p>	<p>Unit’s Academic Vocabulary: Complex, potential, rely, stress, valid</p>
<p>Essential Question: How do people conquer the fear of the unknown?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • Collection Unit Four Assessment: Summative Assessment • Collection Unit Four Performance Task: Give a Persuasive Speech – pg. 215
<p>Learning Goals for the Unit’s Pre & Post Assessments:</p> <p><i>Reading Literature:</i> RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><i>Reading Informational Text:</i> RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><i>Language:</i> L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a Explain the function of phrases and clauses in general and their function in specific sentences. L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p>	

STORY – ANCHOR TEXT ONE: “REMARKS AT THE DEDICATION OF THE AEROSPACE MEDICAL HEALTH CENTER”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading</i> <i>Informational Text:</i> RI.7.1, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8 <i>Speaking and Listening:</i> SL.7.1, SL.7.3 <i>Writing:</i> W.7.2, W.7.7, W.7.8 <i>Language:</i> L.7.4, L.7.4a, L.7.4c, L.7.4d</p> <p>Required Learning Target</p> <p>The student will be able to trace and evaluate an argument.</p> <p>Required Text</p> <p>Anchor Text: “Remarks at the Dedication of the Aerospace Medical Health Center” by John F. Kennedy – pg. 185</p>	<p>Focus Comprehension Strategy: Evaluate Author’s Purpose</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 185</p> <p>Close Read: pgs. 185-189</p> <ul style="list-style-type: none"> • Determine Author’s Purpose • Trace and Evaluate an Argument <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Trace and Evaluate an Argument – pg. 189 • Using Context Clues – pg. 191 <p>Second Read: pg. 189</p> <ul style="list-style-type: none"> • Trace and Evaluate an Argument 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language - pg. 186</p> <p>When Students Struggle: pg. 188</p> <p>*Additional Extension Idea: Find evidence of additional counter arguments Kennedy anticipates.</p> <p><u>After Instruction</u> Reteach: Trace and Evaluate an Argument - pg. 192a</p> <p>Enrichment: Compare and Contrast Two Versions of a Speech - pg. 192a</p>	<p><u>Analyzing the Text:</u> pg.190</p> <p>Critical Vocabulary: metabolism, impairment, impetus, tedious - pg. 191</p> <p>Vocabulary Strategy: Using Context Clues – pg. 191</p> <p>Language Conventions: Capitalization – pg. 192</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: “Remarks at the Dedication of the Aerospace Medical Health Center”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>

**ANCHOR TEXT ONE: “REMARKS AT THE DEDICATION OF
THE AEROSPACE MEDICAL HEALTH CENTER” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading</i> <i>Informational Text:</i> RI.7.1, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8 <i>Speaking and</i> <i>Listening:</i> SL.7.1, SL.7.3 <i>Writing:</i> W.7.2, W.7.7, W.7.8 <i>Language:</i> L.7.4, L.7.4a, L.7.4c, L.7.4d</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: metabolism, impairment, impetus, tedious</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor <p>Critical Vocabulary for Close Reader: endurance, surveillance, legitimate</p>	<p>Focus Comprehension Strategy: Evaluate Author’s Purpose</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “Is Space Exploration Worth the Cost?” by Joan Vernikos</p> <p>Why This Text: pg. 192b</p> <p>Background: pg. 192b Setting a Purpose: pg. 192b</p> <p>Close Read: pg. 192c</p> <ul style="list-style-type: none"> Trace and Evaluate an Argument <p>Read and Cite Text Evidence: pgs. 192c – 192d</p> <p>Reread and Cite Text Evidence: pg. 192d – 192e</p> <p>Reread and Discuss Using Text Evidence: pg. 192d</p>	<p>Close Reader: “Is Space Exploration Worth the Cost?” by Joan Vernikos</p> <p><u>Differentiated Instruction</u> When Students Struggle: Support a Claim – pg. 192c</p> <p>Enrichment: To Challenge Students: History Channel – pg. 192e</p> <p><u>Formative Assessments</u> Short Response: pg. 192e</p> <p>Dig Deeper: pg. 192e</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg.190</p> <p>My WriteSmart Performance Task – Writing Activity: Research Report – pg. 190</p> <p>Selection Test: “Remarks at the Dedication of the Aerospace Medical Health Center”</p>
<p>Required Learning Target</p> <p>The student will be able to trace and evaluate an argument.</p>					
<p>Required Texts</p>					
<p>Support the Anchor Text: “Remarks at the Dedication of the Aerospace Medical Health Center” by John F. Kennedy – pg. 185</p> <p>Close Reader: “Is Space Exploration Worth the Cost?” by Joan Vernikos – pg. 192c</p>					

STORY - “WHY EXPLORING THE OCEAN IS MANKIND’S NEXT GIANT LEAP”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.4, RI.7.5, RI.7.6, RI.7.8</p> <p><i>Writing:</i> W.7.7, W.7.8</p> <p><i>Speaking and Listening:</i> SL.7.1, SL.7.3, SL.7.4</p> <p><i>Language:</i> L.7.1a, L.7.4b, L.7.6</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 193-197</p> <ul style="list-style-type: none"> • Analyze Structure: Sound Reasoning • Determine Meanings <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine Meanings – pg. 195 • Analyze Structure: Sound Reasoning – pg. 197 <p>Second Read: pg. 197</p> <ul style="list-style-type: none"> • Analyze Structure: Sound Reasoning • Determine Meanings 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Structure - pg. 193</p> <p>When Students Struggle: pg.194</p> <p>Enrichment: To Challenge Students: Compare Two Arguments – pg. 196</p> <p><u>After Instruction</u> Reteach: Determine Meanings - pg. 200a</p> <p>Enrichment: Hold an Informal Debate - pg. 200a</p>	<p>Analyzing the Text: pg. 198</p> <p>Critical Vocabulary: diplomat, sustain, steward, exploit – pg. 199</p> <p>Vocabulary Strategy: Prefixes – pg. 199</p> <p>Language Conventions: Adjective Clauses - pg. 200</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: “Why Exploring the Ocean is Mankind’s Next Giant Leap”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will be able to evaluate the reasoning used to support a claim and identify tone.					
Required Text					
“Why Exploring the Ocean is Mankind’s Next Giant Leap” by Philippe Cousteau – pg. 193					

“WHY EXPLORING THE OCEAN IS MANKIND’S NEXT GIANT LEAP” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.4, RI.7.5, RI.7.6, RI.7.8 <i>Writing:</i> W.7.7, W.7.8 <i>Speaking and Listening:</i> SL.7.1, SL.7.3, SL.7.4 <i>Language:</i> L.7.1a, L.7.4b, L.7.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: diplomat, sustain, steward, exploit</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor 	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>FYI Selection: Choose a selection from the “Risk and Exploration” collection that supports Ohio’s New Learning Standards.</p> <p>Why This Text: Explain why this FYI selection was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> Analyze Structure: Sound Reasoning Determine Meanings 	<p>FYI Selection: Choose a selection from the “Risk and Exploration” collection that supports Ohio’s New Learning Standards.</p> <p><u>Differentiated Instruction</u> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessment</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 198</p> <p>My WriteSmart Performance Task – Speaking Activity: Informal Debate - pg. 198</p> <p>Selection Test: “Why Exploring the Ocean is Mankind’s Next Giant Leap”</p>
<p align="center">Required Learning Target</p>					
<p>The students will be able to evaluate the reasoning used to support a claim and identify tone.</p>					
<p align="center">Required Texts</p>					
<p>Support the Anchor Text: “Why Exploring the Ocean is Mankind’s Next Giant Leap” by Philippe Cousteau – pg. 193</p> <p>FYI: Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

STORY – “LIVING IN THE DARK”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6</p> <p><i>Writing:</i> W.7.1, W.7.4, W.7.8, W.7.10</p> <p><i>Language:</i> L.7.1a, L.7.4a, L.7.4b, L.7.4c, L.7.6</p>	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 201 - 209</p> <ul style="list-style-type: none"> • Analyze Structure • Determine Central Ideas and Details • Analyze Language • Cite Evidence • Determine Central Ideas and Details <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine Central Ideas and Details - pg. 202 • Analyze Structure – pg. 209 <p>Second Read: pg. 209</p> <ul style="list-style-type: none"> • Analyze Structure • Determine Central Ideas and Details 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language –pg. 201</p> <p>When Students Struggle: pg.204</p> <p>Enrichment: To Challenge Students: Make Connections – pg. 208</p> <p><u>After Instruction</u> Reteach: Analyze Structure: Cause and Effect Relationships – pg.212a</p> <p>Enrichment: Analyze Technical Meanings – pg. 212a</p>	<p>Analyzing the Text: pg. 210</p> <p>Critical Vocabulary: cache, geyser, meager, tectonic, decompose - pg. 211</p> <p>Vocabulary Strategy: Greek Roots – pg. 211</p> <p>Language Conventions: Verbal Phrases – pg.212</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply:</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: “Living in the Dark”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will be able to analyze the structure of an informational text and paraphrase central ideas and details.					
Required Text					
“Living in the Dark” by Cheryl Bardoe – pg. 201					

“LIVING IN THE DARK” INTERVENTION

Required Standard	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6</p> <p><i>Writing:</i> W.7.1, W.7.4, W.7.8, W.7.10</p> <p><i>Language:</i> L.7.1a, L.7.4a, L.7.4b, L.7.4c, L.7.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: cache, geyser, meager, tectonic, decompose</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor <p>Critical Vocabulary for Close Reader: skimming, pronounced, lethal, epicurean, toxicology</p>	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “Stinging Tentacles Offer Hint of Oceans’ Decline” by Elisabeth Rosenthal</p> <p>Why This Text: pg. 212b</p> <p>Background: pg. 212b</p> <p>Setting a Purpose: pg. 212b</p> <p>Close Read: pg. 212c</p> <ul style="list-style-type: none"> Analyze the Structure of a Newspaper Article <p>Read and Cite Text Evidence: pgs. 212c – 212f</p> <p>Reread and Cite Text Evidence: pgs. 212d & 212g</p> <p>Reread and Discuss Using Text Evidence: pg. 212e</p>	<p>Close Reader: “Stinging Tentacles Offer Hint of Oceans’ Decline” by Elisabeth Rosenthal</p> <p><u>Differentiated Instruction When Students Struggle:</u> Analyze Structure – pg. 212c</p> <p>For ELL Students: pgs. 212d & 212f</p> <p>Enrichment: To Challenge Students: Research – pg. 212g</p> <p><u>Formative Assessments</u> Short Response: pg. 212g</p> <p>Dig Deeper: pg. 212g</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 210</p> <p>My WriteSmart Performance Task – Writing: Persuasive Essay –pg. 210</p> <p>Selection Test: “Living in the Dark”</p>
Required Learning Target					
<p>The student will be able to analyze the structure of an informational text and paraphrase central ideas and details.</p>					
Required Texts					
<p>Support the Anchor Text: “Living in the Dark” by Cheryl Bardoe – pg. 201</p> <p>Close Reader: “Stinging Tentacles Offer Hint of Oceans’ Decline” by Elisabeth Rosenthal</p>					

STORY – “YOUR WORLD”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.4 <i>Writing:</i> W.7.2, W.7.9a</p>	<p>Focus Comprehension Strategy: Interpret Figurative Language</p>	<p>Close Read: pg. 213 • Determine Meanings</p> <p>Second Read: pg. 214 • Determine Meanings</p>	<p><u>During Instruction</u> Scaffolding for ELL Students: Determine Meanings – pg. 213</p> <p>*Additional Extension Activity: Highlight words/phrases indicating boundaries or limitations.</p> <p><u>After Instruction</u> Reteach: Determine Meanings: Imagery Level Up Tutorials - Imagery – pg. 214b</p> <p>Enrichment: Determine Meanings: Metaphor – 214a Cite Evidence – pg. 214a Interactive Whiteboard Lesson: Form of Poetry – pg. 214b</p>	<p>Analyzing the Text: pg. 214</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text <p>Selection Test: “Your World”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 				
Required Text					
<p>Text: “Your World” by Georgia Douglas Johnson – pg. 213</p>					

“YOUR WORLD” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.4 <i>Writing:</i> W.7.2, W.7.9a</p>		<p>Focus Comprehension Strategy: Interpret Figurative Language</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Additional Text (Teacher’s Resources): “Gulliver’s Travels” by Jonathan Swift</p> <p>Why This Text: Explain why “Gulliver’s Travels” was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Determine Meanings <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Additional Text (Teacher’s Resources): “Gulliver’s Travels” by Jonathan Swift</p> <p><u>Differentiated Instruction</u> While teaching “Gulliver’s Travels” differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 214</p> <p>My WriteSmart Performance Task - Writing Activity: Analysis – pg. 214</p> <p>Selection Test: “Your World”</p>
Required Learning Target					
The student will be able to identify and analyze how imagery and extended metaphor can express a particular message or idea.					
Required Texts					
<p>Support the Anchor Text: “Your World” by Georgia Douglas Johnson – pg. 213</p> <p>Additional Text (Teacher’s Resources): “Gulliver’s Travels” by Jonathan Swift</p>					

WEEK SIX

ENGLISH AND INTERVENTION – UNIT TEST & PERFORMANCE TASK

Summative Assessments:

- **Collection Unit Four Assessment:** Summative Assessment
- **Collection Unit Four Performance Task:** Give a Persuasive Speech – pg. 215

Please note:

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources
can be found at <http://my.hrw.com>**

7TH GRADE COLLECTIONS UNIT FIVE: *THE STUFF OF CONSUMER CULTURE*

ENGLISH LANGUAGE ARTS PACING 5 GUIDE

<p>Unit’s Focus – <i>Consumer Culture</i>: In this collection, you will take a look at four consumer culture and consider the question: How much is enough?</p>	<p>Unit’s Academic Vocabulary: attitude, consume, goal, purchase, technology</p>
<p>Essential Question: How does our compulsion to consume affect our lives and the environment?</p>	<p>Required Assessments:</p> <ul style="list-style-type: none"> • Collection Unit Five Assessment: Collection Unit Five Summative Assessment • Collection Unit Five Performance Task: Performance Task – pg. 259
<p>Learning Goals for the Unit’s Pre & Post Assessments:</p> <p><i>Reading Literature:</i></p> <p>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p><i>Reading Informational Text:</i></p> <p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><i>Language:</i></p> <p>L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p> <p>L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.6: 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>	

STORY – ANCHOR TEXT ONE: FROM LIFE AT HOME IN THE TWENTY-FIRST CENTURY

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5 <i>Writing:</i> W.7.1b, W.7.6 <i>Language:</i> L.7.3a, L.7.4a, L.7.6</p>	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 221</p> <p>Close Read: pgs. 221 - 229</p> <ul style="list-style-type: none"> • Analyze Structure: Cause and Effect • Determine Central Ideas • Cite Evidence • Determine Meanings <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Structure - pg. 224 • Cite Evidence - pg. 227 • Analyze Structure: Cause and Effect - pg. 229 • Vocabulary Strategy: Domain-Specific Words - pg. 231 <p>Second Read: pg. 229</p> <ul style="list-style-type: none"> • Analyze Structure: Cause and Effect • Cite Evidence 	<p><u>During Instruction</u> Scaffolding for ELL: Determine Meaning - pg. 222</p> <p>When Students Struggle: pg. 223</p> <p>Enrichment: To Challenge Students: Group Discussion – pg. 228</p> <p><u>After Instruction</u> Reteach: Cite Evidence pg. 232a</p> <p>Enrichment: Group Discussion - pg. 228 Cite Evidence: Understanding Statistics - pg. 232a</p>	<p>Analyzing the Text: pg. 230</p> <p>Critical Vocabulary: observation, proliferation, municipal, taper, precipitous - pg. 231</p> <p>Vocabulary Strategy: Domain-Specific Words pg. 231</p> <p>Strategies for Annotation: Vocabulary Strategy: Domain-Specific Words - pg. 231</p> <p>Language Conventions: Eliminate Redundancy - pg. 232</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical. Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: from <i>Life at Home in The Twenty-First Century</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>					
<p>The student will be able to identify cause-and-effect patterns of organization in an informational text and draw conclusions from the text and graphs.</p>					
<p>Required Text</p>					
<p>Anchor Text: <i>from Life at Home in the Twenty-First Century by Jeanne E. Arnold - pg.221</i></p>					

ANCHOR TEXT ONE: FROM *LIFE AT HOME IN THE TWENTY-FIRST CENTURY* INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5 <i>Writing:</i> W.7.1b, W.7.6 <i>Language:</i> L.7.3a, L.7.4a, L.7.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: observation, proliferation, municipal, taper, precipitous</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor 	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “Teenagers and New Technology” by Andres Padilla-Lopez – pg. 232b</p> <p>Why This Text: pg. 232b</p> <p>Background: pg. 232b</p>	<p>Close Reader: “Teenagers and New Technology” by Andres Padilla-Lopez – pg. 232b</p> <p><u>Differentiated Instruction When Students Struggle:</u> Analyze Structure – pg. 232c</p>	<p>Analyzing the Text: pg. 230</p> <p>My WriteSmart Performance Task – Writing Activity: Essay - pg. 230</p>
<p>Required Learning Target</p>	<p>Critical Vocabulary for Close Reader: aptly, gratification</p>		<p>Setting a Purpose: pg. 232b</p>	<p>For ELL Students: pg. 232d</p>	<p>Selection Test: from <i>Life at Home in The Twenty-First Century</i></p>
<p>The student will be able to identify cause-and-effect patterns of organization in an informational text and draw conclusions from the text and graphs.</p>			<p>Close Read: pg. 232c</p> <ul style="list-style-type: none"> Analyze the Structure of a Magazine Article 	<p>Enrichment: To Challenge Students: Research – pg. 232f</p>	
<p>Required Texts</p>			<p>Read and Cite Text Evidence: pgs. 232c – 232e</p>	<p><u>Formative Assessments</u> Short Response: pg. 232f</p>	
<p>Support the Anchor Text: from <i>Life at Home in the Twenty-First Century</i> by Jeanne E. Arnold - pg.221</p> <p>Close Reader: “Teenagers and New Technology” by Andres Padilla-Lopez – pg. 232b</p>			<p>Reread and Cite Text Evidence: pgs. 232d – 232e</p> <p>Reread and Discuss Using Text Evidence: pg. 232f</p>	<p>Dig Deeper: pg. 232g</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	

STORY – “ALWAYS WANTING MORE”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.4, RI.7.5, RI.7.8</p> <p><i>Speaking and Listening:</i> SL.7.1</p> <p><i>Language:</i> L.7.1a, L.7.4d, L.7.5b, L.7.6</p>	<p>Focus Comprehension Strategy: Make Inferences</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 233 - 237</p> <ul style="list-style-type: none"> • Determine Meaning • Make Inferences • Determine Central Idea <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Make Inferences - pg. 234 • Determine Meaning - pg. 237 • Vocabulary Strategy: Synonyms and Antonyms - pg. 239 <p>Second Read: pg. 237</p> <ul style="list-style-type: none"> • Determine Meaning • Make Inferences 	<p><u>During Instruction</u> Scaffolding for ELL Students: Determine Meaning - pg. 233</p> <p><u>After Instruction</u> Enrichment: Determine Central Ideas and Details - pg. 240a</p> <p>Reteach: Determine Meaning - pg. 240a</p>	<p>Analyzing the Text: pg. 238</p> <p>Critical Vocabulary: superfluity, intangible, exhort, apathy - pg. 239</p> <p>Vocabulary Strategy: Synonyms and Antonyms - pg. 239</p> <p>Language Conventions: Noun Clauses - pg. 240</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Convention <p>Selection Test: “Always Wanting More”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
<p>The student will be able to identify features of an author’s style and make inferences using textual details and prior knowledge.</p>					
Required Text					
<p>Text: “Always Wanting More” from <i>I Want That!</i> by Thomas Hine – pg. 233</p>					

“ALWAYS WANTING MORE” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.4, RI.7.5, RI.7.8 <i>Speaking and Listening:</i> SL.7.1 <i>Language:</i> L.7.1a, L.7.4d, L.7.5b, L.7.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: superfluity, intangible, exhort, apathy</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor <p>Critical Vocabulary for Close Reader: devise</p>	<p>Focus Comprehension Strategy: Make Inferences</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “Labels and Illusions” by Lourdes Barranco – pg. 240</p> <p>Why This Text: pg. 240b</p> <p>Background: pg. 240b</p> <p>Setting a Purpose: pg. 240b</p> <p>Close Read:</p> <ul style="list-style-type: none"> Make Inferences <p>Read and Cite Text Evidence: pg. 240c – 240d</p> <p>Reread and Cite Text Evidence: pg. 240d – 240e</p>	<p>Close Reader: “Labels and Illusions” by Lourdes Barranco – pg. 240</p> <p><u>Differentiated Instruction</u> When Students Struggle: Inferences – pg. 240c</p> <p>For ELL Students: pg. 240d</p> <p>Enrichment: To Challenge Students: Research – pg. 240e</p> <p><u>Formative Assessments</u> Short Response: pg. 240e</p> <p>Dig Deeper: pg. 240e</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 238</p> <p>My WriteSmart Performance Task – Speaking Activity: Discussion pg. 238</p> <p>Selection Test: “Always Wanting More”</p>
<p align="center">Required Learning Target</p>					
<p>The student will be able to identify features of an author’s style and make inferences using textual details and prior knowledge.</p>					
<p align="center">Required Texts</p>					
<p>Support the Anchor Text: “Always Wanting More” from <i>I Want That!</i> by Thomas Hine – pg. 233</p> <p>Close Reader: “Labels and Illusions” by Lourdes Barranco – pg. 240</p>					

STORY – “DUMP” & “HOW THINGS WORK”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.4, RL.7.2, RL.7.4, RL.7.5 <i>Writing:</i> W.7.2, W.7.4, W.7.10</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p>	<p>Close Read: pgs. 242 - 245</p> <ul style="list-style-type: none"> • Analyze Poetry: Form • Determine the Meanings of Words and Phrases 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language: Imagery - pg. 241</p>	<p>Analyzing the Text: pgs. 244, 246 & 248</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs
<p>Required Learning Target</p>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Poetry: Form - pgs. 244 & 246 • Determine Theme - pg. 247 	<p>When Students Struggle: Rhythm - pgs. 243 & 245</p>		<p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text
<p>The student will be able to analyze a poem’s form and to identify theme and irony.</p>		<p>Second Read:</p> <ul style="list-style-type: none"> • Analyze Poetry: Form pgs. 244 & 246 • Determine Theme – pg. 247 • Compare Forms in Poetry – pg. 247 	<p>*Additional Extension Idea: Highlight two examples of items in the dump listed in the poem. Compose a substitute stanza for each.</p>		<p>Selection Test: “Dump” and “How Things Work”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Texts</p>			<p><u>After Instruction</u> Reteach: Determine Theme – Level Up Tutorial – Theme - pg. 248a Compare Forms of Poetry Level Up Tutorial – Elements of Poetry - pg. 248a</p>		
<p>Text: Compare Tests “Dump” by X.J. Kennedy & “How Things Work” by Gary Soto</p>					

“DUMP” & “HOW THINGS WORK” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.4, RL.7.2, RL.7.4, RL.7.5 <i>Writing:</i> W.7.2, W.7.4, W.7.10</p>		<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Additional Text (Teacher’s Resources): “The World Is Too Much with Us” by William Wordsworth</p> <p>Why This Text: Explain why “The World Is Too Much with Us” was selected.</p> <p>Close Read: Analyze Poetry: Form</p> <ul style="list-style-type: none"> • Determine the Meanings of Words and Phrases <p>Read / Reread / Discuss and Cite Text Evidence</p>	<p>Additional Text (Teacher’s Resources): “The World Is Too Much with Us” by William Wordsworth</p> <p><u>Differentiated Instruction</u> While teaching “The World Is Too Much with Us” differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pgs. 244, 246 & 248</p> <p>My WriteSmart Performance Task - Writing Activity: Analysis – pg. 248</p> <p>Selection Test: “Dump” and “How Things Work”</p>
Required Learning Target					
The student will be able to analyze a poem’s form and to identify theme and irony					
Required Texts					
<p>Support the Anchor Text: “Dump” by <i>X.J. Kennedy</i> – pg. 242 & “How Things Work” by <i>Gary Soto</i> – pg. 244</p> <p>Additional Text (Teacher’s Resources): “The World Is Too Much with Us” by William Wordsworth</p>					

STORY – “EARTH (A GIFT SHOP)”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4 <i>Writing:</i> W.7.3, W.7.4, W.7.10 <i>Language:</i> L.7.2b, L.7.4d, L.7.6</p>	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 249 - 255</p> <ul style="list-style-type: none"> • Analyze Stories: Science Fiction • Determine the Meanings of Words and Phrases • Determine Theme <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine Theme - pg. 251 • Analyze Stories: Science Fiction - pg. 255 • Vocabulary Strategy: Verifying Meaning - pg. 257 <p>Second Read: pg. 255</p> <ul style="list-style-type: none"> • Analyze Stories: Science Fiction • Determine Theme 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language pg. 249</p> <p>Enrichment: To Challenge Students: Analyze Theme - pg. 254</p> <p><u>After Instruction</u> Reteach: Analyze Stories: Science Fiction - pg. 258a</p> <p>Enrichment: Analyze Stories: Setting - pg. 258a</p>	<p>Analyzing the Text: pg. 256</p> <p>Critical Vocabulary: enterprising, mandatory, hypothesis, misjudge - pg. 257</p> <p>Vocabulary Strategy: Verifying Meaning - pg. 257</p> <p>Language Conventions: Spelling - pg. 258</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: “Earth (A Gift Shop)”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will be able to identify elements of science fiction and analyze a story to determine its theme.					
Required Text					
Text: “Earth (A Gift Shop)” by Charles Yu – pg. 249					

EARTH (A GIFT SHOP)” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4 <i>Writing:</i> W.7.3, W.7.4, W.7.10 <i>Language:</i> L.7.2b, L.7.4d, L.7.6</p>	<p>Vocabulary – Front Load: enterprising, mandatory, hypothesis, misjudge</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive 	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “He-y, Come On Ou-t!” by Shinichi Hoshi – pg. 258b</p> <p>Why This Text: pg. 258b</p> <p>Background: pg. 258b</p> <p>Setting a Purpose: pg. 258b</p> <p>Close Read: pg. 258c</p> <ul style="list-style-type: none"> Determine Theme <p>Read and Cite Text Evidence: pgs. 258c - 258e</p> <p>Reread and Cite Text Evidence: pgs. 258d – 258e</p> <p>Reread and Discuss Using Text Evidence: pg. 258f</p>	<p>Close Reader: “He-y, Come On Ou-t!” by Shinichi Hoshi – pg. 258b</p> <p><u>Differentiated Instruction When Students Struggle:</u> Theme – pg. 258c</p> <p>For ELL Students: pg. 258d – 258e</p> <p>Enrichment: To Challenge Students: Research – pg. 258f</p> <p><u>Formative Assessments</u> Short Response: pg. 258f</p> <p>Dig Deeper: pg. 258g</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 256</p> <p>My WriteSmart Performance Task – Writing Activity: Short Story - pg. 256</p> <p>Selection Test - “Earth (A Gift Shop)”</p>
Required Learning Target	<p>Critical Vocabulary for Close Reader: typhoon, concessionaire, composure, consent, counterfeit</p>				
<p>The student will be able to identify elements of science fiction and analyze a story to determine its theme.</p>					
Required Texts					
<p>Support the Anchor Text: “Earth (A Gift Shop)” by Charles Yu – pg. 249</p> <p>Close Reader: “He-y, Come On Ou-t!” by Shinichi Hoshi – pg. 258b</p>					

WEEK SIX

ENGLISH AND INTERVENTION – UNIT TEST & PERFORMANCE TASK

Summative Assessments:

- **Collection Unit Five Assessment:** Collection Unit Five Summative Assessment
- **Collection Unit Five Performance Task:** Performance Task – pg. 259

Please note:

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources
can be found at <http://my.hrw.com>**

7TH GRADE COLLECTIONS UNIT SIX: *GUIDED BY A CAUSE*

ENGLISH LANGUAGE ARTS PACING 6 GUIDE

<p>Unit’s Focus – Guided by a Cause: In this collection, you will consider the question: What inspires people to take action to improve their world?</p>	<p>Unit’s Academic Vocabulary: contrast, despite, error, inadequate, interact</p>
<p>Essential Question: How do our inner desires guide our actions?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> Collection Unit Six Assessment: Collection Unit Six Summative Assessment Collection Unit Six Performance Task: Write a Personal Essay – pg. 341 Collection Selection Assessments: (Six Selection Assessments & Six Performance Tasks)
<p>Learning Goals for the Unit’s Pre & Post Assessments:</p> <p><i>Reading Literature:</i></p> <p>RI.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RI.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.:</p> <p>RI.7.9: 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><i>Reading Informational Text:</i></p> <p>RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6: 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>RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><i>Language:</i></p> <p>L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="margin-left: 20px;">a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p style="margin-left: 20px;">c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="margin-left: 20px;">b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	

STORY – FROM FLESH & BLOOD SO CHEAP: THE TRIANGLE FACTORY FIRE AND ITS LEGACY & FROM THE STORY OF THE TRIANGLE FACTORY FIRE

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading</i> <i>Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.6, RI.7.9 <i>Writing:</i> W.7.1b, W.7.6 <i>Speaking and Listening:</i> SL.7.4, SL.7.6 <i>Language:</i> L.7.2, L.7.4b, L.7.4d</p>	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 265</p> <p>Close Read: pgs. 265 - 279</p> <ul style="list-style-type: none"> • Determine Central Idea and Details • Analyze Presentations of Information • Analyze Structure: Chronological Order <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Determine Central Idea and Details – pgs. 272 & 274 • Analyze Structure: Chronological Order – pg. 278 • Analyze Presentations of Information – pg. 279 • Vocabulary Strategy: Latin Roots – pg. 281 <p>Second Read:</p> <ul style="list-style-type: none"> • Determine Central Idea and Details – pg. 274 • Analyze Structure: Chronological Order – pg. 278 • Analyze Presentations of Information – pg. 279 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language - pg. 266 Determine Meaning - pg. 275</p> <p>When Students Struggle: Main ideas – pg. 270</p> <p>*Additional Extension Idea: If you were going to write a letter to the New York City mayor to advocate for stronger safety measures, which details would you include?</p> <p><u>After Instruction</u> Reteach: Analyze Presentations of Information – pg. 282a</p> <p>Enrichment: Interactive Whiteboard Lesson: Primary and Secondary Sources – pg. 282a</p>	<p>Analyzing the Text: pgs. 274, 278 & 280</p> <p>Critical Vocabulary: flammable, reign, portable, inspection, corridor, enact – pg. 281</p> <p>Vocabulary Strategy: Latin Roots – pg. 281</p> <p>Language Conventions: Capitalization – pg. 282</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: <i>The Triangle Fire and Its Legacy & The Story of the Triangle Factory Fire</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p>Required Learning Target</p>					
<p>The student will be able to determine central ideas and details, analyze chronological order, and analyze authors' writings on the same topic.</p>					
<p>Required Texts</p>					
<p>Anchor Text: <i>The Triangle Fire and Its Legacy</i> by Albert Marrin – pg. 265</p> <p><i>The Story of the Triangle Factory Fire</i> by Zachary Kent – pg. 275</p>					

**FROM FLESH & BLOOD SO CHEAP: THE TRIANGLE FACTORY FIRE AND ITS LEGACY &
FROM THE STORY OF THE TRIANGLE FACTORY FIRE INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.6, RI.7.9 <i>Writing:</i> W.7.1b, W.7.6</p> <p><i>Speaking and Listening:</i> SL.7.4, SL.7.6</p> <p><i>Language:</i> L.7.2, L.7.4b, L.7.4d</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: flammable, reign, portable, inspection, corridor, enact</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor 	<p>Focus Comprehension Strategy: Identify Main Idea & Supporting Details</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “The Most Daring of Our Leaders” by Lynne Olsen</p> <p>“Speech to the Democratic National Convention” by John Lewis</p> <p>Why This Text: pg. 282b</p> <p>Background: pg. 282b</p> <p>Setting a Purpose: pg. 282b</p> <p>Strategies for Close Reading: pg. 282c</p> <ul style="list-style-type: none"> Analyze Presentations of Information <p>Read and Cite Text Evidence: pgs. 282d – 282f</p> <p>Reread and Cite Text Evidence: pgs. 282d & 282f</p> <p>Reread and Discuss Using Text Evidence: pgs. 282e & 282g</p>	<p>Close Reader: “The Most Daring of Our Leaders” by Lynne Olsen</p> <p>“Speech to the Democratic National Convention” by John Lewis</p> <p><u>Differentiated Instruction</u> When Students Struggle: Author’s Purpose – pg. 282c</p> <p>For ELL Students: pg. 282d</p> <p>Enrichment: To Challenge Students: History Channel – pg. 282g</p> <p><u>Formative Assessments</u> Short Response: pg. 282g</p> <p>Dig Deeper: pgs. 282g & 282f</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pgs. 274, 278 & 280</p> <p>My WriteSmart Performance Task – Speaking Activity: Oral Presentation – pg. 280</p> <p>Selection Test – <i>The Triangle Fire and Its Legacy & The Story of the Triangle Factory Fire</i></p>
Required Learning Target					
The student will be able to determine central ideas and details, analyze chronological order, and analyze authors’ writings on the same topic.					
Required Texts					
<p>Support the Anchor Text: <i>The Triangle Fire and Its Legacy</i> by Albert Marrin – pg. 265</p> <p><i>The Story of the Triangle Factory Fire</i> by Zachary Kent – pg. 275</p> <p>Close Reader: “The Most Daring of Our Leaders” by Lynne Olsen – pg. 282c</p> <p>“Speech to the Democratic National Convention” by John Lewis – pg. 282f</p>	<p>Critical Vocabulary for Close Reader: epiphany, milieu, patron</p>				

STORY – FROM UPRISING

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9</p> <p><i>Writing:</i> W.7.3, W.7.4, W.7.5, W.7.9, W.7.10</p> <p><i>Language:</i> L.7.1a, L.7.5, L.7.5b</p>	<p>Focus Comprehension Strategy: Analyze Story Elements</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 283 - 303</p> <ul style="list-style-type: none"> • Analyze Point of View • Compare and Contrast: Genres • Analyze Story Elements • Analyze Figurative Language <p>Strategies for Annotation:</p> <ul style="list-style-type: none"> • Analyze Point of View – pgs. 287, 299 & 303 • Compare and Contrast: Genres – pgs. 290 & 296 • Vocabulary Strategy: Analogies – pg. 305 <p>Second Read: pg. 303</p> <ul style="list-style-type: none"> • Analyze Point of View • Compare and Contrast: Genres 	<p><u>During Instruction</u> Scaffolding for ELL Students: Characters’ Thoughts – pg. 283</p> <p>When Students Struggle: pgs. 284 & 293</p> <p>Enrichment: To Challenge Students: Discuss the Role of Women – pg. 301</p> <p><u>After Instruction</u> Reteach: Analyze Point of View Level Up Tutorials - Third-Person Point of View – pg. 306a Compare and Contrast: Genres - Level Up Tutorials - Prose Forms – pg. 306a</p> <p>*Additional Extension Idea: Rewrite a portion of Yetta’s narration, only this time use a different point of view.</p>	<p>Analyzing the Text: pg. 304</p> <p>Critical Vocabulary: mischievous, scorn, marvel, singe, stifle, reprove, haggard, wistful</p> <p>Vocabulary Strategy: Analogies – pg. 305</p> <p>Strategies for Annotation: Vocabulary Strategy: Analogies – pg. 305</p> <p>Language Conventions: Phrases – pg. 306</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test: from <i>Uprising</i> by Margaret Peterson Haddix</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
<p>The student will be able to analyze points of view in a text and compare and contrast different genres.</p>					
Required Text					
<p>From <i>Uprising</i> by Margaret Peterson Haddix – pg. 283</p>					

FROM UPRISING INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9 <i>Writing:</i> W.7.3, W.7.4, W.7.5, W.7.9, W.7.10 <i>Language:</i> L.7.1a, L.7.5, L.7.5b</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: mischievous, scorn, marvel, singe, stifle, reprove, haggard, wistful</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor <p>Critical Vocabulary for Close Reader: intimidate</p>	<p>Focus Comprehension Strategy: Analyze Story Elements</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>Close Reader: “Doris is Coming” by ZZ Packer – pg. 306c</p> <p>Why This Text: pg. 306b</p> <p>Background: pg. 306b</p> <p>Setting a Purpose: pg. 306b</p> <p>Strategies for Close Read:</p> <ul style="list-style-type: none"> Compare and Contrast Genres <p>Read and Cite Text Evidence: pg. 306c – 306d</p> <p>Reread and Cite Text Evidence: pg. 306d – 306e</p> <p>Reread and Discuss Using Text Evidence: pg. 306d</p>	<p>Close Reader: “Doris is Coming” by ZZ Packer – pg. 306c</p> <p><u>Differentiated Instruction</u> When Students Struggle: Compare and Contrast – pg. 306c</p> <p>For ELL Students: pg. 306c</p> <p>Enrichment: To Challenge Students: Research – pg. 306e</p> <p><u>Formative Assessments</u> Short Response: pg. 306e</p> <p>Dig Deeper: pg. 306e</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>Practice & Apply:</p> <ul style="list-style-type: none"> Analyzing the Text <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 304</p> <p>My WriteSmart Performance Task – Writing Activity: New Chapter – pg. 304</p> <p>Selection Test: from <i>Uprising</i> by Margaret Peterson Haddix</p>
<p align="center">Required Learning Target</p>					
<p>The student will be able to analyze points of view in a text and compare and contrast different genres.</p>					
<p align="center">Required Texts</p>					
<p>Support the Anchor Text: from <i>Uprising</i> by Margaret Peterson Haddix</p> <p>Close Reader: “Doris is Coming” by ZZ Packer – pg. 306c</p>					

ENGLISH – “CRAIG KIELBURGER REFLECTS ON WORKING TOWARD PEACE”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8</p> <p><i>Writing:</i> W.7.1, W.7.4, W.7.9b, W.7.10</p> <p><i>Language:</i> L.7.1c, L.7.4, L.7.4c, L.7.6</p>	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Modeled Discussions: pg. 307</p> <p>Close Read: pgs. 307- 313</p> <ul style="list-style-type: none"> • Analyze Text: Personal Essay • Determine Author’s Point of View • Analyze Graphics • Analyze the Meanings of Words and Phrases <p>Strategies for Annotation: pg. 313 & 315</p> <ul style="list-style-type: none"> • Analyze Text: Personal Essay • Multiple Meanings <p>Second Read: pg. 313</p> <ul style="list-style-type: none"> • Analyze Text: Personal Essay • Determine Author’s Point of View 	<p><u>During Instruction</u> Scaffolding for ELL Students: Analyze Language – pg. 308</p> <p>When Students Struggle: Comprehension - pg. 310</p> <p>*Additional Extension Idea: What are the author’s feelings about the word “gifted”? How do you know? Do you agree? pgs. 311 - 312</p> <p><u>After Instruction</u> Reteach: Analyze Text: Personal Essay – pg. 316a</p> <p>Enrichment: Trace an Argument – Interactive Whiteboard Lesson: Elements of an Argument - pg. 316a</p>	<p>Analyzing the Text: pg. 314</p> <p>Critical Vocabulary: syringe, possession, inquire, capacity, exploitation – pg. 315</p> <p>Vocabulary Strategy: Multiple Meanings – pg. 315</p> <p>Strategies for Annotation: Multiple Meanings – pg. 315</p> <p>Language Conventions: Dangling Modifiers – pg. 316</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Text • Critical Vocabulary • Vocabulary Strategy • Language Conventions <p>Selection Test - “Craig Kielburger Reflects on Working Toward Peace” by Craig Kielburger</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
The student will be able to identify and analyze elements of a personal essay and determine an author’s point of view.					
Required Text					
Anchor Text: “Craig Kielburger Reflects on Working Toward Peace” by Craig Kielburger – pg. 307					

“CRAIG KIELBURGER REFLECTS ON WORKING TOWARD PEACE” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8</p> <p><i>Writing:</i> W.7.1, W.7.4, W.7.9b, W.7.10</p> <p><i>Language:</i> L.7.1c, L.7.4, L.7.4c, L.7.6</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Vocabulary – Front Load: syringe, possession, inquire, capacity, exploitation</p> <ul style="list-style-type: none"> Utilize WordSharp: Interactive Vocabulary Tutor 	<p>Focus Comprehension Strategy: Analyze Text Structure & Organization</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs 	<p>FYI Selection: Choose a selection from “Guided by a Cause” collection that supports Ohio’s New Learning Standards.</p> <p>Why This Text: Explain why this FYI selection was selected.</p> <p>Close Read:</p> <ul style="list-style-type: none"> Analyze Graphics Analyze the Meanings of Words and Phrases 	<p>FYI Selection: Choose a selection from “Guided by a Cause” collection that supports Ohio’s New Learning Standards.</p> <p><u>Differentiated Instruction</u> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><u>Formative Assessments</u> Short Response: Create a short response based on Ohio’s New Learning Standards being taught.</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> Quick Writes Pair/Trio Shares Charting Gallery Walks Whole Group Discussions Reader/Writer Notebooks Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Text: pg. 314</p> <p>My WriteSmart Performance Task – Writing Activity: Critique – pg. 314</p> <p>Selection Test: “Craig Kielburger Reflects on Working Toward Peace” by Craig Kielburger</p>
Required Learning Target					
The student will be able to identify and analyze elements of a personal essay and determine an author’s point of view.					
Required Texts					
<p>Support the Anchor Text: “Craig Kielburger Reflects on Working Toward Peace” by Craig Kielburger – pg. 307</p> <p>FYI: Reinforce Critical Analysis Skills by Using a FYI Selection</p>					

STORY – “IT TAKES A CHILD”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.7.6, RI.7.7 <i>Speaking and Listening:</i> SL.7.2, SL.7.3, SL.7.4, SL.7.5</p>	<p>Focus Comprehension Strategy: Summarize Information</p> <p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Read: pgs. 317 - 319</p> <ul style="list-style-type: none"> • Analyze Media <p>Second Read: pg. 319</p> <ul style="list-style-type: none"> • Analyze Media 	<p><u>During Instruction</u> Scaffolding for ELL Students: Language Support – pg. 317</p> <p>*Additional Extension Activity Idea: Choose a scene in the documentary. Think about the choice of the camera shot. Write about the effect a different shot would have made.</p> <p><u>After Instruction</u> Reteach: Elements of a Documentary – pg. 320a</p> <p>Enrichment: Camera Shots and Shot Selection – pg. 320a</p>	<p>Analyzing the Media: pg. 320</p>	<p><u>Instructional Strategies*</u></p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p><u>Practice & Apply</u></p> <ul style="list-style-type: none"> • Analyzing the Media <p>Selection Test: <i>It Takes a Child</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
<p>The student will be able to analyze the purpose of a documentary and understand the features used in it.</p>					
Required Text / Media					
<p>Media: “It Takes a Child” Documentary directed by Judy Jackson – pg. 317</p>					

“IT TAKES A CHILD” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.7.6, RI.7.7 <i>Speaking and Listening:</i> SL.7.2, SL.7.3, SL.7.4, SL.7.5</p>	<p>Prior to the Core Selection and Close Reader / FYI</p> <p>Critical Vocabulary for Close Reader: emaciated, chuff</p>	<p>Focus Comprehension Strategy: Summarize Information</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs 	<p>Close Reader: “Difference Maker: John Bergmann and Popcorn Park” by David Karas</p> <p>Why This Text: pg. 320b</p> <p>Background: pg. 320b</p> <p>Setting a Purpose: pg. 320b</p> <p>Close Read:</p> <ul style="list-style-type: none"> • Determine Author’s Purpose and Point of View <p>Read and Cite Text Evidence: pgs. 320c – 320e</p> <p>Reread and Cite Text Evidence: pgs. 320d & 320f</p> <p>Reread and Discuss Using Text Evidence: pg. 320e</p>	<p>Close Reader: “Difference Maker: John Bergmann and Popcorn Park” by David Karas</p> <p><u>Differentiated Instruction</u> When Students Struggle: Author’s Purpose – pg. 320c</p> <p>For ELL Students: pgs. 320d – 320e</p> <p>Enrichment: To Challenge Students: Research – pg. 320f</p> <p><u>Formative Assessments</u> Short Response: pg. 320f</p> <p>Dig Deeper: pg. 320g</p> <p>Instructional Strategies*</p> <ul style="list-style-type: none"> • Quick Writes • Pair/Trio Shares • Charting • Gallery Walks • Whole Group Discussions • Reader/Writer Notebooks • Step Backs <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p>Analyzing the Media: pg. 320</p> <p>My WriteSmart Performance Task - Media Activity: Photo Documentary – pg. 320</p> <p>Selection Test: “It Takes a Child”</p>
Required Learning Target					
<p>The student will be able to analyze the purpose of a documentary and understand the features used in it.</p>					
Required Texts					
<p>Support the Anchor Text: “It Takes a Child” Documentary directed by Judy Jackson – pg. 317</p> <p>Close Reader: “Difference Maker: John Bergmann and Popcorn Park” by David Karas – pg. 320c</p>					

WEEK SIX

ENGLISH AND INTERVENTION – UNIT TEST & PERFORMANCE TASK

Summative Assessments:

- **Collection Unit Six Assessment:** Collection Unit Six Summative Assessment
- **Collection Unit Six Performance Task:** Write a Personal Essay – pg. 341

Please note:

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources
can be found at <http://my.hrw.com>**