



## Grade 7 ELA

 Collaboration Grade 7 English Language Arts District Middle School 2014-2015

Tuesday, September 2, 2014, 4:03PM



### Standards & Benchmarks

#### Collection 1 - "Bold Actions" Week 1 (Week 1, 2 Weeks)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- 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.
- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening  
Presentation of Knowledge and Ideas

- SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

### Text Support

COLLECTION 1 - "Bold Actions" - Week 1  
**ANCHOR TEXT: "Rogue Wave" p. 3 (3 days)**  
**CLOSE READER SELECTION: "Big Things Come in Small Packages" TE p. 18c (1 day)**  
**SUPPORTING TEXTS: None**  
**ANCHOR TEXT: "Rogue Wave" TE pp. 3-14, (3 days)**

- **Instructional Focus:**
  - Inferences TE pp. 5, 7, 8, 11, 12, 14, 15 (RL.7.1)
  - Plot & Setting pp. 3, 4, 6, 7, 9, 10, 12, 13, 14, 15 (RL.7.3)
- **Practice & Apply:**
  - Analyze Story Elements TE p. 15 (RL.7.3)
  - Make Inferences TE p. 15 (RL.7.1)
  - Analyze the Text TE p. 16 (RL.7.1, RL.7.3)
  - Vocabulary Strategy p. 17 (L.7.4b)
  - Language Conventions p. 18 (L.7.1b)
  - Critical Vocabulary p. 17 (L.7.4a, L.7.4b)
  - Vocabulary Strategy: Latin Roots p. 17 (L.7.4b)
- **Selection-Based Performance Task: Movie Outline p. 16 (W.7.3, SL.7.4)**
- **Grammar - 1 day - Teach the following skills during Collection 1:**
  - Capitalization (L.7.2)
  - Phrases & Clauses (L.7.1a)
  - Sentence Structure (L.7.1b)

### Resources

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching Resources/Documents**

coming soon in 2014-15...  
**Professional Development**  
coming soon in 2014-15...

**My.hrw.com**  
Throughout Collection 1 (four days allowed for targeted grammar instruction) you should teach the following skills (Use one or more of the following resources) See link below.

**Capitalization (L.7.2)**  
**Level Up Tutorials (Resources>Level Up Tutorials>Conventions)**  
See below for hyperlink

- Capitalization

**Grammar Notes (Resources>Grammar Notes)**  
See below for hyperlink

- Lesson 14: Using Capital Letters

**Phrases & Clauses (L.7.1a)**  
**Level Up Tutorials (Resources>Level Up Tutorials>Conventions)**  
See below for hyperlink

- Prepositions &

## Standards & Benchmarks

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Conventions of Standard English  
1. Demonstrate command of the  
conventions of standard English grammar  
and usage when writing or speaking.

- L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

2. Demonstrate command of the  
conventions of standard English  
capitalization, punctuation, and spelling  
when writing.

- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of  
unknown and multiple-meaning words and  
phrases by using context clues, analyzing  
meaningful word parts, and consulting  
general and specialized reference  
materials, as appropriate.

- L.7.4a 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.
- L.7.4b Use common, grade-

## Text Support

## Resources

Prepositional  
Phrases

- Appositive and Appositive Phrases
- Kinds of Clauses
- Verbals & Verb Phrases

### Grammar Notes (Resources>Grammar Notes)

See below for hyperlink

- Lesson 21: Writing with Detail: Prepositional Phrases

### Sentence Structure (L.7.1b) Level Up Tutorials (Resources>Level Up Tutorials>Conventions)

See below for hyperlink

- Sentences, Fragments and Run-ons
- Parts of a sentence: Predicates
- Parts of a Sentence: Compliments
- Classifying Sentences by Structure
- Conjunctions

### Grammar Notes (Resources>Grammar Notes)

See below for hyperlink

- Lesson 1: Correcting Sentence Fragments

## Standards & Benchmarks

appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

## Text Support

## Resources

- Lesson 1: Correcting Run-on Sentences
- Lesson 3: Combining Sentences
- Lesson 24: Writing with Connection: Using Conjunctions



[Level Up Tutorials](#)



[Grammar Note Lessons](#)

## Collection 1 - "Bold Actions" Week 2

(Week 3, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature

- 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- 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.
- 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

## COLLECTION 1-"Bold Actions" - Week 2

**ANCHOR TEXT:** None

**CLOSE READER SELECTION:**

- "Finding Your Everest" TE p. 30c
- "Arachne" TE p. 38c

**SUPPORTING TEXTS: (3 days)**

- "Parents of Rescued of Teenage Sailor" TE p. 20
- "Ship of Fools" TE p. 24
- "Was Abby Too Young To Sail?" TE p. 28

**Instructional Focus:**

- **Analyze Story Elements: Myth TE p. 35 (RL.7.3)**
- **Determine Theme TE p. 35 (RL.7.2)**

**Practice & Apply:**

- *Analyze Structure p. 23, (RI.7.1, RI.7.3, RI.7.5, SL.7.2)*
- *Analyzing the Media p. 23 (RI.7.2, RI.7.5, SL.7.2)*
- **Trace and Evaluate an Argument TE p. 27 (RI.7.1, RI.7.5, RI.7.8)**
- **Analyzing the Media TE p. 27 (RI.7.1, RI.7.2, RI.7.5, RI.7.8), TE p. 29 (RI.7.2, RI.7.5, SL.7.2), TE p. 30 (RI.7.2, RI.7.3, RI.7.5, RI.7.6, RI.7.8, RI.7.9, SL.7.2, SL.7.6)**

## Universal Access Support

coming soon in 2014-15...

Teaching

Resources/Documents

coming soon in 2014-15...

Professional Development

coming soon in 2014-15...

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## Standards & Benchmarks

between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- RI.7.5 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.
- RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing  
Text Types and Purposes

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including

## Text Support

- **Analyze Structure p. 29** (RI.7.2, RI.7.5, SL.7.2)

**Selection-Based Performance Task:** *Class Blog p. 30*  
(W.7.1, W.7.4, W.7.6)

**Grammar - 2 days** (See list of topics in week 1 & Resources for lessons)

## Resources

## Standards & Benchmarks

linking to and citing sources.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening

- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

### Collection 1 - "Bold Actions" Week 3 (Week 4, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- 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.
- 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Text Support

### COLLECTION 1- "Bold Actions" -Week 3

**ANCHOR TEXT:** "The Flight of Icarus" TE p. 31-34 (2 days)

**CLOSE READER:** none

**SUPPORTING TEXT:** "Icarus's Flight" TE p. 39-40 (2 days)

**ANCHOR TEXT:** "The Flight of Icarus" TE p. 31-34 (2 days)

**Instructional Focus:**

- **Analyze Story Elements: Myth** TE pp. 31, 33, 35 (RL.7.1, RL.7.3)
- **Determine Theme** TE pp. 31, 32, 34, 35 (RL.7.1, RL.7.2)

**Practice & Apply:**

- *Analyze Story Elements* TE p. 35 (RL.7.3)
- *Determine Theme* TE p. 35 (RL.7.1, RL.7.2)
- **Analyzing the Text** TE p. 36 (RL.7.1, RL.7.2, RL.7.3, RL.7.4)

## Resources

### Universal Access Support

coming soon in 2014-15...

Teaching Resources/Documents

coming soon in 2014-15...

Professional Development

coming soon in 2014-15...

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## Standards & Benchmarks

### Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been

## Text Support

- *Critical Vocabulary TE p. 37 (L.7.4b)*
- **Vocabulary Strategy TE p. 37 (L.7.4b)**
- **Language Conventions TE p. 38 (L.7.2a)**
- *Critical Vocabulary TE p. 37 (L.7.4b)*

### SUPPORTING TEXT: "Icarus's Flight" p. 40 (2 days)

- **Instructional Focus:**
  - **Analyze Form: Poetry TE p. 41 (RL.7.5)**
  - **Determining Meaning of Words & Phrases TE p. 41 (RL.7.4)**
- **Practice & Apply:**
  - *Vocabulary Strategy TE p. 37 (L.7.4b)*
  - *Determine Meaning of Words TE p. 41 (RL.7.4)*
  - **Analyze Form: Poetry TE p. 41 (RL.7.5)**
  - **Analyze the Text TE p. 42 (RL.7.2, RL.7.4, RL.7.5)**
- **Selection-Based Performance Task:**
  - *Graphic Comic TE p. 36 (W.7.3, W.7.5, W.7.7)*
  - *Oral Response TE p. 42 (W.7.2, SL.7.4)*

## Resources

## Standards & Benchmarks

addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

## Text Support

## Resources

### Research to Build and Present Knowledge

- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening  
Presentation of Knowledge and Ideas

- SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2a Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and

## Standards & Benchmarks

phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

## Text Support

## Resources

### Collection 1 - "Bold Actions" (Performance Task)

(Week 5, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

- W.7.4 Produce clear and

### COLLECTION 1- "Bold Actions"- Performance Task - Week 4

**Grammar - 1 day (See list of topics in week 1 & Resources for lessons)**

**Performance Task : Write a Short Story TE p. 53** (W.7.3a-e, W.7.4, W.7.5, W.7.10)

### Universal Access Support

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### Teaching

Resources/Documents

coming soon in 2014-15...

### Professional Development

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## Standards & Benchmarks

coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

## Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Collection 1 - Assess/Reteach/Extend (Week 6, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- 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.
- RL.7.2 Determine a theme or central idea of a text and analyze

## Text Support

## COLLECTION 1 - "Bold Actions" - Assess/Reteach/Extend - Week 5

**Administer Common Assessment 1**  
**Choose 3 days of lessons from the following choices based on student needs:**

- **Reteach:**
  - *Analyze Story Elements TE p. 18a (RL.7.3)*
    - *Level Up Tutorial*
  - *Analyze Presentations of Information TE p. 30a (RI.7.6, RI.7.9)*
  - *Determine Theme TE p. 38a (RL.7.2)*

## Resources

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching**  
**Resources/Documents**  
coming soon in 2014-15...  
**Professional Development**  
coming soon in 2014-15...  
**My.hrw.com**  
**Interactive Whiteboard**  
**Lessons** (Teacher  
Resources>Interactive  
Whiteboard Lessons)  
See below for hyperlink

## Standards & Benchmarks

its development over the course of the text; provide an objective summary of the text.

- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text

- 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.
- 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

## Text Support

- *Level Up Tutorial - What is Theme?*
- *Analyze Form Poetry TE p. 42a (RL.7.5, SL.7.1)*
  - *Interactive Whiteboard Lesson*
- **Extend:**
  - *Analyze Story Elements: Plot and Conflict TE p. 18a (RL.7.1, RL.7.3)*
    - *Interactive Whiteboard Lesson*
  - *How to Create a Blog TE p. 30a (W.7.4, W.7.6)*
  - *Analyze Story Elements: Characterization TE p. 38a (RL.7.3)*
    - *Interactive Whiteboard Lesson*
  - *Analyze Form: Scansion TE p. 42a (RL.7.4, RL.7.5)*
    - *Level Up Tutorial - What is Rhythm?*

## Resources

- Analyze Poetry
- Analyze Story Elements: Characterization

**Level Up Tutorials** (Teacher Resources>Level Up Tutorials>Analyzing Literature)

See below for hyperlink

- Analyze Story Elements
- What is Theme?
- What is Rhythm?

 [Interactive Whiteboard Lessons](#)

 [Level Up Tutorials - Analyzing Literature](#)

## Standards & Benchmarks

different interpretations of facts.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing  
Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening  
Comprehension and Collaboration

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## Collection 2 - "Perception and Reality" Week 1

(Week 7, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences

## Text Support

### COLLECTION 2 - "Perception and Reality" - Week 1

**ANCHOR TEXT:** "The People Could Fly" (Folktale) TE pp.63-70 (3 days)

**CLOSE READER SELECTION:** "Heartbeat" TE pp.25-30

**SUPPORTING TEXTS:**None

- **Instructional Focus:**
  - **Analyze Story Elements:** Folktale TE pp.

## Resources

### Universal Access Support

coming soon in 2014-15...

### Teaching

Resources/Documents

coming soon in 2014-15...

### Professional Development

coming soon in 2014-15...

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## Standards & Benchmarks

drawn from the text.

- 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA

## Range of Reading and Level of Text Complexity

- RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening

- SL.7.6 Adapt speech to a variety of contexts and tasks,

## Text Support

**63, 65, 67, 68** (RL.7.1, RL.7.2, RL.7.3, RL.7.4)

- **Summarize Text TE pp. 63, 64, 66, 67, 68** (RL.7.2)
- **Practice & Apply:**
  - **Analyzing Text TE p. 69** (RL.7.1, RL.7.2, RL.7.3, RL.7.4)
  - *Critical Vocabulary TE p. 70 (L.7.4d)*
  - **Vocabulary Strategy: Latin Suffixes TE p. 70** (L.7.4b)
- **Selection-Based Performance Task: Speaking Activity: Dramatic Reading TE p. 69 (RL.7.10, SL.7.6)**

## Grammar - 1 day - Teach the following skills during Collection 2 (see Resources)

- **Punctuation (L.7.2)**
- **Modifiers (L.7.1c)**

## Resources

### Throughout Collection 2 (four days allowed for targeted grammar instruction) you should teach the following skills.

(Use one or more of the following resources)

**Punctuation (L.7.2)**  
**Level Up Tutorials (Resources>Level Up Tutorials>Conventions)**

See below for hyperlink

- Punctuation
- Quotations
- Punctuating Titles
- Commas
- Apostrophes
- Colons
- Semicolons
- Parentheses, Hyphens, and Dashes

**Grammar Notes (Resources>Grammar Notes)**

See below for hyperlink

- Lesson 15: Using End Marks
- Lesson 16: Using Commas
- Lesson 17: Using Colons and Semicolons
- Lesson 18: Using Quotation Marks
- Lesson 19: Using Apostrophes

**Modifiers (L.7.1c)**  
**Level Up Tutorials**

## Standards & Benchmarks

demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4d Verify the preliminary

## Text Support

## Resources

**(Resources>Level Up Tutorials>Conventions)**  
See below for hyperlink

- Modifiers and Placement of Modifiers
- Comparatives and Superlatives
- Avoiding Double Negatives

**Grammar Notes (Resources>Grammar Notes)**  
See below for hyperlink

- Lesson 10: Understanding Comparison
- Lesson 11: Correcting Dangling Modifiers
- Lesson 12: Correcting Misplaced Modifiers

 [Level Up Tutorials](#)  
 [Grammar Note Lessons](#)

## Standards & Benchmarks

determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### Collection 2 - "Perception and Reality" Week 2

(Week 8, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- 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.
- 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g.,

## Text Support

### COLLECTION 2 - "Perception and Reality" - Week 2

**ANCHOR TEXT:** None

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS: "Another Place, Another Time" (Short Story) TE pp. 93-110 (4 days)**

- **Instructional Focus:**
  - **Analyze Story Elements: Character TE pp. 93, 94, 96, 97, 99, 100, 101, 103, 105, 106, 107 (RL.7.1, RL.7.3)**
  - **Determine Meaning of Words and Phrases TE pp. 95, 97, 98, 103, 107 (RL.7.1, RL.7.4)**
- **Practice & Apply:**
  - **Analyzing the Text TE p. 108 (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5)**
  - *Critical Vocabulary TE p. 109 (L.7.6)*
  - *Vocabulary Strategy: Reference Aids TE p. 109 (L.7.4c)*
  - *Language Conventions: Spell Correctly TE p. 110 (L.7.2b)*
- **Selection-Based Performance Task: Writing Activity: Character Profile TE p. 108 (RL.7.1, RL.7.2, W.7.9a)**

**Grammar - 1 day (See list of topics in week 1 & Resources for lessons)**

## Resources

### Universal Access Support

coming soon in 2014-15...

### Teaching

Resources/Documents

coming soon in 2014-15...

### Professional Development

coming soon in 2014-15...

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## Standards & Benchmarks

soliloquy, sonnet) contributes to its meaning.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.9a Apply grade 7 Reading standards to literature (e.g., “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”).

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2b Spell correctly.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4c 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 or trace the etymology of words.

6. Acquire and use accurately a range of

## Text Support

## Resources

## Standards & Benchmarks

general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

## Text Support

## Resources

### Collection 2 - "Perception and Reality" Week 3

(Week 9, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- 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.
- 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to

### COLLECTION 2 - "Perception and Reality" - Week 3 ANCHOR TEXT: "Sorry, Wrong Number" (Drama) TE pp. 111-126 (4 days)

**CLOSE READER SELECTION:** None  
**SUPPORTING TEXTS:**None

- **Instructional Focus:**
  - **Analyze Form: Drama TE pp. 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125** (RL.7.1, RL.7.3, RL.7.5)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 126** (RL.7.1, RL.7.2, RL.7.3, RL.7.5, RL.7.7, RL.7.10)
  - *Speaking and Listening TE p. 126* (RL.7.7, SL.7.2)
- **Selection-Based Performance Task: Writing Activity: Character Analysis p. 126** (RL.7.3, W.7.2, W.7.4, W.7.9a, W.7.10)

**Grammar - 1 day (See list of topics in week 1 & Resources for lessons)**

### Universal Access Support

coming soon in 2014-15...

### Teaching

Resources/Documents

coming soon in 2014-15...

### Professional Development

coming soon in 2014-15...

[My.hrw.com](http://My.hrw.com)

## Standards & Benchmarks

its meaning.

## Text Support

## Resources

### Integration of Knowledge and Ideas

- 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).

### Range of Reading and Level of Text Complexity

- RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing

## Standards & Benchmarks

types are defined in standards 1–3 above.)

- W.7.9a Apply grade 7 Reading standards to literature (e.g., “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”).

## Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening

- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

## Collection 2 - "Perception and Reality" (Perf Task)

(Week 10, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences

## Text Support

## COLLECTION 2 - "Perception and Reality" - Performance Task - Week 4

**ANCHOR TEXT:** None

**CLOSE READER SELECTION:** *from "A Christmas Carol"*  
**TE pp. 126c -126g (1 day)**

**SUPPORTING TEXTS:** None

**Performance Task B : Write an Expository Essay TE pp. 131-134** (RL.7.1, W.7.2a-f, W.7.4, W.7.5, W.7.8, W.7.10) (3 days)

## Resources

## Universal Access Support

coming soon in 2014-15...

## Teaching

Resources/Documents

coming soon in 2014-15...

## Professional Development

coming soon in 2014-15...

My.hrw.com

## Standards & Benchmarks

drawn from the text.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.2a Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e Establish and maintain a formal style.
- W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–

## Text Support

**Grammar - 1 day (See list of topics in week 1 & Resources for lessons)**

## Resources

## Standards & Benchmarks

3 above.)

- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Collection 2 -  
Assess/Reteach/Extend**  
(Week 11, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature

- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes

## Text Support

**COLLECTION 2 - "Perception and Reality" -  
Assess/Reteach/Extend - Week 5**

**Administer Common Assessment 2  
Choose 3 days of lessons from the following choices  
based on student needs:**

- **Reteach:**

## Resources

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching**  
**Resources/Documents**  
coming soon in 2014-15...  
**Professional Development**  
coming soon in 2014-15...

## Standards & Benchmarks

the characters or plot).

- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

## Integration of Knowledge and Ideas

- 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).

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening

- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

## Collection 3 - "Nature at Work" Week 1

(Week 12, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- RL.7.1 Cite several pieces of

## Text Support

- *Analyze Story Elements: Folk Tale p. 70a (RL.7.3)*
- *Analyze Diverse Media p. 92a (SL.7.2)*
- *Analyze Story Elements: Character p. 110a (RL.7.3)*
  - *Level Up Tutorial - Methods of Characterization - People on the Page*
- *Analyze Form: Drama p. 126a (RL.7.5)*
  - *Level UP Tutorial - What is Drama?*
- **Extend:**
  - *Prepare for a Dramatic Reading p. 70a (SL.7.6)*
  - *Analyze Media: Perspective and Illusion p. 92a (SL.7.2)*
  - *Analyze Story Elements: Character and Setting p. 110a (RL.7.3)*
  - *Compare and Contrast: Text and Media p. 126a (RL.7.7)*

## Resources

### My.hrw.com

[Level Up Tutorials](#) (Teacher Resources>Level Up Tutorials>Analyzing Literature)

See below for hyperlink

- [Methods of Characterization - People on the Page](#)
- [Elements of Drama - What is Drama?](#)

 [Level Up Tutorials - Analyzing Literature](#)

## COLLECTION 3 - "Nature at Work" - Week 1

**ANCHOR TEXT: "Mississippi Solo" TE pp. 137-140 (3 days)**

**CLOSE READER SELECTION: "Polar Dream" TE pp. 45-50 (1 day)**

## Universal Access Support

coming soon in 2014-15...

**Teaching Resources/Documents**

coming soon in 2014-15...

## Standards & Benchmarks

textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences

## Text Support

**SUPPORTING TEXTS:** "Allied with Green" TE pp. 149-152 (3 days total = 1 day this week + 2 days next week)  
**ANCHOR TEXT:** "Mississippi Solo" TE pp. 137-140 (3 days)

- **Instructional Focus:**
  - **Analyze Text: Memoir TE p. 141** (RI.7.3)
  - **Analyze the Meanings of Words and Phrases TE p. 141** (RI.7.4)
- **Practice & Apply:**
  - **Analyze the Text TE p. 142** (RI.7.1, RI.7.2, RI.7.3, RI.7.4)
  - **Vocabulary Strategy TE p. 143** (L.7.5a)
  - **Language Conventions TE p. 144** (L.7.3a)
  - *Critical Vocabulary p. 143* (L.7.5a)
- **Selection-Based Performance Task:**
  - **Writing Activity: Analysis TE p. 142** (RI.7.4, W.7.9)
  -

**SUPPORTING TEXT:** "Allied with Green" TE pp. 149-152 (3 days total = 1 day this week + 2 days next week)

- **Instructional Focus:**
  - **Determine Theme TE p. 149** (RL.7.1, RL.7.2)
  - **Determine the Meanings of Words and Phrases TE p. 150** (RL.7.1, RL.7.4)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 154** (RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6)
  - **Language Conventions TE p. 156** (L.7.1b)
  - *Critical Vocabulary TE p. 155* (L.7.4c)
  - *Vocabulary Strategy TE p. 155* (L.7.4c)
- **Selection-Based Performance Task: Persuasive Essay TE p. 154** (W.7.1, W.7.4, W.7.10, SL.7.1)

## Resources

**Professional Development**  
coming soon in 2014-15...

 <http://my.hrw.com/>

## Standards & Benchmarks

drawn from the text.

- 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).

### Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA

CA: CCCS: English Language Arts 6–12,

CA: Grade 7, Writing

Text Types and Purposes

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

### Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing

## Text Support

## Resources

### Standards & Benchmarks

types are defined in standards 1–3 above.)

- W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening  
Comprehension and Collaboration

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Conventions of Standard English  
1. Demonstrate command of the  
conventions of standard English grammar  
and usage when writing or speaking.

- L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

### Text Support

### Resources

## Standards & Benchmarks

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4c 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 or trace the etymology of words.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

## Text Support

## Resources

(Week 13, 1 Week)

## Standards & Benchmarks

### Key Ideas and Details

- 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.
- 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.

### Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.3 Write narratives to develop real or imagined experiences or

## Text Support

continued from week 1)

**CLOSE READER SELECTION: Poems About Nature TE p. 56 (1 day)**

**SUPPORTING TEXTS:**

- "Ode to Enchanted Light" TE p. 170
- "Sleeping in the Forest" TE p. 172 (2 days)
- **Instructional Focus:**
  - **Analyze Form: Ode TE pp. 170-171** (RL.7.1, RL.7.5)
  - **Analyze Form: Lyric Poem TE pp. 171-173** (RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.6)
  - **Determine Meaning TE pp. 170, 172, 174** (RL.7.1, RL.7.4)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 171** (RL.7.1, RL.7.4, RL.7.5)
  - **Analyzing the Text TE p. 173** (RL.7.1, RL.7.4, RL.7.5)
  - **Analyzing the Text TE p. 174** (RL.7.1, RL.7.4, RL.7.5, RL.7.6)
- **Selection-Based Performance Task: Writing Activity: Poem TE p. 174 (W.7.3, W.7.10)**

## Resources

### Teaching

Resources/Documents

coming soon in 2014-15...

Professional Development

coming soon in 2014-15...

My.hrw.com

## Standards & Benchmarks

events using effective technique, relevant descriptive details, and well-structured event sequences.

### Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Collection 3 - "Nature at Work" Week 3 (Perf Task)

(Week 14, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- 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.

### Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to

## Text Support

### COLLECTION 3 - "Nature at Work" - Performance Task - Week 3

**Performance Task B: Write a Poetry Analysis TE p. 179**  
(RL.7.1, RL.7.4, RL.7.5, W.7.2a-e, W.7.4, W.7.5, W.7.9, W.7.10)

## Resources

### Universal Access Support

coming soon in 2014-15...

### Teaching

Resources/Documents

coming soon in 2014-15...

### Professional Development

coming soon in 2014-15...

[My.hrw.com](http://My.hrw.com)

## Standards & Benchmarks

its meaning.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.2a Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e Establish and maintain a formal style.

### Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5 With some guidance and

## Text Support

## Resources

### Standards & Benchmarks

support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

- W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Collection 3 - Assess/Reteach/Extend (Week 15, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature

- 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.6 Analyze how an author develops and contrasts the points

### Text Support

### COLLECTION 3 - "Nature at Work" - Assess/Reteach/Extend - Week 4

**Administer Common Assessment 3**  
**Choose 3 days of lessons from the following choices based on student needs:**

- **Reteach:**
  - *Analyze Text: Memoir p. 144a (RI.7.3)*
  - *Determine Theme p. 156a (RL.7.2)*
    - *Level Up Tutorial - What is Theme?*
- **Extend:**
  - *Determining the Meanings of Words and Phrases p.144a (RI.7.4)*
  - *Analyze Point of View p.156a (RL.7.3, RL.7.6)*

### Resources

### Universal Access Support coming soon in 2014-15...

### Teaching Resources/Documents coming soon in 2014-15...

### Professional Development coming soon in 2014-15...

[My.hrw.com](#)  
[Interactive Whiteboard Lessons](#) (Teacher Resources>Interactive Whiteboard Lessons)  
See below for hyperlink

- Point of View in Literature

### Standards & Benchmarks

of view of different characters or narrators in a text.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational 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).

### Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening  
Comprehension and Collaboration

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[Novel Unit 1](#)  
(Week 16, 3 Weeks)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature

- RL.7.2 Determine a theme or central idea of a text and analyze

### Text Support

- *Interactive Whiteboard Lesson - Point of View in Literature*
- *Determine Theme p. 174a (RL.7.2, SL.7.1)*
  - *Interactive Whiteboard Lesson*
- *Analyze Narrator p.174a (RL.7.6)*

### Resources

- Determine Theme

**Level Up Tutorials** (Teacher Resources>Level Up Tutorials>Analyzing Literature)

See below for hyperlink

- What is Theme?

 [Interactive Whiteboard Lessons](#)

 [Level Up Tutorials - Analyzing Literature](#)

### [Novel Unit #1 - 2 Weeks](#)

[Novel: The Giver](#)  
[Purpose of the Unit:](#)

- **Students will be able to determine a theme or**

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching Resources/Documents**  
[See below for Journal](#)

## Standards & Benchmarks

its development over the course of the text; provide an objective summary of the text.

- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

## Text Support

**central idea of a text and analyze its development over the course of the text.**

- **Students will be able to provide an objective summary of the text.**
- **Students will be able to analyze how particular elements of a story or drama interact.**
- **Students will be able to determine meaning of words or phrases they are used in a text, including figurative language and connotative meanings.**
- **Students will be able to analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**

## Learning Plan:

- RL.7.2 - Determine a theme or central idea of a text and analyze its developments over the course of the text. Provide an objective summary of the text.
- RL.7.3 - Analyze how particular elements of a story or drama interact.
- RL.7.4 - Determine the meaning of words or phrases as they are used in a text, including figurative and connotative meanings.
- RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

## Evidence of Learning:

- **Written interpretation of theme of the novel based on graphic organizer used to collect evidence**
- **Compare and Contrast point of view of multiple characters and their influence on the plot**
- **Written analysis of the development of one character over the course of the novel**
- **Plot Mountain**
- **Keep an ongoing journal of unknown words and/or figurative language to analyze meaning and interpret how particular words and phrases influence the text**

## Resources

Prompts / Text Dependent Questions and Graphic organizers

### Professional Development

coming soon in 2014-15...

[My.hrw.com](http://My.hrw.com)

See below list of Level-Up Tutorials

 [Journal Prompts & Text Dependent Questions for Characterization.doc](#)

 [Graphic Organizers to Teach Characterization.docx](#)

 [Journal Prompts & Text Dependent Questions for LANGUAGE.docx](#)

 [Journal Prompts & Text Dependent Questions for PLOT.docx](#)

 [Graphic Organizers to Teach Plot.docx](#)

 [Graphic Organizers to Teach Summary.docx](#)

 [Giver Unit.pdf](#)

 [Level-Up Tutorial: Theme](#)

 [Level-Up Tutorial: Universal and Recurring Themes](#)

 [Level-Up Tutorial: Summarizing](#)

 [Level-Up Tutorial: Plot Stages](#)

 [Level-Up Tutorial: Plot: Sequence of Events](#)

 [Level-Up Tutorial: Conflict](#)

 [Level-Up Tutorial: Setting](#)

## Standards & Benchmarks

## Text Support

## Resources

**\*See documents under [Resources for: Journal Prompts / Text Dependent Questions and Graphic organizers to support evidence of learning](#)**

- [Level-Up Tutorial: Methods of Characterization](#)
- [Level-Up Tutorial: Character Traits](#)
- [Level-Up Tutorial: Character Motivation](#)
- [Level-Up Tutorial: Characters and Conflict](#)
- [Level-Up Tutorial: Making Inferences About Characters](#)
- [Level-Up Tutorial: Point of View](#)
- [Level-Up Tutorial: Third-Person Point of View](#)
- [Level-Up Tutorial: Figurative Language](#)
- [Level-Up Tutorial: Connotations and Denotations](#)
- [Level-Up Tutorial: Literal and Figurative Meanings](#)

### Collection 4 - "Risk and Exploration" Week 1 (Week 19, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- 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.

#### Craft and Structure

- RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical

### COLLECTION 4 - "Risk and Exploration" - Week 1

**ANCHOR TEXT:** "Remarks at the Dedication of the Aerospace Medical Center" (Speech) TE pp. 185-192 (4 days)

**CLOSE READER SELECTION:** "Is Space Exploration Worth the Cost?" (Online Essay) TE pp. 63-66 (1 day)

**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Determine Author's Purpose** TE p. 185 (RI.7.1, RI.7.6)
  - **Trace and Evaluate an Argument** TE p. 186, 187, 188, 189 (RI.7.1, RI.7.5, RI.7.8)
- **Practice & Apply:**
  - **Analyzing the Text** TE p. 190 (RI.7.1, RI.7.4, RI.7.5, RI.7.8, W.7.2)

### Universal Access Support

coming soon in 2014-15...

### Teaching Resources/Documents

coming soon in 2014-15...

### Professional Development

coming soon in 2014-15...

[My.hrw.com](http://My.hrw.com)

## Standards & Benchmarks

meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

- 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.
- 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.

## Integration of Knowledge and Ideas

- RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,

## Text Support

- **Speaking and Listening TE p. 190** (RI.7.7, SL.7.3)
- *Critical Vocabulary p. 191* (L.7.4a, L.7.4c, L.7.4d)
- **Vocabulary Strategy: Using Context Clues TE p. 191** (L.7.4a, L.7.4d)
- **Language: Capitalization TE p. 192** (L.7.2, L.7.3)
- **Selection-Based Performance Task: Writing Activity: Research Report TE p. 190** (W.7.2, W.7.7, W.7.8)

## Resources

## Standards & Benchmarks

organization, and analysis of relevant content.

## Text Support

## Resources

### Research to Build and Present Knowledge

- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening

- SL.7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.7.2 Demonstrate command of the conventions of standard English capitalization,

## Standards & Benchmarks

punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4a 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.
- L.7.4c 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 or trace the etymology of words.
- L.7.4d 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).

## Text Support

## Resources

## Standards & Benchmarks

### Collection 4 - "Risk and Exploration" Week 2

(Week 20, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- 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.
- 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.

Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional

## Text Support

### COLLECTION 4 - "Risk and Exploration" - Week 2

**ANCHOR TEXT:**None

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:** "Why Exploring the Ocean is Mankind's Next Giant Leap" (Commentary) TE pp. 193-200 (3 days)

- **Instructional Focus:**
  - **Analyze Structure: Sound Reasoning TE pp. 193, 194, 195, 196, 197** (RI.7.1, RI.7.5, RI.7.8)
  - **Determine Meanings TE pp. 195, 196, 197** (RL.7.4, RI.7.1, RI.7.4)
- **Practice & Apply:**
  - **Analyze the Text TE p. 198** (RI.7.1, RI.7.2, RI.7.4, RI.7.5, RI.7.8)
  - *Critical Vocabulary p. 199 (L.7.6)*
  - *Vocabulary Strategy:Prefixes p. 199 (L.7.4b)*
  - **Language Conventions: Adjective Clauses TE p. 200** (L.7.1a)
- **Selection-Based Performance Task: Speaking Activity: Informal Debate p. 198** (W.7.7, W.7.8, SL7.1, SL7.4)

**Writing Skills - 2 days - Teach the following skills during Collection 4 (see Resources)**

- **Transitions**
- **Word Choice**
- **Adding Supporting Details**
- **Unity, Coherence, and Organization**
- **Writing with Focus**
- **Writing with Cohesion**

## Resources

### Universal Access Support

coming soon in 2014-15...

### Teaching

Resources/Documents

coming soon in 2014-15...

Professional Development

coming soon in 2014-15...

### My.hrw.com

**Throughout Collection 4 (four days allowed for targeted writing instruction) you should teach the following skills.**

(Use one or more of the following resources)

### **Transitions**

**Level Up Tutorials (Resources>Level Up Tutorials>Writing and Revision)**

See below for hyperlink

- Using Transitions

### **Word Choice**

**Level Up Tutorials (Resources>Level Up Tutorials>Writing and Revision)**

See below for hyperlink

- Revising for Word Choice

### **Grammar Notes**

**(Resources>Grammar Notes)**

See below for hyperlink

- Lesson 13: Understanding

## Standards & Benchmarks

expectations.) CA

- 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.
- RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing  
Research to Build and Present Knowledge

- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening  
Comprehension and Collaboration

- SL.7.1 Engage effectively in a range of collaborative discussions

## Text Support

## Resources

Usage

### **Adding Supporting Details Level Up Tutorials (Resources>Level Up Tutorials>Writing and Revision)**

- Revising to Add Supporting Details

### **Unity, Coherence, and Organization Level Up Tutorials (Resources>Level Up Tutorials>Writing and Revision)**

See below for hyperlink

- Revising for Unity, Coherence, and Organization

### **Writing with Focus Grammar Notes (Resources>Grammar Notes)**

See below for hyperlink

- Writing with Focus: Important Things Go at the End

### **Writing with Cohesion Grammar Notes (Resources>Grammar Notes)**

See below for hyperlink

- Writing with Cohesion: Repeating Key Nouns

## Standards & Benchmarks

(one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## Text Support

## Resources



### Presentation of Knowledge and Ideas

- SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.

Vocabulary Acquisition and Use  
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent,

## Standards & Benchmarks

bellicose, rebel).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

## Text Support

## Resources

### Collection 4 - "Risk and Exploration" Week 3

(Week 21, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- 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.
- 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

### COLLECTION 4 - "Risk and Exploration" - Week 3

**ANCHOR TEXT:**None

**CLOSE READER SELECTION:** *"Stinging Tentacles Offer Hint of Ocean's Decline" TE pp. 67-74*

**SUPPORTING TEXTS:** from **"Living in the Dark" (Science Article) TE pp. 201-212 (3 days)**

- **Instructional Focus:**
  - **Analyze Structure TE pp. 201, 203, 204, 205, 207, 208, 209** (RI.7.1, RI.7.3, RI.7.5)
  - **Determine Central Ideas and Details TE pp. 202, 205, 206, 209** (RI.7.2, RI.7.3)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 210** (RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.6)
  - *Critical Vocabulary p. 211 (L.7.4c, L.7.6)*
  - **Vocabulary Strategy: Greek Roots TE p. 211** (L.7.4b)
  - *Language Convention: Verbal Phrases p. 212 (L.7.1a)*
- **Selection-Based Performance Task: Writing:**

### Universal Access Support

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Teaching Resources/Documents

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Professional Development

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## Standards & Benchmarks

events).

- 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.
- 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.

CA: CCCS: English Language Arts 6–12,

CA: Grade 7, Writing

Text Types and Purposes

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for

## Text Support

*Persuasive Essay p. 210 (W.7.1, W.7.4, W.7.8, W.7.10)*

**Writing Skills - 2 days (See list of topics in Week 2 & Resources for lessons)**

## Resources

## Standards & Benchmarks

citation.

## Text Support

## Resources

### Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Conventions of Standard English  
1. Demonstrate command of the  
conventions of standard English grammar  
and usage when writing or speaking.

- L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c 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

### Standards & Benchmarks

precise meaning or its part of speech or trace the etymology of words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

### Text Support

### Resources

#### Collection 4 - "Risk and Exploration" (Perf Task)

(Week 22, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing  
Text Types and Purposes

- W.7.1a Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1b Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

#### COLLECTION 4 - "Risk and Exploration" - Performance Task - Week 4

**Performance Task: Give a Persuasive Speech TE p. 215**  
(W.7.1a-e, W.7.4, W.7.5, W.7.7, W.7.8, SL.7.4, SL.7.5, SL.7.6)

#### Universal Access Support

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#### Teaching

Resources/Documents

coming soon in 2014-15...

#### Professional Development

coming soon in 2014-15...

[My.hrw.com](http://My.hrw.com)

### **Standards & Benchmarks**

- W.7.1d Establish and maintain a formal style.
- W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.

### Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening

### **Text Support**

### **Resources**

## Standards & Benchmarks

### Presentation of Knowledge and Ideas

- SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

### Collection 4 - Assess/Reteach/Extend (Week 23, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- 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.

### Craft and Structure

- RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;

## Text Support

### COLLECTION 4 - "Risk and Exploration" - Assess/Reteach/Extend - Week 5

#### Administer Common Assessment 4

Choose 3 days of lessons from the following choices based on student needs:

- **Reteach:**
  - *Trace and Evaluate an Argument p. 192a (RI.7.5, RI.7.8)*
    - *Level Up Tutorial - The Power of Persuasion*
  - *Determine Meanings p. 200a (RI.7.4)*
    - *Level Up Tutorial - What is Tone?*
  - *Analyze Structure: Cause and Effect Relationships p. 212a (RI.7.3, RI.7.5)*
    - *Level Up Tutorial - What is Cause*

## Resources

### Universal Access Support

coming soon in 2014-15...

### Teaching

### Resources/Documents

coming soon in 2014-15...

### Professional Development

coming soon in 2014-15...

### My.hrw.com

**Level Up Tutorials** (Teacher Resources > Level Up Tutorials)

See below for hyperlink

- The Power of Persuasion
- What is Tone?

## Standards & Benchmarks

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. (See grade 7 Language standards 4–6 for additional expectations.) CA

- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational 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).

## Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- 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.

## Integration of Knowledge and Ideas

## Text Support

*and Effect?*

- *Determine Meanings: Imagery p. 214b (RL.7.4)*
  - *Level Up Tutorial - Imagery*
- **Extend:**
  - *Compare and Contrast Two Versions of a Speech p. 192a (RI.7.7, SL.7.1, SL.7.3)*
  - *Hold an Informal Debate p. 200a (SL.7.1, SL.7.3, SL.7.4)*
  - *Analyze Technical Meanings p. 212a (RI.7.4, L.7.4a, L.7.4c, L.7.4d)*
  - *Determine Meanings: Metaphor p. 214a (RL.7.4)*
  - *Cite Evidence p. 214a (RL.7.1)*
  - *Form in Poetry p. 214b (RL.7.5)*

## Resources

- What is Cause and Effect
- Imagery



## Standards & Benchmarks

## Text Support

## Resources

- RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening  
Comprehension and Collaboration

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts,

## Standards & Benchmarks

details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Vocabulary Acquisition and Use  
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4a 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.
- L.7.4c 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 or trace the etymology of words.
- L.7.4d 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).

## Text Support

## Resources

### Novel Unit 2 (Week 24, 3 Weeks)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature

- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes

### Novel Unit #2 - Historical Fiction - 3 Weeks **Novel: Choose one from the following list:** Middle Ages/Renaissance Europe

- The Midwife's Apprentice (all sites)
- The Door in the Wall (Clement, Moore)
- Crispin (Clement)

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching Resources/Documents**  
See below for Journal Prompts / Text Dependent Questions and Graphic organizers

## Standards & Benchmarks

the characters or plot).

- RL.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.

## Text Support

- [The Prince and the Pauper](#) (Clement)
- [The Road to Damietta](#) (Clement)
- [King Arthur and His Knights of the Round Table](#) (Clement)
- [The Trumpeter of Krakow](#) (Cope)
- [Bartholomew Faire](#) (Cope)
- [Catherine Called Birdy](#) (Cope, Moore)

### Feudal Japan

- [The Master Puppeteer](#) (Clement, Moore)
- [The Sign of the Chrysanthemum](#) (Clement, Moore)

### Purpose of Unit:

- Students will be able to analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters and plot).
- Students will be able to 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.

### Learning Plan:

- RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters and the plot).
- RL.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.

### Evidence of Learning:

- Students will keep a reading log (dialectical journal) in which they record evidence about the protagonist and setting, and evaluate the character's historical accuracy.
- Students will write an expository essay, in a timed

## Resources

### **Professional Development**

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### **My.hrw.com**

See below list of **Level-Up Tutorials**

 [Journal Prompts & Text Dependent Questions for Characterization.doc](#)

 [Graphic Organizers to Teach Characterization.docx](#)

 [Journal Prompts & Text Dependent Questions for PLOT.docx](#)

 [Graphic Organizers to Teach Plot.docx](#)

 [Graphic Organizers to Teach Setting.docx](#)

 [Level-Up Tutorial: Historical and Cultural Context](#)

 [Level-Up Tutorial: Suspense and Foreshadowing](#)

 [Level-Up Tutorial: Character Traits](#)

 [Level-Up Tutorial: Character Motivation](#)

 [Level-Up Tutorial: Characters and Conflict](#)

 [Level-Up Tutorial: Setting: Effect on Plot](#)

 [Level-Up Tutorial: Setting and Mood](#)

## Standards & Benchmarks

## Text Support

## Resources

situation, to evaluate the protagonist's historical accuracy.

- Performance Task: Reading Log (Dialectical Journal) and Timed Writing: Expository Essay
- Big Idea: Evaluate whether the protagonist is historically accurate

**\*See documents under [Resources](#) for: Journal Prompts / Text Dependent Questions and Graphic organizers to support evidence of learning**

### Collection 5 - "Consumer Culture" Week 1

(Week 27, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- 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.
- 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).

### Craft and Structure

- 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. (See grade 7 Language

### COLLECTION 5- "Consumer Culture" - Week 1

**ANCHOR TEXT:** from "Life at Home in the Twenty-First Century" TE pp. 221-228 (4 days)

**CLOSE READER SELECTION:** "Teenagers and New Technology" TE pp.77-82 (1 day)

**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Analyze Structure: Cause and Effect TE pp. 221, 223, 229** (RI.7.1, RI.7.2, RI.7.3 RI.7.5)
  - **Cite Evidence TE pp. 222, 223, 226, 227, 228, 229** (RI.7.1, RI.7.2, RI.7.3)
- **Practice & Apply:**
  - **Analyze Text TE p. 230** (RI.7.1, RI.7.2, RI.7.5)
  - **Language Conventions TE p. 232** (L.7.3a)
  - *Critical Vocabulary TE p. 231 (L.7.6)*
  - *Vocabulary Strategy TE p. 231 (RI.7.4, L.7.4a, L.7.6)*
- **Selection-Based Performance Task:** *Writing Activity: Informational Essay p.230 (W.7.1b, W.7.7)*

### Universal Access Support

coming soon in 2014-15...

### Teaching

Resources/Documents

coming soon in 2014-15...

### Professional Development

coming soon in 2014-15...

### My.hrw.com

**Throughout Collection 5 (four days allowed for targeted writing instruction) you should teach the following skills.**

(Use one or more of the following resources)

**Writing & Research in the Digital Age (Teacher Resources>Writing & Research in the Digital Age)**

See below or a hyperlink

- Lessons 1-15
- APA Style Citations
- MLA Style: Citations
- Customizing Writing and Research

 **Writing and Research in the Digital Age**

## Standards & Benchmarks

standards 4–6 for additional expectations.) CA

- 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.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing  
Text Types and Purposes

- W.7.1b Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Research to Build and Present Knowledge

- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Knowledge of Language  
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

## Text Support

## Resources

## Standards & Benchmarks

redundancy.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4a 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.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

### Collection 5 - "Consumer Culture" Week 2

(Week 28, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- RL.7.1 Cite several pieces of textual evidence to support

## Text Support

### COLLECTION 5 - "Consumer Culture" - Week 2

**ANCHOR TEXT:** None

**CLOSE READER SELECTION:** *"Labels and Illusions"* TE pp. 83-86

**SUPPORTING TEXTS:** *"Always Wanting More"* TE pp. 233-236 (3 days)

## Resources

### Universal Access Support

coming soon in 2014-15...

**Teaching Resources/Documents**

coming soon in 2014-15...

**Professional Development**

## Standards & Benchmarks

analysis of what the text says explicitly as well as inferences drawn from the text.

- 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.

## Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- 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.
- 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

## Text Support

- **Instructional Focus:**
  - **Determine Meaning TE p. 233** (RI.7.1, RI.7.4)
  - **Making Inferences TE p. 233** (RI.7.1)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 238** (RI.7.1, RI.7.2, RI.7.4, RI.7.5)
  - **Vocabulary Strategy TE p. 239** (L.7.4d, L.7.5b, L.7.6)
  - **Language Convention TE p.240** (L.7.1a)
  - *Critical Vocabulary p.239 (L.7.4d, L.7.5b, L.7.6)*
- **Selection-Based Performance Task:** *Class Discussion TE p.238 (RI.7.8, SL.7.1)*

"Dump" pp. 242-243

"How Things Work" pp.245 (2 days)

- **Instructional Focus:**
  - **Analyze Poetry: Form TE pp. 242, 243, 244, 245, 246** (RL.7.1, RL.7.4, RL.7.5)
  - **Determine Meanings of Words and Phrases TE pp. 242, 243** (RL.7.1, RL.7.4)
  - **Determine Theme TE p. 247**(RL.7.2, RL.7.4)
  - **Compare Forms in Poetry TE p. 247** (RL.7.2, RL.7.5)
- **Practice & Apply:**
  - **Analyzing the Text TE pp. 244, 246, 248** (RL.7.1, RL.7.2, RL.7.4, RL.7.5)
- **Selection-Based Performance Task:** *Writing Activity: Poetry Analysis p. 248 (W.7.2, W.7.4, W.7.10)*

## Resources

coming soon in 2014-15...

[My.hrw.com](http://My.hrw.com)

## Standards & Benchmarks

summary of the text.

## Text Support

## Resources

### Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- 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.
- RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and

## Standards & Benchmarks

style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening  
Comprehension and Collaboration

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Conventions of Standard English  
1. Demonstrate command of the  
conventions of standard English grammar  
and usage when writing or speaking.

- L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.

Vocabulary Acquisition and Use  
4. Determine or clarify the meaning of  
unknown and multiple-meaning words and

## Text Support

## Resources

## Standards & Benchmarks

phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4d 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

## Text Support

## Resources

**Week 3**  
(Week 29, 1 Week)

**Standards & Benchmarks**

Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Collection 5 - "Consumer Culture" (Perf Task)**  
(Week 30, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.2a Introduce a topic or thesis

**Text Support**

**CLOSE READER SELECTION:** None

**SUPPORTING TEXTS:** None

**Performance Task Research:** Students will research a topic related to consumerism. Students will draw from *Life at Home in the Twenty-First Century*, other texts in the collection, and their research findings to write an informative essay about a topic they choose. They will then prepare and give a multimedia presentation on their topic (week 4). TE p. 259

- **Internet research - see my.hrw.com resources for *Writing in a Digital Age* resources and teaching support.**
- **Research Paper (create the research paper in week 3)(W.7.4, W.7.6, W.7.7, W7.8) (5 days)**
- **Multimedia Presentation (create and present the presentation in week 4)**

**COLLECTION 5 - "Consumer Culture" -Week 4**  
**Performance Task A: Create a Multi-Media Presentation**  
**TE p.259** (W.7.2a-f, W.7.4, W.7.5,W.7.6, W.7.7, W.7.8, W.7.10, SL.7.4, SL.7.5, SL.7.6)

**Resources**

**Teaching Resources/Documents**  
coming soon in 2014-15...  
**Professional Development**  
coming soon in 2014-15...  
**My.hrw.com**  
Teacher Resources>Writing in a Digital Age Presentations  
**See below for hyperlink**  
Lesson 1: Technology and the Research Process  
Lesson 2: Choosing a Topic and Forming a Research Question  
Lesson 3: Considering Audience and Purpose  
Lesson 4: Finding Sources  
Lesson 5: Evaluating Sources  
Lesson 6: Digital and Print Resources  
Lesson 7: Digital Sources of Information  
Lesson 8: Capturing your Sources  
Lesson 9: Taking Notes  
Lesson 10: Avoiding Plagiarism  
Lesson 11: Organizing Ideas  
Lesson 12: Drafting and Revising Your Work  
Lesson 13: Adding Graphics to Research  
Lesson 14: Communicating with Online Tools  
Lesson 15: Publishing Your Research  
 **Writing in a Digital Age Presentations**

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching Resources/Documents**

### Standards & Benchmarks

statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e Establish and maintain a formal style.
- W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

### Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

### Text Support

### Resources

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**Professional Development**  
coming soon in 2014-15...  
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## Standards & Benchmarks

editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### Research to Build and Present Knowledge

- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,

## Text Support

## Resources

## Standards & Benchmarks

purposes, and audiences.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening  
Presentation of Knowledge and Ideas

- SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

### Collection 5 - Assess/Reteach/Extend (Week 31, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature

- 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes

## Text Support

### COLLECTION - "Consumer Culture" - Assess/Reteach/Extend - Week 5

#### Administer Common Assessment 5

Choose 3 days of lessons from the following choices based on student needs:

#### Reteach:

- *Cite Evidence p. 232a (RI.7.1, RI.7.2)*
  - Level Up Tutorial - Cite Evidence - Reading a Bar Graph
- *Determine Meaning p240a (RI.7.1, RI.7.4)*
  - Level Up Tutorial - Author's Style

## Resources

### Universal Access Support

coming soon in 2014-15...

### Teaching

Resources/Documents

coming soon in 2014-15...

Professional Development

coming soon in 2014-15...

### My.hrw.com

Interactive Whiteboard

Lessons (Teacher

Resources>Interactive

Whiteboard

## Standards & Benchmarks

the characters or plot).

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- 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.
- 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).

## Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- 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.

## Text Support

- *Determine Theme p. 248a (RL.7.2)*
  - *Level Up Tutorial - What is Theme?*
- *Compare Forms in Poetry p.248a (RL.7.2)*
  - *Level Up Tutorial - Poetic Forms*

## Extend:

- *Cite Evidence: Understanding Statistics p. 232a (RI.7.1, RI.7.2, RI.7.3)*
- *Determine Central Ideas and Details p. 240a (RI.7.1., RI.7.2, RI.7.5)*
  - *Interactive Whiteboard Lesson*
- *Analyze Stories: Setting p. 258a (RL.7.3)*
  - *Interactive Whiteboard Lesson*
- *Analyze Stories: Science Fiction p. 258a (RL.7.3, W.7.3)*

## Resources

See below for hyperlink

- Determine Central Ideas and Details
- Analyze Stories: Setting

**Level Up Tutorials** (Teacher Resources>Level Up Tutorials>Analyzing Literature

See below for hyperlink

- Cite Evidence - Reading a Bar Graph
- Author's Style
- What is Theme?
- Poetic Forms

 [Interactive Whiteboard Lessons](#)

 [Level Up Tutorials - Analyzing Literature](#)

## Standards & Benchmarks

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Collection 6 - "Guided by a Cause" Week 1 (Week 32, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- 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.
- 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.7.5 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.
- 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

## Text Support

**COLLECTION 6 - "Guided by a Cause" - Week 1**  
**ANCHOR TEXT: The Triangle Factory Fire (History Writing) TE pp. 265-282 (5 days)**  
**CLOSE READER SELECTION:** None  
**SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Determine Central Idea and Details TE pp. 266, 267, 268, 269, 270, 271, 272, 274** (RI.7.1, RI.7.2)
  - **Analyze Presentations of Information TE pp. 267, 268, 269, 271, 273, 275, 276, 279** (RI.7.1, RI.7.3, RI.7.5, RI.7.6, RI.7.9)
  - **Analyze Structure: Chronological Order TE pp. 275, 276, 277, 278** (RI.7.1, RI.7.5)
- **Practice & Apply:**
  - **Analyzing the Text:**
    - **TE p. 274** (RI.7.1, RI.7.6)
    - **TE p. 278** (RI.7.1., RI.7.2, RI.7.5)
    - **TE p. 280** (RI.7.1, RI.7.2, RI.7.3, RI.7.6, RI.7.9)
  - *Critical Vocabulary p. 281 (L.7.4b.)*
  - **Vocabulary Strategy: Latin Roots TE p. 281** (L.7.4b)
  - **Language Conventions: Capitalization TE p. 282** (L.7.2)
- **Selection-Based Performance Task:** *Speaking Activity: Oral Presentation TE p. 280 (W.7.2, W.7.6, SL.7.4, SL.7.6)*

## Resources

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching Resources/Documents**  
coming soon in 2014-15...  
**Professional Development**  
coming soon in 2014-15...  
**[My.hrw.com](http://My.hrw.com)**

## Standards & Benchmarks

from that of others.

- 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.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening

- SL.7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for

## Text Support

## Resources

## Standards & Benchmarks

specific expectations.)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
2. Demonstrate command of the  
conventions of standard English  
capitalization, punctuation, and spelling  
when writing.

- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

## Collection 6 - "Guided by a Cause" Week 2

(Week 33, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- 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.
- RL.7.2 Determine a theme or central idea of a text and analyze its development over the course

## Text Support

### COLLECTION 6 - "Guided by a Cause" - Week 2

**ANCHOR TEXT:** None

**CLOSE READER SELECTION:** (1day)

- **The Most Daring of Our Leaders (History Writing ) TE pp. 95-100** (RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.9)
- **Speech from the Democratic National Convention (Speech) TE pp. 101-102**

**SUPPORTING TEXTS:** *from "Uprising" (Historical Novel)*  
**pp. 283-306 (4 days)**

## Resources

### Universal Access Support

coming soon in 2014-15...

### Teaching

### Resources/Documents

coming soon in 2014-15...

### Professional Development

coming soon in 2014-15...

[My.hrw.com](http://My.hrw.com)

## Standards & Benchmarks

of the text; provide an objective summary of the text.

- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.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.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- 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.
- 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

## Text Support

- **Instructional Focus:**
  - **Analyze Point of View TE pp. 283, 287, 290, 291, 293, 295, 298, 303** (RL.7.1, RL.7.3, RL.7.6)
  - **Compare and Contrast: Genres TE pp. 284, 285, 288, 289, 294, 297, 300, 301, 303** (RL.7.1 RL.7.3, RL.7.9)
  - **Analyze Story Elements TE pp. 286, 292, 296, 297, 302** (RL.7.1, RL.7.3)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 304** (RL.7.2, RL.7.3, RL.7.6, RL.7.9)
  - *Critical Vocabulary TE p. 305 (L.7.5b)*
  - *Vocabulary Strategy: Analogies TE p. 305 (L.7.5b)*
  - **Language Conventions: Phrases TE p. 306** (L.7.1a)
- **Selection-Based Performance Task:** *Writing Activity: New Chapter TE p. 304 (W.7.3, W.7.4, W.7.5, W.7.9, W.7.10)*

## Resources

## Standards & Benchmarks

## Text Support

## Resources

events).

### Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- 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.
- 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.
- 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.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing

- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### Production and Distribution of Writing

## Standards & Benchmarks

## Text Support

## Resources

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Conventions of Standard English  
1. Demonstrate command of the  
conventions of standard English grammar  
and usage when writing or speaking.

## Standards & Benchmarks

## Text Support

## Resources

- L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

### Collection 6 - "Guided by a Cause" Week 3 (Week 34, 1 Week)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text  
Key Ideas and Details

- 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.
- 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.7.5 Analyze the structure an author uses to organize a text, including how the major sections

### COLLECTION 6: "Guided by a Cause" Week 3 **ANCHOR TEXT: "Craig Kielburger Reflects on Working Toward Peace" (Personal Essay) TE pp. 307-316 (3 days)** **CLOSE READER SELECTION:**

- "Doris Is Coming" (Short Story) TE p. 103-106 (1 day)
- "Difference Maker: John Bergmann and Popcorn Park" (Newspaper Article) TE pp. 107-112 (1 day)

### **SUPPORTING TEXTS:** None

- **Instructional Focus:**
  - **Analyze Text: Personal Essay TE p. 307, 308, 311, 313** (RI.7.1, RI.7.3, RI.7.5)
  - *Determine Author's Point of View TE p. 308, 309, 312, 313* (RI.7.1, RI.7.6)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 314** (RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.6)
  - *Critical Vocabulary p. 315* (L.7.4, L.7.6)
  - **Vocabulary Strategy: Multiple Meanings TE p. 315** (L.7.4a, L.7.4c, L.7.4d, L.7.6)
  - **Language Conventions: Dangling Modifiers: TE p. 316** (L.7.1c)

**Universal Access Support**  
coming soon in 2014-15...  
**Teaching Resources/Documents**  
coming soon in 2014-15...  
**Professional Development**  
coming soon in 2014-15...  
**My.hrw.com**

## Standards & Benchmarks

contribute to the whole and to the development of the ideas.

- 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.
- RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Writing  
Text Types and Purposes

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

## Production and Distribution of Writing

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.9b Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient

## Text Support

- **Selection-Based Performance Task: Writing Activity: Critique TE p. 314** (RI.7.1, RI.7.8, W.7.1, W.7.4, W.7.9b, W.7.10)

## Resources

## Standards & Benchmarks

to support the claims”).

## Text Support

## Resources

### Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Conventions of Standard English  
1. Demonstrate command of the  
conventions of standard English grammar  
and usage when writing or speaking.

- L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- 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.
- L.7.4a 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

## Standards & Benchmarks

phrase.

- L.7.4c 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 or trace the etymology of words.
- L.7.4d 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).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

## Text Support

## Resources

### Collection 6 Continued OR Novel Unit 3

(Week 35, 3 Weeks)

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Literature  
Key Ideas and Details

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says

From the sections below, choose either:

- **CONTINUATION OF COLLECTION 6: GUIDED BY A CAUSE**

or

### Universal Access Support

coming soon in 2014-15...

### Teaching Resources/Documents

See below for Journal  
Prompts / Text Dependent  
Questions and Graphic  
organizers

## Standards & Benchmarks

explicitly as well as inferences drawn from the text.

- 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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Craft and Structure

- 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. (See grade 7 Language standards 4–6 for additional expectations.) CA
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Reading: Informational Text

- RI.7.6 Determine an author's point of view or purpose in a text

## Text Support

- **NOVEL UNIT 3: [The Outsiders](#)**

### Continuation of Collection 6

**ANCHOR TEXT:** none

**CLOSE READER SELECTION:** none

**SUPPORTING TEXTS:** *It Takes a Child* (Documentary) TE p. 317, *A Poem for My Librarian, Mrs. Long* (Poem) TE p. 321, *Train Time* (Short Story), TE pp. 327-332

**SUPPORTING TEXT:** *It Takes a Child* (Documentary) TE p. 317

- **Instructional Focus:** Analyze Media TE p. 319 (SL.7.2)
- **Analyzing the Media:** TE p. 320 (RI.7.6, RI.7.7, SL.7.2, SL.7.3, SL.7.4, SL.7.5)
- **Selection-Based Performance Task: Media Activity:** Photo Documentary TE p. 320 (SL.7.4, SL.7.5)

**SUPPORTING TEXT:** *A Poem for My Librarian, Mrs. Long* (Poem) TE p. 321

- **Instructional Focus:**
  - **Determine Meaning:** Style TE pp. 321, 322, 323, 324 (RL.7.1, RL.7.4, RL.7.5)
  - **Determine Theme** TE pp.321, 322, 323, 324 (RL.7.1, RL.7.2, RL.7.4)
  - **Determine the Meanings of Words and Phrases** TE p. 322 (RL.7.4)
- **Practice & Apply:**
  - **Analyzing the Text** TE p. 325 (RL.7.1, RL.7.2, RL.7.4, RL.7.5)
  - **Language Conventions: Combining Sentences with Phrases** TE p. 326 (L.7.1a, L.7.1c)
- **Selection-Based Performance Task:** *Writing Activity: Poem* TE p. 325 (W.7.3, W.7.4, W.7.10)

**SUPPORTING TEXT:** *Train Time* (Short Story), TE p. 327-332

- **Instructional Focus:**

## Resources

**Professional Development**  
coming soon in 2014-15...

**[My.hrw.com](#)**

See below list of **Level-Up Tutorials**

 **[Journal Prompts & Text Dependent Questions for Characterization.doc](#)**

 **[Graphic Organizers to Teach Characterization.docx](#)**

 **[Journal Prompts & Text Dependent Questions for THEME.docx](#)**

 **[Graphic Organizers to Teach Theme.docx](#)**

 **[Journal Prompts & Text Dependent Questions for PLOT.docx](#)**

 **[Graphic Organizers to Teach Plot.docx](#)**

 **[Journal Prompts & Text Dependent Questions for LANGUAGE.docx](#)**

 **[Graphic Organizers to Teach Setting.docx](#)**

 **[Level-Up Tutorial: Theme](#)**

 **[Level-Up Tutorial: Universal and Recurring Themes](#)**

 **[Level-Up Tutorial: Figurative Language](#)**

 **[Level-Up Tutorials: Connotations and Denotations](#)**

 **[Level-Up Tutorials: Literal and Figurative Meanings](#)**

 **[Level-Up Tutorial: Plot:](#)**

## Standards & Benchmarks

and analyze how the author distinguishes his or her position from that of others.

### Integration of Knowledge and Ideas

- RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CA: CCCS: English Language Arts 6–12,

CA: Grade 7, Writing

### Text Types and Purposes

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.7.2a Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d Use precise language

## Text Support

- **Analyze Story Elements: Mood TE p. 327** (RL.7.1, RL.7.4)
- **Analyze Stories: Character Development TE pp. 328, 330, 331, 333** (RL.7.1, RL.7.2, RL.7.3)
- **Analyze Stories: Flashback TE pp. 329, 330, 331, 332, 333** (RL.7.1, RL.7.2, RL.7.3, RL.7.4)
- **Determine Meanings of Words and Phrases TE p. 332** (RL.7.4)
- **Practice & Apply:**
  - **Analyzing the Text TE p. 334** (RL.7.1, RL.7.2, RL.7.3, RL.7.6)
  - **Critical Vocabulary TE p. 335** (L.7.6)
  - **Vocabulary Strategy: Using a Dictionary TE p. 335** (L.7.4c)
  - **Language Conventions: Misplaced Modifiers TE p. 336** (L.7.1c)
- **Selection-Based Performance Task: Writing Activity: Character Analysis TE p. 334** (RL.7.1, RL.7.3, RL.7.6, W.7.1, W.7.4, W.7.9a, W.7.10)

**COLLECTION 6 PERFORMANCE TASK A:** *Write an Expository Essay TE p. 337-340* (W.7.2a-f, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.10)

OR

**COLLECTION 6 PERFORMANCE TASK B:** *Write a Personal Essay TE p. 341-344* (W.7.2a-f, W.7.4, W.7.5, W.7.6, W.7.10)

### Novel Unit 3: *The Outsiders*

Use this novel to teach the following standards:

- Reading Literature: RL.7.1, RL.7.2, RL.7.3, RL.7.6, RL.7.7
- Writing: W.7.2a-f, W.7.4, W.7.5, W.7.9a

**\*See Resources for: Journal Prompts/Text Dependent Questions and Graphic Organizers**

## Resources

### Sequence of Events

 [Level-Up Tutorial: Setting: Effect on Plot](#)

 [Level-Up Tutorial: Setting and Mood](#)

 [Level-Up Tutorial: Character Motivation](#)

 [Level-Up Tutorial: Characters and Conflict](#)

### **Standards & Benchmarks**

and domain-specific vocabulary to inform about or explain the topic.

- W.7.2e Establish and maintain a formal style.
- W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### **Production and Distribution of Writing**

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including

### **Text Support**

### **Resources**

## Standards & Benchmarks

linking to and citing sources.

## Text Support

## Resources

### Research to Build and Present Knowledge

- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9a Apply grade 7 Reading standards to literature (e.g., “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”).

### Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Speaking & Listening

## Standards & Benchmarks

## Text Support

## Resources

- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### Presentation of Knowledge and Ideas

- SL.7.4 Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CA: CCCS: English Language Arts 6–12,  
CA: Grade 7, Language  
Conventions of Standard English  
1. Demonstrate command of the  
conventions of standard English grammar  
and usage when writing or speaking.

- L.7.1a Explain the function of phrases and clauses in general

## Standards & Benchmarks

and their function in specific sentences.

- L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4c 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 or trace the etymology of words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

## Text Support

## Resources

## Standards & Benchmarks

## Text Support

## Resources

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