

# collections

## **Quick Start** **Pacing Guide**



- Overview of program features, assessment opportunities, and integrated digital tools
- Roadmap for planning and pacing 180 days of instruction
- Scope and sequence for English Language Arts and English Language Development



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# COLLECTIONS OVERVIEW







# Program Philosophy

**Collections** © 2017 is a research-based comprehensive English Language Arts program designed to provide each student with a clear path to achieving the Common Core State Standards for English Language Arts.

Created in the exciting environment of 21st-century learning, **Collections** provides rigorous yet scaffolded and motivating digital and print resources. **Collections** successfully prepares students for college and career readiness and commitment as lifelong learners.








## Close Reading

The instructional shifts in the Common Core State Standards demand more rigorous texts and new strategies for understanding and responding to those texts. Students must be actively involved in the meaning-making process. Close reading describes a comprehensive approach that applies protocols for reading, rereading, and analyzing complex texts for specific purposes. As they read, students ask questions about the texts: **how** does the author choose words, text structures, and figurative language? **why** does the author make these choices? **what** effect or theme or meaning is the author trying to evoke?

As students engage in close reading, they make notes to clarify their thinking and cite specific textual evidence to support their conclusions. This metacognitive process clarifies and extends their understanding. Students' notes, collaborative discussions, and written responses make the invisible process of meaning making more visible.

### Close Reading support in Collections includes:

- Multi-genre and topical Tables of Contents that include engaging and rigorous texts
- Anchor texts that require multiple readings and complex analysis
-  Text in Focus videos with each anchor text that identify and clarify language features in the text that may challenge students' understanding

- A digital and consumable Close Reader with additional selections
-  Multimedia Close Read Screencasts that model meaning-making conversations about text
- Digital annotation tools that encourage personalized analysis, synthesis, and note-taking
-  myNotebook as a repository for personalized notes used for reflection and review and writing to sources
- Selection and Collection Performance Tasks that provide practice in synthesis and response to rigorous texts
- Performance Assessment resource that provides instruction and practice in close reading of complex texts, synthesizing information, and crafting responses with specific textual evidence
-  Stream to Start videos for each Collection Opener that clarify the collection topic
- Text X-Ray and other integrated and differentiated instruction in the Teacher's Edition that provide seamless scaffolding for each student
-  Channel One News® videos that supply current information on today's headlines



# Academic Language

The acquisition and control of academic language supports students' ability to explore and convey meaning – whether in writing or oral expression.

**Collections** develops academic language throughout each collection by introducing relevant academic language in the context of the written and spoken responses to the performance tasks and questions.

## **Academic Vocabulary support includes:**


- Academic vocabulary used in performance tasks and collaborative discussions
- A complete page of instruction in critical vocabulary and vocabulary-building skills and strategies following each selection
- myWordList in the student eBook that encourages students to identify and record unfamiliar words, building and strengthening personal vocabulary
- Integrated English Language Development instruction in the Teacher's Edition
- Language Workshop that provides 60 minutes of additional, daily instruction tied to *Collections* selections, focusing on enhancing the understanding and use of academic vocabulary for English learners
- *WordSharp* academic vocabulary online instruction

# Effective Expression

As students embrace college and career readiness skills, effective expression increases in importance. Throughout **Collections**, students engage in collaborative discussions, writing, oral presentations, media production, and performance tasks that require effective expression. These skills are essential to students' secondary education and post-secondary success.

## **Effective Expression support includes:**





- Collaborative Discussions following each selection
- Language Workshop lessons to support English learners' acquisition and production of language

-  myWriteSmart's online process writing tools to support students' writing in a collaborative environment
- Interactive Lessons in writing, speaking, and listening that provide online instruction with ongoing feedback, models, and rubrics
- A complete page of instruction in correct use of language conventions following each selection
- Grammar Notes instruction in correct usage and mechanics
- Performance Assessment that provides grade-level practice in analyzing text, synthesizing information, and composing effective performance tasks

# Content Knowledge

The development of content knowledge is supported by wide reading of print and media resources that expand information and experience, inspiring students to further research and learning.

## **Content Knowledge support includes:**

- A Table of Contents that includes richly informative texts in a variety of genres and mediums
-  Text in Focus videos that enhance understanding of each anchor text
- Channel One News® videos for current information
-  HISTORY®, A&E®, and Bio® videos that provide context, sound, and images to support text
-  FYI website that links curated informational articles and media to every collection
-  Stream to Start videos that engage and inform students

# Key Components & Features



## Instruct

### Student Edition

- Coordinated collections of complex texts
- Instruction and support for close reading
- Additional Close Reader selections to reinforce key skills application
- Online Interactive Lessons supporting writing, speaking, and listening
- Print book, eBook, and Interactive eBook

### Teacher's Edition

- Comprehensive support for all learners
- Point-of-use instruction and modeling to support deep reading of complex texts
- Online access to student work
- Print book and Interactive eBook

### Language Workshop

- Daily English Language Development lessons
- Differentiation for all proficiency levels
- Support for re-teaching and assessment

## Support & Extend

### Teacher & Student Resources

- Additional online resources, including interactive tutorials, media connections, additional nonfiction texts, and more

### Novels

- Support for sustained close reading of long, complex works
- Tied to collection topics

### FYI Website

- Additional nonfiction selections designed to extend students' exploration of each collection's key topics
- Curated from safe online sources and updated regularly



# Assess

## Collection Assessment

- Auto-scored Selection and Collection Tests
- Correlated to the Common Core State Standards

## Performance Assessment

- Models, instruction, and practice in a consumable format
- Interactive Practice Tests and Practice Performance Tasks included online

## Continuum Assessments

- Benchmark assessments to measure progress within and across grades
- Item difficulty that adapts to each student

# Resources

## mySmartPlanner

- Lesson scheduling, management, and reporting
- Searchable drag-and-drop lesson resources

## HMH Player

- Tools for customizing content and lessons
- Real-time collaboration, communication, and reporting
- App accessible offline, with automatic syncing

## myWriteSmart

- Interactive writing and performance assessment tool
- Teacher-created assignments, in-line commenting, and reporting



# INSTRUCTIONAL PLAN







# Core English Language Arts

### COLLECTION 1

#### Culture and Belonging

In this collection, you will explore how people develop their own identity within a new culture.

**PERFORMANCE TASK Preview**  
At the end of this collection, you will have the opportunity to complete two performance tasks:

- In one, you will conduct research and write an informative essay on the best ways for newcomers to adjust to living in the United States.
- In the second, you will write a personal narrative about adjusting to a new situation or living in with different people.

**ACADEMIC VOCABULARY**  
Study the words and their definitions in the chart below. You will use these words as you discuss and write about the texts in this collection.

Word	Definition	Related Words
contribute	To give or supply for a common purpose.	contribution, contributor
emigrate	To leave one's country to settle in another country.	immigration, emigrant
immigrant	A person who has moved to a new country to live there.	immigration, immigration
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### COLLECTION 1 DIGITAL OVERVIEW

Collection 1 Lessons	Skills	Teach and Practice	Assess	Extend	Research
1.1	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.2	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.3	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.4	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.5	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.6	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.7	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.8	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.9	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.10	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.11	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.12	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.13	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.14	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.15	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.16	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.17	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.18	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.19	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research
1.20	Reading: Analyze	Characterization and Plot Development	Performance Task	Extend	Research

### English Language Support

**ENGAGE WITH THE COLLECTION TOPIC**  
This collection addresses the idea of belonging. Culture and belonging are important parts of our lives. Think about how you feel about your culture and how you feel about the culture of the United States. How do you think you will feel about the culture of the United States when you move here? How do you think you will feel about the culture of the United States when you move here?

**ACCESS POINTS**  
This collection includes several access points to help students with different needs access the content. These include:

- ACCESS POINT 1:** This collection includes several access points to help students with different needs access the content. These include:
- ACCESS POINT 2:** This collection includes several access points to help students with different needs access the content. These include:
- ACCESS POINT 3:** This collection includes several access points to help students with different needs access the content. These include:

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**LANGUAGE WORKSHOP**  
This collection includes several access points to help students with different needs access the content. These include:

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**VIDEOS**  
This collection includes several access points to help students with different needs access the content. These include:

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### from The Latecomer

Memorial by Kazuo Ishiguro

**SETTING/PURPOSE**  
This is a short story set in a new country. The narrator is a woman who has just arrived in a new country. She is looking for a new home. She is looking for a new home. She is looking for a new home.

**COY READ**  
The narrator is a woman who has just arrived in a new country. She is looking for a new home. She is looking for a new home. She is looking for a new home.

### from The Latecomer

Memorial by Kazuo Ishiguro

**COY READ**  
The narrator is a woman who has just arrived in a new country. She is looking for a new home. She is looking for a new home. She is looking for a new home.

### Evaluating Sources Interactive Lesson

**STEP 1: ANALYZE THE MODEL**

How do nature and humans shape the earth?

**YOU WILL READ:** AN INSTRUCTIVE ARTICLE

**YOU WILL ANALYZE:** TWO STUDENT MODELS

### PERFORMANCE TASK

**Write an Informative Essay**  
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### Museum Indians

Memorial by Susan Power

**COY READ**  
The narrator is a woman who has just arrived in a new country. She is looking for a new home. She is looking for a new home. She is looking for a new home.

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### Evaluating Sources Interactive Lesson

**STEP 2: EVALUATE THE MODEL**

How do nature and humans shape the earth?

**YOU WILL READ:** AN INSTRUCTIVE ARTICLE

**YOU WILL ANALYZE:** TWO STUDENT MODELS

### Analyzing Text: Literature

Directions Read the following excerpt. Then answer the questions that follow.

from *Geraline Moore's Poet* by Toni Cade Bambara

- Geraline paused at the corner to pull up her knee socks. The rubber bands she was using to hold them up made her legs itch. She dropped her books on the sidewalk while she gave a good scratch. But when she pulled the socks up again, two fingers poked right through the top of her left one.
- "That stupid dog," she muttered to herself, grabbing her books and crossing against traffic. "First he chews up my gym suit and gets me in trouble, and now my socks."
- Geraline shifted her books to the other hand and kept muttering angrily to herself about Mrs. Watson's dog, which she minded two days a week for a dollar. She passed the hot-dog man on the corner and waved. He shrugged as if to say business was very bad.
- Must be, she thought to herself. *Three guys before you had to pack up and forget it. Nobody's got hot-dog money around here.*
- Geraline turned down her street, wondering what her sister Anita would have for her lunch. She was glad she didn't have to eat the free lunches in high school anymore. She was sick of the funny-looking tomato soup and the dried-out cheese sandwiches and those oranges that were more green than orange.

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### PERFORMANCE TASK

**Write an Informative Essay**  
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**The Collections approach**—a simple, structured plan to build literacy and language skills for today’s students

# 1. Launch the Collection

- Use teacher resources to plan support for all students, including English learners.
- Discuss the Collection Opener image.
- Preview the Collection Performance Tasks.
- Review key Academic Vocabulary.

# 2. Explore and Build with Each Selection

## **TEACH**

- Review selection background and set a purpose for reading.
- Build target skills in reading and writing through explicit instruction and models, while supporting English learners, struggling readers, and advanced learners.

## **PRACTICE & ASSESS**

- Support guided practice and independent application.
- Administer the Selection Test.
- Gauge deeper understanding with the Selection Performance Task.

## **EXTEND & RETEACH**

- Enrich and reinforce with Interactive Lessons, *Level Up* tutorials, HISTORY®/A&E® videos, *FYI*, novels, and other resources available in the Teacher’s Edition and online.

# 3. Close the Collection

- Administer the Collection Test.
- Support Collection Performance Tasks.
- Assess overall student performance and plan next steps.

# English Language Development

### CONNECT TO ANCHOR TEXT

**At a Glance - Day 1**  
**SELECTION**  
**The Ravine**

**OBJECTIVES**

- Share knowledge about the topic
- Listen actively and closely read the text
- Acquire and use vocabulary
- Understand cohesion, resources for referring

**MATERIALS**

Excerpt from "The Ravine" (Student Book pages 3-4, lines 1-46)  
Vocabulary Card 6.2

**VOCABULARY**  
**The Ravine**  
disrespectful, gracefully, scowled, teasing

**Zoom In on the Text**

"The Ravine" is realistic fiction set in Hawaii and explores how four teenagers react to the tragic death of a 14-year-old boy. The boy died while diving into a ravine, and search and rescue teams never recovered his body. Vinny, Joe-Boy, Ma, and Starlene go to the ravine, thinking they might find his body. Despite the boy's death, Joe-Boy, Ma, and Starlene die from the highest cliff. Vinny can't stop thinking about the boy. As his friends pressure him to jump, Vinny must face his fears and decide what to do.

**Zoom In on Words and Phrases**

flat-out dangerous = very dangerous  
Shuddup = slang for shut up, or be quiet  
prob'ly = slang for probably  
cut it out = stop saying or doing something  
subcover = a person who acts like a fool or a clown  
search and rescue divers = people with special equipment who look underwater for a missing person

**Zoom In on Dialogue**

The author uses different techniques, including Hawaiian dialect and slang, to create realistic characters. These techniques reinforce the story's exotic setting and help establish the sense that the teenage characters are close friends.

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### COLLABORATE

**At a Glance - Day 2**  
**OBJECTIVES**

- Acquire and use vocabulary
- Ask and answer questions to collaborate with peers
- Understand cohesion, resources for referring

**MATERIALS**

Vocabulary Card 6.2  
Model Conversation 6.2

**VOCABULARY**  
**The Ravine**  
disrespectful, gracefully, scowled, teasing

**VOCABULARY**

Use the Vocabulary Organizer below to help students expand their understanding of the Vocabulary Words in Lesson 2. These words will help students understand the characters. They will later use these words in their character description. The organizer includes definitions, synonyms, antonyms, and sentences with context clues for the Vocabulary Words.

**disrespectful**  
definition: to show a lack of respect for someone  
synonyms: rude, disrespectful, disrespectful, disrespectful  
antonyms: respectful, respectful, respectful, respectful  
context clues: "I read a fable about a race between a rabbit and a turtle. Which character do you think won the race?"

**gracefully**  
definition: in a way that is elegant and pleasing  
synonyms: elegantly, gracefully, gracefully, gracefully  
antonyms: awkwardly, awkwardly, awkwardly, awkwardly  
context clues: "The ballerina danced so gracefully that the audience stood and clapped when she was done."

**scowled**  
definition: to have a serious, angry expression  
synonyms: frowned, frowned, frowned, frowned  
antonyms: smiled, smiled, smiled, smiled  
context clues: "If someone scowled, he or she frowned or made an angry face."

**teasing**  
definition: to make fun of someone in a playful way  
synonyms: teased, teased, teased, teased  
antonyms: teased, teased, teased, teased  
context clues: "Janine was teasing her little brother by pretending to eat his favorite toy."

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### INTERPRET

**At a Glance - Day 3**  
**OBJECTIVES**

- Analyze text elements: character
- Closely read a text selection
- Use word learning strategies: reference materials

**MATERIALS**

Excerpt from "The Ravine" (Student Book, page 9, Lines 213-238)

**INTERACT IN MEANINGFUL WAYS**  
**REVISIT THE TEXT TO INTERPRET MEANING**

- Tell students they will read another excerpt of "The Ravine." Direct students to lines 212-238 on page 9. Explain that students will read to look for the language the author uses to tell the reader more about the character.
- Introduce the interpret skill: Text Elements. Character by explaining that an author uses specific language and details to tell readers about the character. This language helps reveal who the characters are, as well as details about their traits. The language and details help readers understand a character's traits. Explain that character traits are qualities shown by a character.

**DIFFERENTIATE**

**Emerging**

- Read the passage aloud. Ask students who the passage is mostly about (Starlene and Vinny). Pause regularly to answer questions and clarify meaning. When you pause, help students identify details that describe the characters.

**Expanding**

- Pair students and have them reread the text and make a list of descriptive words and phrases the author uses to tell about the character.
- Have students chorally read the passage as you read it aloud. Then have students summarize the passage. Ask students what they learn about the characters in this part of the story.
- Pair students and have them list details that help them understand Starlene and Vinny.
- Have students share their opinions of the characters and use supporting details.
- Encourage them to use a variety of verbs (such as suggest that, lead to) to signal that they are connecting details from the text to their ideas.

**Bridging**

- Pair students and have them read the passage together. Then have them discuss what they learn about Vinny, Joe-Boy, and Starlene and their relationships.
- Encourage students to use precise, academic verbs (such as indicates that, influenced when they provide supporting details).

Have pairs share their findings. Project the text selection and mark examples that students cite.

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**Vocabulary Card 6.2**

**Vocabulary Card 2**

**disrespectful**

When someone is **disrespectful**, he or she is not showing respect or consideration. A disrespectful person may be rude. Someone can be disrespectful toward a person, a place people feel is important, or an idea other people feel strongly about.

*The boy was disrespectful toward his aunt by interrupting her in the middle of her story.*

**gracefully**

**Gracefully** is a way of moving or doing something in a beautiful way. For example, good dancers move gracefully.

*The ballerina danced so gracefully that the audience stood and clapped when she was done.*

**scowled**

If someone **scowled**, he or she frowned or made an angry face.

*She scowled at the actor who played the bad guy in her school drama club.*

**teasing**

**Teasing** is a way of joking that can be playful or mean.

*Janine was teasing her little brother by pretending to eat his favorite toy.*

Vocabulary Card 6.2  
Diana S. Linsen 2

**Model Conversation 6.2**

**Model Conversation 2**

**Maria:** I read a fable about a race between a rabbit and a turtle. Which character do you think won the race?

**Kart:** I think the rabbit won the race because rabbits are much faster than turtles. Did the rabbit win the race?

**Maria:** No. The turtle won the race. The rabbit was fast, but it stopped and fell asleep. I think the rabbit was overconfident. The rabbit thought it was so much better than the turtle that it could take a nap and still win. What do you think about the rabbit?

**Kart:** I think you are right. The rabbit shouldn't have acted like it was better than the turtle. What was the turtle like?

**Maria:** I believe the turtle was good because it tried hard to win. It never gave up, even though no one believed in it. Because the turtle didn't give up, it won against a faster animal.

**Kart:** That's a really good lesson to learn. We should always try our hardest. Sometimes I feel like I have to try hard, too. Do you ever feel that way?

**Maria:** Yes, sometimes. Maybe it is better to try harder than to be faster.

Model Conversation 2  
Diana S. Linsen 2

**Vocabulary Card 6.2**

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Vocabulary Card 6.2  
Diana S. Linsen 2

### PRODUCE

**REVISIT THE HOW ENGLISH WORKS SKILL**

- Revisit students of this lesson's How English Works skill: Understand Cohesion, Resources for Referring.
- Read the draft of the class composition aloud.

**DIFFERENTIATE**

**Emerging**

- As you read the joint description, have students write down 2-3 of the pronouns they hear.
- Pair students to compile their lists of pronouns. Have students identify the nouns to which each pronoun refers. Provide the following sentence frame: The pronoun \_\_\_\_\_ refers to \_\_\_\_\_.
- Encourage students to consider why each pronoun was chosen. For example, if the pronoun he is used to refer to Vinny, they should understand that he is a masculine pronoun.
- Have students note if they weren't sure to what a pronoun referred.

**Bridging**

- As you read the class description, have students note the pronouns they hear.
- Pair students to compile their lists of pronouns and explain to which noun each pronoun refers.
- Ask students if they have used pronouns too often or not often enough and if any nouns to which pronouns refer are unclear. Ask: Are there any pronouns that do not clearly refer back to a noun? Are there instances in which we can use a pronoun instead of the character's name? Did you use the correct pronoun for each noun?

All students work. Circulate to listen to conversations and review student work. Use the formative assessment items below to identify student strengths and challenges in understanding and using common pronouns.

- Bring the class together and have volunteers share what they discussed.
- Make any agreed-upon revisions to the group's composition.

**FORMATIVE ASSESSMENT**

- Is the student able to consistently identify pronouns and nouns to which they refer?
- Is the student able to identify incorrect pronoun use, explain why the pronoun is incorrect, and determine which pronoun should be used?

**RETEACHING STRATEGY**

If a student does not consistently identify pronouns and the referring nouns, have student make a list of common pronouns and draw pictures of nouns for which each pronoun can refer. Then have students write sentences using the pronouns and nouns they drew.

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### REFLECT

**At a Glance - Day 5**  
**OBJECTIVES**

- Review joint composition
- Ask and answer questions

**INTERACT IN MEANINGFUL WAYS**  
**REVISIT THE JOINT COMPOSITION**

- Project or display the topic and detail sentences that students contributed in the previous day's lesson.
- Explain to students that you will read the character description as it is, and they will work together to make any needed revisions. Read aloud the character description without making corrections.

**FACILITATE REVISION**

Ask volunteers to point out sentences or sections in which they think the writing can be improved. Facilitate a group discussion about each section, guiding students in making appropriate revisions and connections.

**DIFFERENTIATE**

**Emerging**

- Have students update the web they created on Day 4 or make a similar web that reflects the content of the completed joint composition. The web should contain the character's name and traits in the center oval and supporting details in the outer web.
- Ask students to review their webs and to decide if any supporting details should be added or removed. Ask: Does each detail support the character trait? Are there other details in the story that support that trait?

**Bridging**

- Have students share their ideas with partners.
- Have students reread the joint composition, looking for sentences that are written incorrectly and ideas that are not supported by the text.
- Ask students to share their thoughts. Ask: Are there words missing from the sentences? Could we use different words to make the sentence better? Do the details support the main idea? Are there other details in the text that support the topic?
- Encourage students to suggest revisions and to provide reasoning for each suggestion.

Lesson 2 35

**Language Workshop**—Weekly five-step lessons that provide differentiated support and point-of-use Formative Assessments to accelerate English language development in reading, writing, listening, and speaking

## 1. Connect to the Text

- Use the Language X-Ray to support students in understanding the language and meaning of the core selection.
- Introduce and explore critical vocabulary words.
- Guide students in analyzing how English works in the core selection.

## 2. Collaborate

- Introduce and model interacting in meaningful ways through collaborative exchanges.
- Guide students in engaging in their own collaborative exchanges.
- Expand students' understanding of the vocabulary words.

## 3. Interpret

- Revisit the core selection to analyze the author's use of language.
- Unpack a critical piece of the selection to focus on meaning and language.
- Support students as they learn and apply a word-learning strategy.

## 4. Produce

- Facilitate discussion as students begin planning their writing or speaking products.
- Guide students in applying their knowledge of how English works to their own work.

## 5. Reflect

- Facilitate revision of the students' writing or speaking products.
- Guide students to reflect on and discuss their learning.

# PLANNING & PACING GUIDES







# Year at a Glance

- 36 weeks of instruction across 6 collections
- Comprehensive coverage of the grade 7 Common Core State Standards for English Language Arts
- Lessons for English language development

DIAGNOSTIC TEST	BENCHMARK TEST 1	PRACTICE TEST 1	PRACTICE TASK 1	BENCHMARK TEST 2
Collection 1		Collection 2		Collection 3
Bold Actions		Perception and Reality		Nature at Work
<ul style="list-style-type: none"> <li>• Selection Lessons</li> <li>• Writing, Speaking, &amp; Listening Lessons</li> <li>• Collection Test</li> <li>• Collection Performance Tasks A &amp; B</li> </ul> NOVEL: <i>Goodbye, Vietnam</i>		<ul style="list-style-type: none"> <li>• Selection Lessons</li> <li>• Writing, Speaking, &amp; Listening Lessons</li> <li>• Collection Test</li> <li>• Collection Performance Tasks A &amp; B</li> </ul>		<ul style="list-style-type: none"> <li>• Selection Lessons</li> <li>• Writing Lessons</li> <li>• Collection Test</li> <li>• Collection Performance Tasks A &amp; B</li> </ul>

Week	1	2	3	4	5	6	Week	7	8	9	10	11	12	13	Week	14	15	16	17	18	19
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Language Workshop	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20	Lesson 21
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**COLLABORATE**

**At a Glance - Day 2**

**OBJECTIVES**

- Determine meaning of unknown words
- Cite and justify opinions
- Utilize non-prose and systems are used to provide evidence
- Read to explain ideas and text

**MATERIALS**

Model Conversation 8.12  
Excerpt from *New Smart Are Animals?* (Student Book, page 106-107)

**VOCABULARY**  
New Smart Are Animals? acry, collation, mental, mandarin

**VOCABULARY**  
Use the Vocabulary Organizer below to help students expand their understanding of the Vocabulary Words in Lesson 12. This network shows the relationships between the Vocabulary Words, related words, synonyms, antonyms, phrases, common collocations, alternate meanings, and cognates.

204 Language Workshop

## Language Workshop

- Weekly instruction to accelerate English language development
- 60 minutes of dedicated support per day
- Features built-in differentiation, re-teaching guidance, and assessment



## Assess It Online!



- Online Selection and Collection Tests with automatic scoring and reporting
- Correlated to the Common Core State Standards



- Performance Tasks
- Tools for feedback and collaboration
- Automatic reporting



### Benchmark Assessments

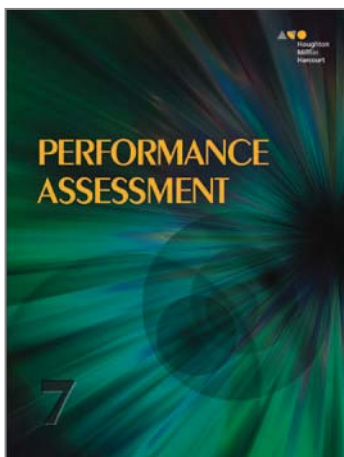
- Assessments measure growth within and across grades
- Item difficulty adapts to each student
- Technology-enhanced item formats reflect and measure 21st-century skills and concepts

### PRACTICE TEST 2 PRACTICE TASK 2

### BENCHMARK TEST 3

Collection 4	Collection 5	Collection 6
<b>Risk and Exploration</b>	<b>The Stuff of Consumer Culture</b>	<b>Guided by a Cause</b>
<ul style="list-style-type: none"> <li>• Selection Lessons</li> <li>• Writing, Speaking, &amp; Listening Lessons</li> <li>• Collection Test</li> <li>• Collection Performance Task</li> </ul> NOVEL: <i>Never Cry Wolf</i>	<ul style="list-style-type: none"> <li>• Selection Lessons</li> <li>• Writing Lessons</li> <li>• Collection Test</li> <li>• Collection Performance Task</li> </ul>	<ul style="list-style-type: none"> <li>• Selection Lessons</li> <li>• Writing, Speaking, &amp; Listening Lessons</li> <li>• Collection Test</li> <li>• Collection Performance Tasks A &amp; B</li> </ul>

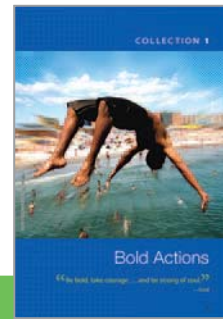
Week 20	21	22	23	24	Week 25	26	27	28	29	Week 30	31	32	33	34	35	Week 36
Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36	Lesson 37	Lesson 38



- Models, practice, and instruction
- Scoring notes and rubrics

# Core Content Overview

## Collection 1



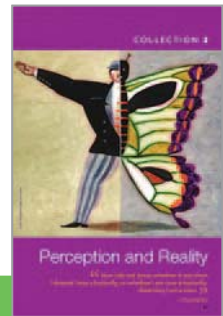
**Bold Actions** Suggested Pacing: 33 Days

Selection Lessons	short	<b>Literature</b> SHORT STORY Close Reader <i>Big Things Come in Small Packages</i> 1 Day	<b>Informational Text</b> ESSAY Close Reader <i>Finding Your Everest</i> 1 Day	<b>Literature</b> GREEK MYTH Close Reader <i>Arachne</i> 1 Day	
	medium	<b>Literature</b> GREEK MYTH Anchor <i>The Flight of Icarus</i> 2 Days	<b>Literature</b> POEM <i>Icarus's Flight</i> 2 Days		
	long	<b>Literature</b> SHORT STORY Anchor <i>Rogue Wave</i> 4 Days	<b>Media</b> ARTICLE / EDITORIAL / TV NEWS Compare Media <i>Abby Sunderland</i> 3 Days	<b>Informational Text</b> INFORMATIONAL WRITING <i>Women in Aviation</i> 3 Days	<b>Literature</b> NOVEL <i>Goodbye, Vietnam</i> 5 Days
Interactive Lessons <small>for Systematic Coverage of Writing, Speaking, and Listening</small>		<b>Writing</b> INTERACTIVE LESSON Writing as a Process 1 Day	<b>Speaking &amp; Listening</b> INTERACTIVE LESSON Collaborative Discussions 2 Days		
	Assessment	<b>Program Assessment</b> BEGINNING OF YEAR DIAGNOSTIC TEST 2 Days	<b>Collection Assessment</b> COLLECTION TEST 1 Day	<b>Collection Assessment</b> COLLECTION PERFORMANCE TASK Fictional Narrative 2 Days	
<b>Program Assessment</b> BENCHMARK TEST 1 1 Day			<b>Collection Assessment</b> COLLECTION PERFORMANCE TASK Present an Argument 2 Days		



# Core Content Overview

## Collection 2

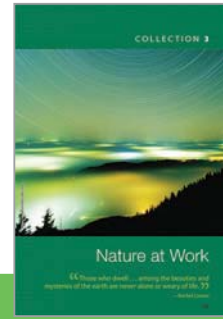


**Perception and Reality** Suggested Pacing: 34 Days

Selection Lessons	short	<b>Literature</b> SHORT STORY Close Reader <i>Heartbeat</i> 1 Day	<b>Informational Text</b> SCIENCE ARTICLE Close Reader <i>Saving the Lost</i> 1 Day	<b>Media</b> PUBLIC ART Media Analysis <i>Pavement Chalk Art</i> 1 Day	<b>Literature</b> NOVEL / DRAMA / GRAPHIC SERIES Close Reader <i>from A Christmas Carol</i> 1 Day
	medium	<b>Literature</b> POEM Compare Texts <i>The Song of Wandering Aengus / Sonnet 43</i> 2 Days			
	long	<b>Literature</b> FOLK TALE Anchor <i>The People Could Fly</i> 3 Days	<b>Informational Text</b> MAGAZINE ARTICLE <i>Magic and the Brain</i> 3 Days	<b>Literature</b> SHORT STORY <i>Another Place, Another Time</i> 4 Days	<b>Literature</b> DRAMA Anchor <i>Sorry, Wrong Number</i> 4 Days
Interactive Lessons for Systematic Coverage of Writing, Speaking, and Listening	<b>Writing</b> INTERACTIVE LESSON Writing Arguments 4 Days		<b>Speaking &amp; Listening</b> INTERACTIVE LESSON Analyzing/Evaluating Presentations 3 Days		
	Assessment	<b>Program Assessment</b> PRACTICE PERFORMANCE TASK 1 1 Day	<b>Collection Assessment</b> COLLECTION TEST 1 Day	<b>Collection Assessment</b> COLLECTION PERFORMANCE TASK Write an Argument 2 Days	
<b>Program Assessment</b> PRACTICE TEST 1 1 Day		<b>Collection Assessment</b> COLLECTION PERFORMANCE TASK Give a Summary Presentation 2 Days			

# Core Content Overview

## Collection 3

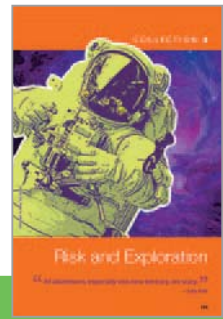


**Nature at Work** Suggested Pacing: 30 Days

Selection Lessons	short	<b>Informational Text</b> <b>MEMOIR</b> Close Reader <i>from Polar Dream</i> <b>1 Day</b>	<b>Informational Text</b> <b>ESSAY</b> Close Reader <i>The Hidden Southwest: The Arch Hunters</i> <b>1 Day</b>	<b>Literature</b> <b>POEM</b> Close Reader <i>Problems with Hurricanes / Prayer to the Pacific / Tornado at Talladega</i> <b>1 Day</b>
	medium	<b>Literature</b> <b>SOLILOQUY</b> <i>from The Tempest</i> <b>2 Days</b>		
	long	<b>Informational Text</b> <b>MEMOIR</b> Anchor <i>from Mississippi Solo</i> <b>3 Days</b>	<b>Literature</b> <b>SHORT STORY</b> <i>Allied with Green</i> <b>3 Days</b>	<b>Informational Text</b> <b>EXPOSITORY ESSAY</b> <i>Big Rocks' Balancing Acts</i> <b>4 Days</b>
Interactive Lessons for Systematic Coverage of Writing, Speaking, and Listening	<b>Writing</b> <b>INTERACTIVE LESSON</b> Conducting Research <b>3 Days</b>		<b>Writing</b> <b>INTERACTIVE LESSON</b> Evaluating Sources <b>3 Days</b>	
Assessment	<b>Program Assessment</b> <b>BENCHMARK TEST 2</b> <b>1 Day</b>	<b>Collection Assessment</b> <b>COLLECTION TEST</b> <b>1 Day</b>	<b>Collection Assessment</b> <b>COLLECTION PERFORMANCE TASK</b> Personal Narrative <b>2 Days</b>	
				<b>Collection Assessment</b> <b>COLLECTION PERFORMANCE TASK</b> Poetry Analysis <b>2 Days</b>

# Core Content Overview

## Collection 4



**Risk and Exploration** Suggested Pacing: 27 Days

Selection Lessons	short	<b>Informational Text</b> <b>ONLINE ESSAY</b> Close Reader <i>Is Space Exploration Worth the Cost?</i> 1 Day	<b>Informational Text</b> <b>NEWSPAPER ARTICLE</b> Close Reader <i>Stinging Tentacles Offer Hint of Oceans' Decline</i> 1 Day	<b>Literature</b> <b>POEM</b> <i>Your World</i> 1 Day
	medium			
	long	<b>Informational Text</b> <b>SPEECH Anchor</b> <i>Remarks at the Dedication of the Aerospace Medical Health Center</i> 4 Days	<b>Informational Text</b> <b>COMMENTARY</b> <i>Why Exploring the Ocean Is Mankind's Next Giant Leap</i> 3 Days	<b>Informational Text</b> <b>SCIENCE ARTICLE</b> from <i>Living in the Dark</i> 3 Days
Interactive Lessons for Systematic Coverage of Writing, Speaking, and Listening		<b>Writing</b> <b>INTERACTIVE LESSON</b> Using Textual Evidence 3 Days	<b>Speaking &amp; Listening</b> <b>INTERACTIVE LESSON</b> Using Media in a Presentation 1 Day	
	Assessment		<b>Program Assessment</b> <b>PRACTICE PERFORMANCE TASK 2</b> 1 Day	<b>Collection Assessment</b> <b>COLLECTION TEST</b> 1 Day
		<b>Program Assessment</b> <b>PRACTICE TEST 2</b> 1 Day		

# Core Content Overview

## Collection 5

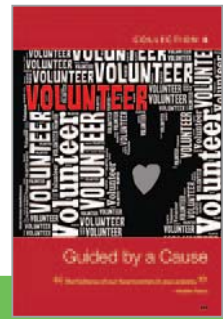


**The Stuff of Consumer Culture** Suggested Pacing: 24 Days

		Informational Text	Informational Text	Literature
Selection Lessons	short	<b>MAGAZINE ARTICLE</b> Close Reader <i>Teenagers and New Technology</i> 1 Day	<b>ESSAY</b> Close Reader <i>Labels and Illusions</i> 1 Day	<b>SHORT STORY</b> Close Reader <i>He—y, Come On Ou—t!</i> 1 Day
	medium	<b>Literature</b> <b>POEM</b> Compare Texts <i>Dump / How Things Work</i> 2 Days		
	long	<b>INFORMATIONAL TEXT</b> Anchor <i>from Life at Home in the Twenty-First Century</i> 4 Days	<b>INFORMATIONAL TEXT</b> <i>Always Wanting More</i> 3 Days	<b>Literature</b> <b>SHORT STORY</b> <i>Earth (A Gift Shop)</i> 4 Days
Interactive Lessons for Systematic Coverage of Writing, Speaking, and Listening		<b>Writing</b> <b>INTERACTIVE LESSON</b> Writing Narratives 3 Days	<b>Writing</b> <b>INTERACTIVE LESSON</b> Producing and Publishing with Technology 1 Day	
	Assessment	<b>Program Assessment</b> <b>BENCHMARK TEST 3</b> 1 Day	<b>Collection Assessment</b> <b>COLLECTION TEST</b> 1 Day	<b>Collection Assessment</b> <b>COLLECTION PERFORMANCE TASK</b> Create a Multimedia Presentation 2 Days

# Core Content Overview

## Collection 6



**Guided by a Cause** Suggested Pacing: 32 Days

Selection Lessons	short	<p><b>Informational Text</b></p> <p>HISTORY WRITING/SPEECH Close Reader <i>The Most Daring of [Our] Leaders / Speech from DNC</i></p> <p>1 Day</p>	<p><b>Literature</b></p> <p>SHORT STORY Close Reader <i>Doris Is Coming</i></p> <p>1 Day</p>	<p><b>Informational Text</b></p> <p>NEWSPAPER ARTICLE Close Reader <i>Difference Maker: John Bergmann and Popcorn Park</i></p> <p>1 Day</p>
	medium	<p><b>Media</b></p> <p>DOCUMENTARY Media Analysis from <i>It Takes a Child</i></p> <p>2 Days</p>	<p><b>Literature</b></p> <p>POEM <i>A Poem for My Librarian, Mrs. Long</i></p> <p>2 Days</p>	
	long	<p><b>Informational Text</b></p> <p>HISTORY WRITING Compare Anchor Texts <i>The Triangle Factory Fire</i></p> <p>5 Days</p>	<p><b>Literature</b></p> <p>HISTORICAL NOVEL from <i>Uprising</i></p> <p>4 Days</p>	<p><b>Informational Text</b></p> <p>PERSONAL ESSAY Anchor <i>Craig Kielburger Reflects on Working Toward Peace</i></p> <p>3 Days</p>
Interactive Lessons for Systematic Coverage of Writing, Speaking, and Listening		<p><b>Writing</b></p> <p>INTERACTIVE LESSON Writing Informative Texts</p> <p>3 Days</p>	<p><b>Speaking &amp; Listening</b></p> <p>INTERACTIVE LESSON Giving a Presentation</p> <p>2 Days</p>	
Assessment		<p><b>Collection Assessment</b></p> <p>COLLECTION TEST</p> <p>1 Day</p>	<p><b>Collection Assessment</b></p> <p>COLLECTION PERFORMANCE TASK Write an Informative Essay</p> <p>2 Days</p>	
			<p><b>Collection Assessment</b></p> <p>COLLECTION PERFORMANCE TASK Participate in a Panel Discussion</p> <p>2 Days</p>	



# Weekly Program Pacing

## Week 1

Collection 1		Integrated English Language Support	Differentiated Instruction
<b>Program Assessment</b> <ul style="list-style-type: none"> <li>Beginning of Year Diagnostic Test (only available under <i>HMH One Assessments</i> on the Dashboard if District Administrator is entitled and assigns to teachers)</li> </ul>			
<b>Collection 1 Opener 1–2a</b> <ul style="list-style-type: none"> <li>Stream to Start video</li> </ul>		<ul style="list-style-type: none"> <li>English Language Support: 2a</li> </ul>	
<b>“Rogue Wave” Anchor Text 3A–18a</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 3A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 3B–3C Inferences, Setting and Plot, Context, Visualizing Setting, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Level Up tutorials: Making Inferences; Setting: Effect on Plot</li> <li>Interactive Whiteboard Lesson: Analyze Story Elements: Plot and Conflict</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Close Read Screencast 1: lines 75–82</li> <li>Close Read Screencast 2: lines 154–161</li> <li>Close Read Application: lines 351–362</li> <li>Plot and Setting: 3, 4, 7, 9, 12, 13, 14, 15</li> <li>Inferences: 5, 7, 8, 11, 12, 14, 15</li> <li>Plot and Conflict: 6, 10</li> <li>Determine Meanings: 6</li> <li>Apply Academic Vocabulary: 8</li> </ul>	<ul style="list-style-type: none"> <li>Read Closely: 3, 9</li> <li>Plot and Setting: 4, 9</li> <li>Analyze Language: 4</li> <li>Text in Focus, Background: 5</li> <li>Inferences: 8, 11</li> <li>Plot and Conflict: 10</li> <li>Reading Fluency: 13</li> <li>Support Opinions: 14</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Sequence of Events: 6</li> <li>Past-Tense Verbs: 9</li> <li>Plot and Suspense: 11</li> <li>Challenge: 14</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 16</li> <li>Critical Vocabulary, Latin Roots: 17</li> <li>Sentence Structure: 18</li> </ul>	<ul style="list-style-type: none"> <li>Small Groups: 16</li> <li>Combine Sentences: 18</li> </ul>	
<b>Assess</b>	<ul style="list-style-type: none"> <li>Online Selection Test</li> <li>Performance Task: Movie Outline</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Plot and Conflict: 18a</li> <li>Interactive Whiteboard Lesson: Plot and Conflict</li> <li>Plot and Setting: 18a</li> </ul>		<ul style="list-style-type: none"> <li>Level Up tutorial: Setting: Effect on Plot</li> </ul>

◆ = digital-only resource

# Weekly Program Pacing

## Week 2

	Collection 1	Integrated English Language Support	Differentiated Instruction
<b>“Big Things Come in Small Packages”</b> Close Reader 18b–18i			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 18b</li> </ul>		
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Reinforce plot and setting: 18c–18i</li> <li>Short response: 18h</li> </ul>	<ul style="list-style-type: none"> <li>Word Meaning: 18d, 18f</li> <li>Phrasal Verbs: 18g</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Structural Elements: 18c</li> <li>• Setting: 18g</li> <li>• Challenge: 18h</li> <li>• Dig Deeper: 18i</li> </ul>
<b>“Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life” / “Ship of Fools” / “Was Abby Too Young to Sail?”</b> Compare Media 19A–30a			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 19A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 19B–19C Ideas in Diverse Media, Structure, Verbs, Background, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Reading for Details; Main Idea and Supporting Details</li> <li>◆ Interactive Whiteboard Lesson: Author’s Purpose and Perspective</li> <li>◆ Interactive Graphic Organizer: <i>5Ws</i> and <i>H</i> Questions</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Analyze Structure: 20, 21, 22, 23, 26, 29</li> <li>Trace and Evaluate an Argument: 24, 25, 26, 27</li> <li>Apply Academic Vocabulary: 20, 24</li> <li>Analyze Ideas in Diverse Media: 30</li> </ul>	<ul style="list-style-type: none"> <li>Read Closely: 19, 20</li> <li>Analyze Language: 19</li> <li>Analyze Structure: 22, 28</li> <li>Evidence: 24</li> <li>Determine Meaning: 25</li> <li>Trace and Evaluate an Argument: 26</li> <li>Explain Ideas: 28</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook audio</li> <li>• Reasons For/Against: 22</li> <li>◆ <i>Level Up</i> tutorials: Analyzing Arguments, Evidence</li> <li>• Claims/Reasons: 25</li> </ul>

Continued on the next page

◆ = digital-only resource

# Weekly Program Pacing

## Week 2 *continued*

	Collection 1	Integrated English Language Support	Differentiated Instruction
Practice & Apply	<ul style="list-style-type: none"> <li>Analyzing the Media: 23, 27, 29, 30</li> </ul>	<ul style="list-style-type: none"> <li>Small Groups: 29</li> </ul>	
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Create a Blog</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>Analyze Presentations of Information: 30a</li> <li>◆ Interactive Lesson: Producing and Publishing with Technology</li> <li>How to Create a Blog: 30a</li> </ul>	<ul style="list-style-type: none"> <li>Take Notes: 30a</li> </ul>	
<b>"Finding Your Everest"</b> Close Reader 30b–30e			
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 30b</li> </ul>		
Practice & Apply	<ul style="list-style-type: none"> <li>Reinforce argument: 30b–30e</li> <li>Short Response: 30e</li> </ul>	<ul style="list-style-type: none"> <li>Multiple-Meaning Words: 30e</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>Claim/Counterclaim: 30c</li> <li>Challenge: 30e</li> <li>Dig Deeper: 30e</li> </ul>

◆ = digital-only resource

# Weekly Program Pacing

## Week 3

	Collection 1	Integrated English Language Support	Differentiated Instruction
<b>"The Flight of Icarus"</b> Anchor Text 31A–38a			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 31A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 31B–31C Theme, Elements of a Myth, Critical Vocabulary, Cultural Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Level Up tutorial: Theme</li> <li>Interactive Whiteboard Lesson: Analyze Story Elements: Characterization</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Close Read Screencast 1: lines 35–47</li> <li>Close Read Application: lines 63–75</li> <li>Analyze Story Elements: 31, 33, 35</li> <li>Determine Theme: 31, 32, 34, 35</li> <li>Apply Academic Vocabulary: 33</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Language: 32</li> <li>Text in Focus, Analyzing Language: 34</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Content-Area Connection: 34</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 36</li> <li>Critical Vocabulary, Noun Suffixes <i>-ty</i> and <i>-ity</i>: 37</li> <li>Commas and Coordinate Adjectives: 38</li> </ul>	<ul style="list-style-type: none"> <li>Small Groups: 36</li> <li>Coordinate Adjectives: 38</li> </ul>	
<b>Assess</b>	<ul style="list-style-type: none"> <li>Online Selection Test</li> <li>Performance Task: Graphic Comic</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Analyze Story Elements: Characterization: 38a</li> <li>Interactive Whiteboard Lesson: Character Development</li> <li>Interactive Graphic Organizer: Freeform Web</li> <li>Determine Theme: 38a</li> </ul>		<ul style="list-style-type: none"> <li>Level Up tutorial: Theme</li> </ul>
<b>"Arachne"</b> Close Reader 38b–38g			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 38b</li> </ul>		
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Reinforce Theme: 38b–38g</li> <li>Short Response: 38f</li> </ul>	<ul style="list-style-type: none"> <li>Word Meanings: 38d, 38e</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Theme: 38c</li> <li>Challenge: 38f</li> <li>Dig Deeper: 38g</li> </ul>

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# Weekly Program Pacing

## Week 3 *continued*

	Collection 1	Integrated English Language Support	Differentiated Instruction
	"Icarus's Flight" 39A–42a		
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 39A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 39B–39C Poetic Elements, Poetic Form, Metaphors, Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Level Up tutorial: Rhythm</li> <li>Interactive Whiteboard Lessons: Analyze Form: Poetry; Figurative Language and Imagery</li> </ul>
Teach	<ul style="list-style-type: none"> <li>Analyze Form: 40, 41</li> <li>Alliteration: 40, 41</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Language: 39</li> <li>Small Groups: 41</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Reading Aloud: 40</li> <li>Rhythm in Poetry: 40</li> <li>Level Up tutorial: Rhythm</li> </ul>
Practice & Apply	<ul style="list-style-type: none"> <li>Analyzing the Text: 42</li> </ul>		<ul style="list-style-type: none"> <li>Pronunciation: 42</li> </ul>
Assess	<ul style="list-style-type: none"> <li>Online Selection Test</li> <li>Performance Task: Oral Response to Literature</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>Analyze Form: 42a</li> <li>Interactive Whiteboard Lesson: Form in Poetry</li> <li>Interactive Graphic Organizer: Comparison-Contrast Chart</li> </ul>		<ul style="list-style-type: none"> <li>Level Up tutorial: Rhythm</li> </ul>

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# Weekly Program Pacing

## Week 4

	Collection 1	Integrated English Language Support	Differentiated Instruction
<b>"Women in Aviation" 43A–52a</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 43A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 43B–43C Author's Purpose, Drawing Conclusions, Determining Meaning, Historical Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Author's Purpose</li> <li>◆ Interactive Whiteboard Lesson: Evaluate Online Sources</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Author's Purpose: 43, 44, 47, 48, 49</li> <li>Cite Evidence and Draw Conclusions: 43, 46, 49</li> <li>Analyze Language: 45</li> <li>Apply Academic Vocabulary: 47</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Language: 43, 45</li> <li>Draw Conclusions: 46</li> <li>Author's Purpose: 47</li> <li>Support Opinions: 48</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Author's Purpose: 44</li> <li>◆ <i>Level Up</i> tutorial: Author's Purpose</li> <li>• Contractions: 45</li> <li>• Cite Text Evidence: 48</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 50</li> <li>Critical Vocabulary, Connotations and Denotations: 51</li> <li>Subordinate Clauses: 52</li> </ul>	<ul style="list-style-type: none"> <li>Combine Clauses: 52</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions: 50</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Informative Report</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Determine Facts and Opinions: 52a</li> <li>Determine Author's Purpose: 52a</li> </ul>	<ul style="list-style-type: none"> <li>Determine Facts and Opinions: 52a</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Author's Purpose</li> </ul>
<b>◆ Interactive Lesson: Writing as a Process</b>			
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>Teacher Notes</li> </ul>	<ul style="list-style-type: none"> <li>Revising and Editing</li> </ul>	<ul style="list-style-type: none"> <li>Process Overview</li> <li>Purpose</li> <li>Opening Paragraph</li> <li>Trying a New Approach</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>Prompt</li> <li>Rubric</li> </ul>		
<b>◆ Interactive Lesson: Participating in Collaborative Discussions (Continues to Week 5)</b>			
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>Teacher Notes</li> </ul>	<ul style="list-style-type: none"> <li>Key Terms</li> <li>Unfamiliar Terms</li> <li>Challenging a Speaker's Statement</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting and Synthesizing</li> <li>Paraphrasing and Empathizing</li> <li>Challenge: Paraphrasing Different Points of View</li> </ul>

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# Weekly Program Pacing

## Week 5

	Collection 1	Integrated English Language Support	Differentiated Instruction
	♦ <b>Interactive Lesson: Participating in Collaborative Discussions</b> <i>(Continues from Week 4)</i>		
Assess	<ul style="list-style-type: none"> <li>• Prompt</li> <li>• Rubric</li> </ul>		
	♦ <b>Online Collection Test</b>		
	<b>Performance Task: Write a Fictional Narrative</b> 53–56		
Plan & Teach	<ul style="list-style-type: none"> <li>• Establish Story Elements: 53</li> <li>• Write: 54</li> <li>• Review: 55</li> <li>• Language Conventions: 55</li> <li>• Finished Copy: 55</li> </ul>	<ul style="list-style-type: none"> <li>• Plan: 53</li> <li>• Text Structure: 54</li> </ul>	<ul style="list-style-type: none"> <li>• Add Dialogue: 54</li> <li>• Add Sensory Details: 55</li> <li>• Create Storyboards: 55</li> <li>• Challenge: 56</li> <li>♦ Interactive Lesson: Writing Narratives</li> </ul>
Assess	<ul style="list-style-type: none"> <li>• Rubric: 56</li> </ul>		
	<b>Options for Independent Reading</b> 52b		
	<ul style="list-style-type: none"> <li>♦ FYI</li> <li>♦ NovelWise</li> <li>♦ Additional Texts by Collection</li> <li>♦ Nonfiction Connections</li> </ul>		

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# Weekly Program Pacing

## Week 6

	Collection 1	Integrated English Language Support	Differentiated Instruction
<b>Performance Task: Present an Argument</b> 57–60			
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>Clarify Understanding: 57</li> <li>Draft: 58</li> <li>Language Conventions: 58</li> <li>Evaluate: 59</li> <li>Deliver: 59</li> </ul>	<ul style="list-style-type: none"> <li>Plan: 57</li> <li>Link Ideas: 58</li> <li>Adapt Speech: 58</li> <li>Use Language Resources: 59</li> </ul>	<ul style="list-style-type: none"> <li>Integrate Visuals: 58</li> <li>Use Stress Patterns: 59</li> <li>Use Visual Cues: 59</li> <li>Challenge: 60</li> <li>◆ Interactive Lessons: Writing Arguments, Giving a Presentation, Using Media in a Presentation</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>Rubric: 60</li> </ul>		
<b>Program Assessment</b> ◆ Benchmark Test 1			
<b>Novel: <i>Goodbye, Vietnam</i></b> (Continues to Week 7)			

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# Weekly Program Pacing

## Week 7

Collection 2		Integrated English Language Support	Differentiated Instruction
Novel: <i>Goodbye, Vietnam</i> (Continues from Week 6)			
Collection 2 Opener 61–62a ◆ Stream to Start video		• English Language Support: 62a	
“The People Could Fly” Anchor Text 63A–70a (Continues to Week 8)			
Plan	• Text Complexity Rubric: 63A	• Text X-Ray: 63B–63C Summarize Text, Folk Tales, Sentence Structure, Cultural Knowledge, Comprehension	◆ <i>Level Up</i> tutorials: Summarizing; Myths, Legends, and Tales ◆ Interactive Graphic Organizer: Comparison–Contrast Chart ◆ Text in Focus: Interpreting Figurative Language
Teach	◆ Close Read Screencast 1: lines 23–30 ◆ Close Read Application: lines 71–81 • Analyze Story Elements: 63, 65, 67, 68 • Summarize Text: 63, 64, 66, 67, 68 • Critical Vocabulary: 64, 65, 66 • Apply Academic Vocabulary: 65 • Collaborative Discussion: 67	• Summarize Text: 63 • Determine Meaning: 64 • Analyze Language: 64 • Read Closely: 65 ◆ Text in Focus, Figurative Language: 65	◆ eBook Audio • Analyze Characters: 66 ◆ <i>Level Up</i> tutorial: Making Inferences About Characters
Practice & Apply	• Analyzing the Text: 69 • Critical Vocabulary, Latin Suffixes: 70	• Small Groups: 69	

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# Weekly Program Pacing

## Week 8

	Collection 2	Integrated English Language Support	Differentiated Instruction
<b>"The People Could Fly"</b> Anchor Text 46A–70a (Continues from Week 7)			
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Dramatic Reading</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>• Prepare for a Dramatic Reading: 70a</li> <li>◆ Interactive Lesson: Giving a Presentation</li> <li>• Analyze Story Elements: 70a</li> <li>◆ Interactive Graphic Organizer: Comparison-Contrast Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast: 70a</li> </ul>	
<b>"Heartbeat"</b> Close Reader 70b–70g			
Plan	<ul style="list-style-type: none"> <li>• Text Complexity Rubric: 70b</li> </ul>		
Practice & Apply	<ul style="list-style-type: none"> <li>• Reinforce summarizing text: 70c–70f</li> <li>• Critical Vocabulary: 70d, 70e</li> <li>• Short response: 70f</li> </ul>	<ul style="list-style-type: none"> <li>• Word Meaning: 70d, 70e</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Objective Summary: 70c</li> <li>• Story Elements: 70d</li> <li>• Challenge: 70f</li> <li>• Dig Deeper: 70g</li> </ul>
<b>"The Song of Wandering Aengus" / "Sonnet 43"</b> Compare Texts 71A–76a			
Plan	<ul style="list-style-type: none"> <li>• Text Complexity Rubric: 71A</li> </ul>	<ul style="list-style-type: none"> <li>• Text X-Ray: 71B–71C Rhyme, Shakespearean Sonnet, Literary Language, Building Background, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ Interactive Whiteboard Lesson: Analyze Form</li> <li>◆ <i>Level Up</i> tutorial: Figurative Language</li> <li>◆ Interactive Graphic Organizer: Venn Diagram</li> </ul>
Teach	<ul style="list-style-type: none"> <li>• Impact of Rhyme: 72, 73</li> <li>• Determine Meanings: 72, 74, 76</li> <li>• Apply Academic Vocabulary: 72</li> <li>• Analyze Form: 74, 75</li> <li>• Collaborative Discussion: 74</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Language: 71</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Paraphrase Poetry: 74</li> <li>◆ <i>Level Up</i> tutorial: Figurative Language</li> </ul>

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# Weekly Program Pacing

## Week 8 *continued*

	Collection 2	Integrated English Language Support	Differentiated Instruction
Practice & Apply	<ul style="list-style-type: none"> <li>Analyzing the Text: 73, 75, 76</li> </ul>		
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Discussion</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>• Analyze Form: 76a</li> <li>◆ Interactive Whiteboard Lesson: Form in Poetry</li> <li>• Determine Meanings: 76a</li> </ul>		<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Figurative Language</li> </ul>
<b>"Magic and the Brain" 77A–88a (Continues to Week 9)</b>			
Plan	<ul style="list-style-type: none"> <li>• Text Complexity Rubric: 77A</li> </ul>	<ul style="list-style-type: none"> <li>• Text X-Ray: 77B–77C Summarize Text, Text Features, Critical Vocabulary, Science Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Summarizing; Informational Text</li> </ul>
Teach	<ul style="list-style-type: none"> <li>• Analyze Structure: 77, 78, 79, 81, 83, 85</li> <li>• Meanings of Words and Phrases: 77, 81</li> <li>• Critical Vocabulary: 78, 79, 80</li> <li>• Apply Academic Vocabulary: 78</li> <li>• Summarize Text: 80, 82, 84, 85</li> <li>• Collaborative Discussion: 84</li> </ul>	<ul style="list-style-type: none"> <li>• Word Study: 77</li> <li>• Central Idea/Supporting Details: 80</li> <li>• Read Closely: 82</li> <li>• Analyze Structure: 83</li> <li>• Paraphrase Information: 84</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Comprehension: 80</li> <li>• Summarize: 81</li> <li>◆ <i>Level Up</i> tutorial: Summarizing</li> <li>• Content-Area Connection: 83</li> <li>• Challenge: 84</li> </ul>

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# Weekly Program Pacing

## Week 9

	Collection 2	Integrated English Language Support	Differentiated Instruction
<b>"Magic and the Brain"</b> 77A–88a (Continues from Week 8)			
Practice & Apply	<ul style="list-style-type: none"> <li>Analyzing the Text: 86</li> <li>Critical Vocabulary, The Greek Prefix <i>neuro-</i>: 87</li> <li>Adverb Clauses: 88</li> </ul>	<ul style="list-style-type: none"> <li>Small Groups: 86</li> <li>Use Adverb Clauses: 88</li> </ul>	
Assess	<ul style="list-style-type: none"> <li>Online Selection Test</li> <li>Performance Task: Demonstration</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>Conduct Online Research: 88a</li> <li>Interactive Lessons: Conducting Research, Evaluating Sources</li> <li>Analyze Structure: 88a</li> </ul>		<ul style="list-style-type: none"> <li>Level Up tutorial: Informational Text</li> </ul>
<b>"Saving the Lost"</b> Close Reader 88b–88e			
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 88b</li> </ul>		
Practice & Apply	<ul style="list-style-type: none"> <li>Reinforce summarizing text: 88c–88e</li> <li>Critical Vocabulary: 88d</li> <li>Short response: 88e</li> </ul>	<ul style="list-style-type: none"> <li>Word Meaning: 88d</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Summarizing Text: 88c</li> <li>Challenge: 88e</li> </ul>
<b>Pavement Chalk Art</b> Compare Media 89A–92a			
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 89A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 89B–89C Analyzing and Viewing Diverse Media, Determine Meaning, Cultural Knowledge, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Level Up tutorial: Analyzing Visuals</li> </ul>
Teach	<ul style="list-style-type: none"> <li>Analyze Diverse Media: 90, 91, 92</li> <li>Apply Academic Vocabulary: 91</li> <li>Collaborative Discussion: 91</li> </ul>	<ul style="list-style-type: none"> <li>Understand Root Words: 89</li> <li>Examine Affixes: 89</li> <li>Analyze Diverse Media: 90</li> <li>Paraphrase: 91</li> </ul>	<ul style="list-style-type: none"> <li>Perspective: 90</li> <li>Level Up tutorial: Using Context Clues</li> </ul>

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# Weekly Program Pacing

## Week 9 *continued*

	Collection 2	Integrated English Language Support	Differentiated Instruction
Practice & Apply	<ul style="list-style-type: none"> <li>Analyzing the Media: 92</li> </ul>		
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Poster</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>Analyze Media: 92a</li> <li>◆ Interactive Graphic Organizer: Comparison-Contrast Chart</li> <li>Analyze Diverse Media: 92a</li> </ul>	<ul style="list-style-type: none"> <li>Summarize Information: 92a</li> </ul>	
<b>Program Assessment</b> <ul style="list-style-type: none"> <li>◆ Practice Performance Task 1</li> </ul>			

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# Weekly Program Pacing

## Week 10

	Collection 2	Integrated English Language Support	Differentiated Instruction
<b>"Another Place, Another Time" 93A–110a</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 93A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 93B–93C Symbols, Character, Reference Aids, Cultural Knowledge, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Symbol; Methods of Characterization</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Analyze Story Elements: 93, 94, 96, 97, 99, 100, 101, 103, 105, 106, 107</li> <li>Critical Vocabulary: 94, 95, 96, 101</li> <li>Apply Academic Vocabulary: 94</li> <li>Meanings of Words and Phrases: 95, 97, 98, 103, 107</li> <li>Make Inferences: 99</li> <li>Collaborative Discussion: 106</li> </ul>	<ul style="list-style-type: none"> <li>Explain Ideas: 93</li> <li>Analyze Story Elements: 94, 105</li> <li>Make Inferences: 99</li> <li>Understand Language Choices: 100</li> <li>Read Closely: 103</li> <li>Support Opinions: 105</li> <li>Write a Summary: 106</li> <li>Small Groups: 107</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Type Size: 96</li> <li>• Symbol: 98, 101</li> <li>◆ <i>Level Up</i> tutorials: Symbol, Analyzing Visuals</li> <li>• Word Meaning: 102</li> <li>• Challenge: 104</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 108</li> <li>Critical Vocabulary, Reference Aids: 109</li> <li>Spell Correctly: 110</li> </ul>	<ul style="list-style-type: none"> <li>Check Capitalization and Spelling: 110</li> </ul>	
<b>Assess</b>	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Character Analysis</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Analyze Story Elements: 110a</li> <li>◆ Interactive Graphic Organizer: Comparison-Contrast Chart</li> </ul>		<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Methods of Characterization</li> </ul>
<b>Sorry, Wrong Number</b> Anchor Text 111A–126a (Continues to Week 11)			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 111A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 111B–111C Plot, Elements of Drama, Meanings of Words and Phrases, Cultural Knowledge, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Plot Stages; Elements of Drama</li> <li>◆ Interactive Graphic Organizer: Elements of Plot</li> </ul>

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# Weekly Program Pacing

## Week 11

	Collection 2	Integrated English Language Support	Differentiated Instruction
<b>Sorry, Wrong Number</b> Anchor Text 111A–126a (Continues from Week 10)			
<b>Teach</b>	<ul style="list-style-type: none"> <li>◆ Close Read Screencast 1: lines 53–75</li> <li>◆ Close Read Application: lines 872–898</li> <li>• Analyze Form: 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125</li> <li>• Apply Academic Vocabulary: 115</li> <li>• Meanings of Words and Phrases: 117, 119</li> <li>• Collaborative Discussion: 124</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Form: 111, 112, 122</li> <li>◆ Text in Focus, Making Predictions: 113</li> <li>• Read Closely: 114</li> <li>• Word Meaning: 115</li> <li>• Verbs and Verb Phrases: 116</li> <li>• Summarize: 119</li> <li>• Small Groups: 120</li> <li>• Stage Directions: 121</li> <li>• Reading Fluency: 121</li> <li>• Support Opinions: 124</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Pronounce Present Participles: 114</li> <li>• Informal Language: 116</li> <li>• Onstage Action: 120</li> <li>◆ <i>Level Up</i> tutorial: Elements of Drama</li> <li>• Challenge: 123</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>• Analyzing the Text: 126</li> </ul>		
<b>Assess</b>	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Character Analysis</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>• Compare and Contrast: 126a</li> <li>◆ Interactive Graphic Organizer: Venn Diagram</li> <li>• Analyze Form: 126a</li> </ul>		<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Elements of Drama</li> </ul>
<b>Versions of “A Christmas Carol”</b> Close Reader 126b–126g			
<b>Plan</b>	<ul style="list-style-type: none"> <li>• Text Complexity Rubric: 126b</li> </ul>		
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>• Reinforce comparing and contrasting: 126c–126g</li> <li>• Critical Vocabulary: 126d</li> <li>• Short response: 126d, 126e, 126g</li> </ul>	<ul style="list-style-type: none"> <li>• Word Meaning: 126d, 126f</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Compare and Contrast: 126c</li> <li>• Challenge: 126g</li> <li>• Dig Deeper: 126g</li> </ul>
<b>Program Assessment</b>			
<ul style="list-style-type: none"> <li>◆ Practice Test 1</li> </ul>			

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# Weekly Program Pacing

## Week 12

	Collection 2	Integrated English Language Support	Differentiated Instruction
	◆ Interactive Lesson: Writing Arguments		
Plan & Teach	<ul style="list-style-type: none"> <li>Teacher Notes</li> <li>Student Model</li> </ul>	<ul style="list-style-type: none"> <li>Key Term</li> <li>Unfamiliar Terms</li> <li>Transitional Words/Phrases</li> <li>Denotation/Connotation</li> </ul>	<ul style="list-style-type: none"> <li>Opposing Claim/Counterclaim</li> <li>Logical Errors</li> <li>Challenge: Compare/Contrast Arguments</li> <li>Conclusions</li> </ul>
Assess	<ul style="list-style-type: none"> <li>Prompt</li> <li>Rubric</li> </ul>		
	◆ Interactive Lesson: Analyzing and Evaluating Presentations <i>(Continues to Week 13)</i>		
Plan & Teach	<ul style="list-style-type: none"> <li>Teacher Notes</li> </ul>	<ul style="list-style-type: none"> <li>Biased Speech</li> <li>Assonance/Alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Tone</li> <li>Supporting Evidence</li> <li>Challenge: Identify Logical Fallacies</li> <li>Synthesizing</li> </ul>

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# Weekly Program Pacing

## Week 13

	Collection 2	Integrated English Language Support	Differentiated Instruction
	♦ <b>Interactive Lesson: Analyzing and Evaluating Presentations</b> <i>(Continues from Week 12)</i>		
Assess	<ul style="list-style-type: none"> <li>• Prompt</li> <li>• Rubric</li> </ul>		
	♦ <b>Online Collection Test</b>		
	<b>Performance Task: Write an Argument</b> 127–130		
Plan & Teach	<ul style="list-style-type: none"> <li>• Gather Information: 127</li> <li>• Write: 128</li> <li>• Language Conventions: 129</li> <li>• Evaluate: 129</li> <li>• Finished Copy: 129</li> </ul>	<ul style="list-style-type: none"> <li>• Write Arguments: 127</li> <li>• Understand Text Structure: 128</li> <li>• Justify Opinions: 128</li> </ul>	<ul style="list-style-type: none"> <li>• Vary Word Choice: 129</li> <li>• Use Plurals: 129</li> <li>♦ Interactive Lesson: Writing Arguments</li> <li>• Challenge: 130</li> <li>• Make a Checklist: 130</li> </ul>
Assess	<ul style="list-style-type: none"> <li>• Rubric: 130</li> </ul>		
	<b>Options for Independent Reading</b> 126h		
	<ul style="list-style-type: none"> <li>♦ FYI</li> <li>♦ NovelWise</li> <li>♦ Additional Texts by Collection</li> <li>♦ Nonfiction Connections</li> </ul>		

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# Weekly Program Pacing

## Week 14

Collection 2		Integrated English Language Support	Differentiated Instruction
<b>Performance Task: Give a Summary Presentation</b> 131–134			
Plan & Teach	<ul style="list-style-type: none"> <li>Review/Take Notes: 131</li> <li>Draft: 132</li> <li>Language Conventions: 132</li> <li>Practice: 133</li> <li>Finished Copy: 133</li> </ul>	<ul style="list-style-type: none"> <li>Plan: 131</li> <li>Use Adverbials: 132</li> </ul>	<ul style="list-style-type: none"> <li>♦ Interactive Lesson: Giving a Presentation</li> <li>Adapt Speech: 133</li> <li>Use Spoken Cues: 133</li> <li>Practice Speaking Techniques: 133</li> <li>Challenge: 134</li> </ul>
	Assess	<ul style="list-style-type: none"> <li>Rubric: 134</li> </ul>	
Collection 3		Integrated English Language Support	Differentiated Instruction
<b>Collection 3 Opener</b> 135–136a ♦ Stream to Start video		<ul style="list-style-type: none"> <li>English Language Support: 136a</li> </ul>	
<b>from <i>Mississippi Solo</i></b> Anchor Text 137A–144a			
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 137A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 137B–137C Figurative Language, Memoir, Precise Language, Geographical Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>♦ Interactive Whiteboard Lesson: Figurative Language and Imagery</li> <li>♦ Interactive Graphic Organizer: Spider Map</li> <li>♦ Text in Focus: Visualizing</li> </ul>

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# Weekly Program Pacing

## Week 14 *continued*

	Collection 3	Integrated English Language Support	Differentiated Instruction
Teach	<ul style="list-style-type: none"> <li>◆ Close Read Screencast 1: <i>lines 19–27</i></li> <li>◆ Close Read Application: <i>lines 93–100</i></li> <li>• Analyze Text: <i>137, 140, 141</i></li> <li>• Meanings of Words and Phrases: <i>137, 138, 139, 141</i></li> <li>• Critical Vocabulary: <i>138, 139, 140</i></li> <li>• Apply Academic Vocabulary: <i>139</i></li> <li>• Collaborative Discussion: <i>140</i></li> </ul>	<ul style="list-style-type: none"> <li>• Meanings of Words and Phrases: <i>138</i></li> <li>• Analyze Language: <i>138</i></li> <li>• Understand Text Structure: <i>139</i></li> <li>• Visualizing: <i>140</i></li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Challenge: <i>140</i></li> </ul>
Practice & Apply	<ul style="list-style-type: none"> <li>• Analyzing the Text: <i>142</i></li> <li>• Critical Vocabulary, Figures of Speech: <i>143</i></li> <li>• Precise Language: <i>144</i></li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Language: <i>143</i></li> <li>• Use Precise Language: <i>144</i></li> </ul>	<ul style="list-style-type: none"> <li>• Subject-Verb Agreement: <i>142</i></li> </ul>
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Literary Analysis</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>• Meaning of Words and Phrases: <i>144a</i></li> <li>• Analyze Text: <i>144a</i></li> <li>◆ Interactive Graphic Organizer: Spider Map</li> </ul>	<ul style="list-style-type: none"> <li>• Write Informational Texts: <i>144a</i></li> </ul>	

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# Weekly Program Pacing

## Week 15

	Collection 3	Integrated English Language Support	Differentiated Instruction
	from <i>Polar Dream</i> Close Reader 144b–144g		
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 144b</li> </ul>		
Practice & Apply	<ul style="list-style-type: none"> <li>Reinforce word/phrase meanings: 144c–144f</li> <li>Critical Vocabulary: 144d, 144e</li> <li>Short Response: 144f</li> </ul>	<ul style="list-style-type: none"> <li>Word Meaning: 144d</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>Figurative Language: 144c</li> <li>Text Elements: 144e</li> <li>Challenge: 144f</li> <li>Dig Deeper: 144g</li> </ul>
	from <i>The Tempest</i> 145A–148a		
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 145A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 145B–145C Determine Meaning, Soliloquy, Pre-teach Vocabulary, Cultural and Literary Knowledge, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Elements of Poetry; Rhythm</li> </ul>
Teach	<ul style="list-style-type: none"> <li>Analyze Form: 145, 146, 147</li> <li>Determine Meanings: 146, 147</li> <li>Collaborative Discussion: 146</li> </ul>	<ul style="list-style-type: none"> <li>Read Closely: 145</li> <li>Work Study: 146</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> </ul>
Practice & Apply	<ul style="list-style-type: none"> <li>Analyzing the Text: 148</li> </ul>		<ul style="list-style-type: none"> <li>Pronunciation: 148</li> </ul>
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Dramatic Reading</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>Analyze Form: 148a</li> <li>Determine Meanings: 148a</li> </ul>	<ul style="list-style-type: none"> <li>Read Closely: 148a</li> </ul>	

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# Weekly Program Pacing

## Week 15 *continued*

	Collection 3	Integrated English Language Support	Differentiated Instruction
<b>"Allied with Green"</b> 149A–156a (Continues to Week 16)			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 149A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 149B–149C Determine Meaning, Theme, Multiple Meanings, Building Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Whiteboard Lessons: Point of View; Figurative Language and Imagery</li> <li>◆ <i>Level Up</i> tutorial: Theme</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Determine Theme: 149, 151, 153</li> <li>Meanings of Words and Phrases: 150, 151, 152, 153</li> <li>Critical Vocabulary: 150, 151, 152</li> <li>Collaborative Discussion: 152</li> <li>Apply Academic Vocabulary: 152</li> </ul>	<ul style="list-style-type: none"> <li>Read Closely: 149</li> <li>Culturally Responsive Instruction: 149</li> <li>Listen Actively: 152</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Figurative Language</li> <li>◆ <i>Level Up</i> tutorial: Figurative Language</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 154</li> <li>Critical Vocabulary, Using a Glossary: 155</li> <li>Sentence Structure: 156</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas: 155</li> <li>Connect Ideas: 156</li> </ul>	<ul style="list-style-type: none"> <li>Double Negatives: 154</li> </ul>

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# Weekly Program Pacing

## Week 16

	Collection 3	Integrated English Language Support	Differentiated Instruction
<b>"Allied with Green"</b> 149A–156a (Continues from Week 15)			
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Argument</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>• Analyze Point of View: 156a</li> <li>◆ Interactive Whiteboard Lesson: Point of View in Literature</li> <li>• Determine Theme: 156a</li> </ul>		◆ <i>Level Up</i> tutorial: Theme
<b>"Big Rocks' Balancing Acts"</b> 157A–168a			
Plan	<ul style="list-style-type: none"> <li>• Text Complexity Rubric: 157A</li> </ul>	<ul style="list-style-type: none"> <li>• Text X-Ray: 157B–157C Central Ideas, Structure, Unpacking Sentences, Scientific Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ Interactive Whiteboard Lesson: Main/Central Idea and Details</li> <li>◆ <i>Level Up</i> tutorials: Chronological Order; Cause-and-Effect Organization; Comparison-Contrast Organization</li> </ul>
Teach	<ul style="list-style-type: none"> <li>• Analyze Structure: 157, 158, 159, 160, 161, 162, 163, 164, 165</li> <li>• Analyze Language: 157, 162</li> <li>• Critical Vocabulary: 160, 161, 163</li> <li>• Apply Academic Vocabulary: 161</li> <li>• Collaborative Discussion: 164</li> </ul>	<ul style="list-style-type: none"> <li>• Headings: 158</li> <li>• Analyze Structure: 159, 164</li> <li>• Reading Fluency: 163</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Strategies: 157</li> <li>• Summarize: 158</li> <li>◆ <i>Level Up</i> tutorial: Main Idea and Supporting Details</li> <li>• Content-Area Connection: 160</li> <li>• Challenge: 164</li> </ul>
Practice & Apply	<ul style="list-style-type: none"> <li>• Analyzing the Text: 166</li> <li>• Critical Vocabulary, Latin Roots: 167</li> <li>• Prepositional Phrases: 168</li> </ul>	<ul style="list-style-type: none"> <li>• Read Closely: 166</li> <li>• Morphology: 167</li> </ul>	
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Summary Presentation</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>• Analyze Texts: 168a</li> <li>• Analyze Structure: 168a</li> </ul>		◆ <i>Level Up</i> tutorials: Chronological Order; Cause-and-Effect Organization; Comparison-Contrast Organization

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# Weekly Program Pacing

## Week 17

Collection 3		Integrated English Language Support	Differentiated Instruction
<b>"The Hidden Southwest: The Arch Hunters"</b> Close Reader 168b–168e			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 168b</li> </ul>		
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Reinforce central idea: 168c–168e</li> <li>Critical Vocabulary: 168d</li> <li>Short Response: 168e</li> </ul>	<ul style="list-style-type: none"> <li>Compound Words: 168c</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Central Idea: 168c</li> <li>Challenge: 168e</li> <li>Dig Deeper: 168e</li> </ul>
<b>"Ode to enchanted light" / "Sleeping in the Forest"</b> Compare Anchor Texts 169A–174a			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 169A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 169B–169C Comparing Poems, Poetic Form, Figurative Language, Literary Background, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Whiteboard Lessons: Theme; Form in Poetry</li> <li>Text in Focus: Understanding Form</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Close Read Screencast 1: lines 10–12</li> <li>Close Read Screencast 2: lines 1–5</li> <li>Close Read Application: lines 13–15, 12–18</li> <li>Analyze Form: 170, 171, 172, 173</li> <li>Determine Meaning: 170, 172, 174</li> <li>Collaborative Discussion: 172</li> </ul>	<ul style="list-style-type: none"> <li>Read Closely: 169</li> <li>Analyze Language: 169, 170</li> <li>Understanding Form: 170</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Analyze Form: 172</li> <li>Level Up tutorial: Rhythm</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 171, 173, 174</li> </ul>		

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# Weekly Program Pacing

## Week 17 *continued*

	Collection 3	Integrated English Language Support	Differentiated Instruction
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Poem</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>• Determine Theme: 174a</li> <li>◆ Interactive Whiteboard Lesson: Theme/Central Idea</li> <li>• Analyze Narrator: 174a</li> </ul>	<ul style="list-style-type: none"> <li>• Read Closely: 174a</li> </ul>	<ul style="list-style-type: none"> <li>• Using Tablets: 174a</li> <li>◆ <i>Level Up</i> tutorial: Narrator and Speaker</li> </ul>
<b>“Problems with Hurricanes” / “Prayer to the Pacific” / “Tornado at Talladega”</b> Close Reader 174b–174g			
Plan	<ul style="list-style-type: none"> <li>• Text Complexity Rubric: 174b</li> </ul>		
Practice & Apply	<ul style="list-style-type: none"> <li>• Reinforce determining meaning: 174c–174f</li> <li>• Critical Vocabulary: 174d, 174e, 174f</li> <li>• Short Response: 174f</li> </ul>	<ul style="list-style-type: none"> <li>• Word Meaning: 174e</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Determine Meaning: 174c</li> <li>• Challenge: 174f</li> <li>• Dig Deeper: 174g</li> </ul>

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# Weekly Program Pacing

## Week 18

Collection 3			Integrated English Language Support	Differentiated Instruction
<b>Program Assessment</b> ♦ Benchmark Test 2				
<b>♦ Interactive Lesson: Conducting Research</b>				
Plan & Teach	<ul style="list-style-type: none"> <li>Teacher Notes</li> </ul>	<ul style="list-style-type: none"> <li>Key Terms</li> <li>Library Resources</li> </ul>	<ul style="list-style-type: none"> <li>Summarize Steps</li> <li>Challenge: Write Research Questions</li> <li>Planning</li> <li>Keyword Searches</li> <li>Quote / Paraphrase / Summarize</li> <li>Revise Topic</li> </ul>	
	Assess	<ul style="list-style-type: none"> <li>Prompt</li> <li>Rubric</li> </ul>		
<b>♦ Interactive Lesson: Evaluating Sources</b> <i>(Continues to Week 19)</i>				
Plan and Teach	<ul style="list-style-type: none"> <li>Teacher Notes</li> </ul>	<ul style="list-style-type: none"> <li>Unfamiliar Terms</li> </ul>	<ul style="list-style-type: none"> <li>Review Websites</li> <li>Reliable Sources</li> </ul>	

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# Weekly Program Pacing

## Week 19

	Collection 3	Integrated English Language Support	Differentiated Instruction
	♦ <b>Interactive Lesson: Evaluating Sources</b> <i>(Continues from Week 18)</i>		
Assess	<ul style="list-style-type: none"> <li>Prompt</li> <li>Rubric</li> </ul>		
	♦ <b>Online Collection Test</b>		
	<b>Performance Task: Write a Personal Narrative</b> 175–178		
Plan & Teach	<ul style="list-style-type: none"> <li>Establish Situation: 175</li> <li>Write: 176</li> <li>Language Conventions: 177</li> <li>Review: 177</li> <li>Finished Copy: 177</li> </ul>	<ul style="list-style-type: none"> <li>Plan: 175</li> <li>Text Structure: 176</li> <li>Use Language Effectively: 176</li> </ul>	<ul style="list-style-type: none"> <li>♦ Interactive Lesson: Writing Narratives</li> <li>Past-Tense Verbs: 176</li> <li>Write a Conclusion: 177</li> <li>Evaluate Drafts: 177</li> <li>Challenge: 178</li> </ul>
Assess	<ul style="list-style-type: none"> <li>Rubric: 178</li> </ul>		
	<b>Options for Independent Reading</b> 174h		
	<ul style="list-style-type: none"> <li>♦ FYI</li> <li>♦ NovelWise</li> <li>♦ Additional Texts by Collection</li> <li>♦ Nonfiction Connections</li> </ul>		

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# Weekly Program Pacing

## Week 20

Collection 3			Integrated English Language Support	Differentiated Instruction
<b>Performance Task: Write a Poetry Analysis 179–182</b>				
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>Stylistic Elements: 179</li> <li>Write: 180</li> <li>Language Conventions: 181</li> <li>Review: 181</li> <li>Finished Copy: 181</li> </ul>	<ul style="list-style-type: none"> <li>Plan: 179</li> <li>Domain-Specific Words: 179</li> <li>Adapt Language Choices: 180</li> <li>Text Structure: 180</li> <li>Format Text: 181</li> </ul>	<ul style="list-style-type: none"> <li>♦ Interactive Lesson: Writing Informative Texts</li> <li>• Use an Outline: 180</li> <li>• Use Formal English: 181</li> </ul>	
<b>Assess</b>	<ul style="list-style-type: none"> <li>Rubric: 182</li> </ul>		<ul style="list-style-type: none"> <li>• Evaluate an Analysis: 182</li> <li>• Challenge: 182</li> </ul>	
Collection 4			Integrated English Language Support	Differentiated Instruction
<b>Collection 4 Opener 183–184a</b>				
♦ Stream to Start video			<ul style="list-style-type: none"> <li>English Language Support: 184a</li> </ul>	
<b>“Remarks at the Dedication of the Aerospace Medical Health Center” Anchor Text 185A–192a (Continues to Week 21)</b>				
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 185A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 185B–185C Purpose and Audience, Argument, Pre-Teaching Vocabulary, Historical Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>♦ Interactive Whiteboard Lessons: Author’s Purpose and Perspective; Evaluating Arguments</li> <li>♦ Text in Focus: Analyzing an Argument</li> </ul>	
<b>Teach</b>	<ul style="list-style-type: none"> <li>♦ Close Read Screencast 1: lines 4–13</li> <li>♦ Close Read Screencast 2: lines 96–104</li> <li>♦ Close Read Application: lines 112–119</li> <li>• Author’s Purpose: 185</li> <li>• Trace and Evaluate an Argument: 186, 187, 188, 189</li> <li>• Critical Vocabulary: 186, 187, 188</li> <li>• Apply Academic Vocabulary: 187</li> <li>• Collaborative Discussion: 188</li> </ul>	<ul style="list-style-type: none"> <li>• Author’s Purpose: 185</li> <li>• Evaluate Argument: 186, 187, 189</li> </ul>	<ul style="list-style-type: none"> <li>♦ eBook Audio</li> <li>• Analyze Language: 188</li> <li>♦ Level Up tutorial: Elements of an Argument</li> </ul>	
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 190</li> <li>Critical Vocabulary, Using Context Clues: 191</li> <li>Capitalization: 192</li> <li>Trace and Evaluate an Argument: 192a</li> </ul>	<ul style="list-style-type: none"> <li>• Use Context Clues: 191</li> <li>• Use Capitalization: 192</li> <li>• Modify to Add Detail: 192</li> </ul>		

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# Weekly Program Pacing

## Week 21

	Collection 4	Integrated English Language Support	Differentiated Instruction
<b>“Remarks at the Dedication of the Aerospace Medical Health Center”</b> Anchor Text 185A–192a (Continued from Week 20)			
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Research Report</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>• Compare and Contrast: 192a</li> <li>◆ Interactive Lesson: Analyzing and Evaluating Presentations</li> <li>• Trace and Evaluate an Argument: 192a</li> </ul>		<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Elements of an Argument</li> </ul>
<b>“Is Space Exploration Worth the Cost?”</b> Close Reader 192b–192e			
Plan	<ul style="list-style-type: none"> <li>• Text Complexity Rubric: 192b</li> </ul>		
Practice & Apply	<ul style="list-style-type: none"> <li>• Reinforce argument: 192c–192e</li> <li>• Critical Vocabulary: 192c, 192d, 192e</li> <li>• Short Response: 192e</li> </ul>	<ul style="list-style-type: none"> <li>• Prefix: 192d</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Evidence Chart: 192c</li> <li>• Challenge: 192e</li> <li>• Dig Deeper: 192e</li> </ul>
<b>“Why Exploring the Ocean Is Mankind’s Next Giant Leap”</b> 193A–200a			
Plan	<ul style="list-style-type: none"> <li>• Text Complexity Rubric: 193A</li> </ul>	<ul style="list-style-type: none"> <li>• Text X-Ray: 193B–193C Tone, Structure, Prefixes, Building Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Tone; Elements of an Argument; Analyzing Arguments</li> <li>◆ Interactive Whiteboard Lesson: Evaluating Arguments</li> </ul>

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# Weekly Program Pacing

## Week 21 *continued*

	Collection 4	Integrated English Language Support	Differentiated Instruction
Teach	<ul style="list-style-type: none"> <li>Analyze Structure: 193, 194, 195, 196, 197</li> <li>Critical Vocabulary: 194, 195</li> <li>Determine Meanings: 195, 196, 197</li> <li>Collaborative Discussion: 196</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Structure: 193</li> <li>Determine Meanings: 195</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>Trace an Argument: 194</li> <li>◆ <i>Level Up</i> tutorials: Elements of an Argument, Analyzing Argument</li> <li>Content-Area Connection: 195</li> <li>Challenge: 196</li> </ul>
Practice & Apply	<ul style="list-style-type: none"> <li>Analyzing the Text: 198</li> <li>Critical Vocabulary, Prefixes: 199</li> <li>Adjective Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Expressing Opinions: 198</li> <li>Using Affixes: 199</li> <li>Condense Ideas with Clauses: 199</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation: 198</li> <li>Determine Meanings: 199</li> </ul>
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Informal Debate</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>Hold an Informal Debate: 200a</li> <li>Determine Meanings: 200a</li> </ul>	<ul style="list-style-type: none"> <li>Listen Actively: 200a</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Tone</li> </ul>

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# Weekly Program Pacing

## Week 22

	Collection 4	Integrated English Language Support	Differentiated Instruction
<b>“Living in the Dark” 201A–212a</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 201A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 201B–201C Central Ideas and Details, Cause-and-Effect Structure, Unpacking Words, Scientific Knowledge, Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Whiteboard Lesson: Main/Central Idea and Details</li> <li>Interactive Graphic Organizer: Main Idea Chart</li> <li>Level Up tutorial: Cause-and-Effect Organization</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Analyze Structure: 201, 203, 204, 205, 207, 208, 209</li> <li>Central Ideas and Details: 202, 205, 206, 209</li> <li>Critical Vocabulary: 202, 203, 204, 206</li> <li>Apply Academic Vocabulary: 203</li> <li>Analyze Language: 206</li> <li>Cite Evidence: 207</li> <li>Collaborative Discussion: 208</li> </ul>	<ul style="list-style-type: none"> <li>Use Context: 201</li> <li>Analyze Structure: 203</li> <li>Reading Fluency: 204</li> <li>Central Ideas and Details: 205</li> <li>Cite Evidence: 207</li> <li>Word Study: 207</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Track Causes and Effects: 204</li> <li>Level Up tutorial: Cause-and-Effect Organization</li> <li>Use Audio Support: 206</li> <li>Pronunciation: 208</li> <li>Challenge: 208</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 210</li> <li>Critical Vocabulary, Greek Roots: 211</li> <li>Verbal Phrases: 212</li> </ul>	<ul style="list-style-type: none"> <li>Modify Sentences to Add Details: 212</li> </ul>	
<b>Assess</b>	<ul style="list-style-type: none"> <li>Online Selection Test</li> <li>Performance Task: Argument</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Analyze Technical Meanings: 212a</li> <li>Analyze Structure: 212a</li> <li>Interactive Graphic Organizer: Cause-and-Effect Chain</li> </ul>	<ul style="list-style-type: none"> <li>Prepare an Oral Presentation: 212a</li> </ul>	<ul style="list-style-type: none"> <li>Level Up tutorial: Cause-and-Effect Organization</li> </ul>
<b>“Stinging Tentacles Offer Hint of Oceans’ Decline” Close Reader 212b–212g</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 212b</li> </ul>		
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Reinforce structure: 212c–212g</li> <li>Critical Vocabulary: 212c, 212d, 212e, 212f</li> <li>Short Response: 212g</li> </ul>	<ul style="list-style-type: none"> <li>Word Meanings: 212d, 212f</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Structure: 212c</li> <li>Challenge: 212g</li> <li>Dig Deeper: 212g</li> </ul>
<b>Program Assessment</b>			
<ul style="list-style-type: none"> <li>Practice Performance Task 2</li> </ul>			

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# Weekly Program Pacing

## Week 23

Collection 4		Integrated English Language Support	Differentiated Instruction
<b>"Your World" 213A–214a</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 213A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 213B–213C Figurative Language, Structural Elements, Tone, Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Imagery; Tone</li> <li>◆ Interactive Whiteboard Lesson: Form in Poetry</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Determine Meanings: 213, 214</li> <li>Collaborative Discussion: 213</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Language: 213</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 214</li> </ul>		<ul style="list-style-type: none"> <li>Analyze the Text: 214</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Analysis</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Form in Poetry: 214a</li> <li>◆ Interactive Whiteboard Lesson: Form in Poetry</li> <li>Determine Meanings: 214a</li> </ul>	<ul style="list-style-type: none"> <li>Review Concepts: 214a</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Imagery</li> </ul>
<b>Program Assessment</b>			
<ul style="list-style-type: none"> <li>◆ Practice Test 2</li> </ul>			
<b>◆ Interactive Lesson: Using Textual Evidence</b>			
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>Teacher Notes</li> <li>Student Model</li> </ul>	<ul style="list-style-type: none"> <li>Chronological Order</li> </ul>	<ul style="list-style-type: none"> <li>Citing Sources</li> <li>Summarizing/Synthesizing</li> <li>Summarizing/Paraphrasing</li> <li>Works Cited Lists</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>Prompt</li> <li>Rubric</li> </ul>		

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# Weekly Program Pacing

## Week 24

Collection 4		Integrated English Language Support	Differentiated Instruction
♦ Interactive Lesson: Using Media in a Presentation			
Plan & Teach	<ul style="list-style-type: none"> <li>Teacher Notes</li> </ul>	<ul style="list-style-type: none"> <li>Unfamiliar Terms</li> <li>Key Terms</li> </ul>	<ul style="list-style-type: none"> <li>Media Elements</li> <li>Outline</li> </ul>
Assess	<ul style="list-style-type: none"> <li>Prompt</li> <li>Rubric</li> </ul>		
♦ Online Collection Test			
Performance Task: Present an Argument 215–218			
Plan & Teach	<ul style="list-style-type: none"> <li>Gather Information: 215</li> <li>Draft: 216</li> <li>Language Conventions: 217</li> <li>Practice: 217</li> <li>Deliver Speech: 217</li> </ul>	<ul style="list-style-type: none"> <li>Plan: 215</li> <li>Use Academic Words: 216</li> <li>Link Ideas: 216</li> <li>Support Reasons with Evidence: 216</li> </ul>	<ul style="list-style-type: none"> <li>♦ Interactive Lesson: Writing Arguments, Giving a Presentation</li> <li>Use a Graphic Organizer: 216</li> <li>Adapt Speech: 217</li> <li>Practice on Camera: 217</li> <li>Challenge: 218</li> </ul>
Assess	<ul style="list-style-type: none"> <li>Rubric: 218</li> </ul>		
Novel: <i>Never Cry Wolf</i> (Continues to Week 25)			
Options for Independent Reading 214b			
<ul style="list-style-type: none"> <li>♦ FYI</li> <li>♦ NovelWise</li> <li>♦ Additional Texts by Collection</li> <li>♦ Nonfiction Connections</li> </ul>			

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# Weekly Program Pacing

## Week 25

Collection 5		Integrated English Language Support	Differentiated Instruction
Novel: <i>Never Cry Wolf</i> (Continues from Week 24)			
Collection 5 Opener 219–220a ◆ Stream to Start video		• English Language Support: 220a	
from <i>Life at Home in the Twenty-First Century</i> Anchor Text 221A–232a (Continues to Week 26)			
Plan	• Text Complexity Rubric: 221A	• Text X-Ray: 221B–221C Evidence, Structure, Unpacking Sentences, Scientific Context, Comprehension	◆ <i>Level Up</i> tutorials: Reading for Details; Reading Graphic Aids ◆ Interactive Whiteboard Lesson: Patterns of Organization ◆ Text in Focus: Understanding Complex Text

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# Weekly Program Pacing

## Week 26

	Collection 5	Integrated English Language Support	Differentiated Instruction
from <i>Life at Home in the Twenty-First Century</i> Anchor Text 221A–232a (Continues from Week 25)			
Teach	<ul style="list-style-type: none"> <li>◆ Close Read Screencast 1: lines 23–31</li> <li>◆ Close Read Screencast 2: lines 134–142</li> <li>◆ Close Read Application: lines 173–183</li> <li>• Analyze Structure: 221, 223, 224, 225, 226, 229</li> <li>• Determine Central Ideas: 222</li> <li>• Cite Evidence: 222, 223, 226, 227, 228, 229</li> <li>• Critical Vocabulary: 224, 225, 226, 227, 228</li> <li>• Determine Meanings: 225</li> <li>• Apply Academic Vocabulary: 225</li> <li>• Collaborative Discussion: 228</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Structure: 221</li> <li>◆ Text in Focus, Complex Text: 221</li> <li>• Cohesion: 222</li> <li>• Determine Meanings: 225</li> <li>• Word Meaning: 228</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Conclusions and Statistics: 223</li> <li>◆ <i>Level Up</i> tutorial: Reading for Details</li> <li>• Strategies for Analyzing Text: 226</li> <li>• Challenge: 228</li> </ul>
Practice & Apply	<ul style="list-style-type: none"> <li>• Analyzing the Text: 230</li> <li>• Critical Vocabulary, Domain-Specific Words: 231</li> <li>• Eliminate Redundancy: 232</li> </ul>	<ul style="list-style-type: none"> <li>• Listen Actively: 230</li> <li>• Select Affixes: 231</li> <li>• Condense Ideas: 232</li> </ul>	
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Informative Essay</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>• Cite Evidence: 232a</li> </ul>		<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Reading Graphic Aids</li> </ul>
“Teenagers and New Technology” Close Reader 232b–232g			
Plan	<ul style="list-style-type: none"> <li>• Text Complexity Rubric: 232b</li> </ul>		
Practice & Apply	<ul style="list-style-type: none"> <li>• Reinforce structure: 232c–232f</li> <li>• Critical Vocabulary: 232e</li> <li>• Short Response: 232f</li> </ul>	<ul style="list-style-type: none"> <li>• Word Meanings: 232d</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Structure: 232c</li> <li>• Challenge: 232f</li> <li>• Dig Deeper: 232g</li> </ul>

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# Weekly Program Pacing

## Week 26 *continued*

Collection 5		Integrated English Language Support	Differentiated Instruction
"Always Wanting More" from <i>I Want That!</i> 233A–240a (Continues to Week 27)			
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 233A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 233B–233C Inferences, Tone, Connotations, Building Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Whiteboard Lesson: Main/Central Idea and Details</li> <li>Level Up tutorial: Author's Style</li> </ul>
Teach	<ul style="list-style-type: none"> <li>Determine Meaning: 233, 235, 236, 237</li> <li>Make Inferences: 233, 234, 236, 237</li> <li>Critical Vocabulary: 234, 235, 236</li> <li>Determine Central Idea: 235</li> <li>Apply Academic Vocabulary: 235</li> <li>Collaborative Discussion: 236</li> </ul>	<ul style="list-style-type: none"> <li>Make Inferences: 233</li> <li>Reading Fluency: 233</li> <li>Use Transitions: 234</li> <li>Read Closely: 236</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Pronunciation: 235</li> </ul>

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# Weekly Program Pacing

## Week 27

Collection 5		Integrated English Language Support	Differentiated Instruction
<b>"Always Wanting More" from <i>I Want That!</i></b> 233A–240a (Continues from Week 26)			
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 238</li> <li>Critical Vocabulary, Synonyms and Antonyms: 239</li> <li>Noun Clauses: 240</li> </ul>	<ul style="list-style-type: none"> <li>Express Opinions: 238</li> <li>Synonyms and Antonyms: 239</li> <li>Use Nouns: 240</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>WordSharp</i> lessons: Context Clues</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Discussion</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Determine Central Ideas and Details: 240a</li> <li>◆ Interactive Whiteboard Lesson: Main/Central Idea and Details</li> <li>Determine Meanings: 240a</li> </ul>		<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Author's Style</li> </ul>
<b>"Labels and Illusions"</b> Close Reader 240b–240e			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 240b</li> </ul>		
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Reinforce making inferences: 240c–240e</li> <li>Critical Vocabulary: 240c</li> <li>Short Response: 240e</li> </ul>	<ul style="list-style-type: none"> <li>Word Meanings: 240d</li> <li>Cognates: 240e</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>Inferences: 240c</li> <li>Challenge: 240e</li> <li>Dig Deeper: 240e</li> </ul>
<b>"Dump" / "How Things Work"</b> Compare Texts 241A–248a			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 241A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 241B–241C Theme, Comparing Forms, Multiple-Meaning Words, Building Background, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Theme; Rhythm; Elements of Poetry</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Analyze Poetry: 242, 243, 244, 245, 246</li> <li>Meanings of Words and Phrases: 242, 243</li> <li>Apply Academic Vocabulary: 242</li> <li>Collaborative Discussion: 245</li> <li>Determine Theme: 247</li> <li>Compare Forms in Poetry: 247</li> </ul>	<ul style="list-style-type: none"> <li>Read Closely: 241</li> <li>Culturally Responsive Instruction: 243</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>Content-Area Connection: 241</li> <li>Rhythm: 243, 245</li> <li>◆ <i>Level Up</i> tutorials: Rhythm, Elements of Poetry</li> <li>Pronunciation: 245</li> </ul>

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# Weekly Program Pacing

## Week 27 *continued*

	Collection 5	Integrated English Language Support	Differentiated Instruction
Practice & Apply	<ul style="list-style-type: none"> <li>Analyzing the Text: 244, 246, 248</li> </ul>		<ul style="list-style-type: none"> <li>Exchange Ideas: 248</li> </ul>
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Literary Analysis</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>Determine Theme: 248a</li> <li>Compare Forms in Poetry: 248</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Ideas: 248a</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Theme, Elements of Poetry</li> </ul>

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# Weekly Program Pacing

## Week 28

	Collection 5	Integrated English Language Support	Differentiated Instruction
<b>"Earth (A Gift Shop)" 249A–258a</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 249A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 249B–249C Theme, Science Fiction, Context, Building Background, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Theme</li> <li>◆ Interactive Whiteboard Lesson: Setting</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Analyze Stories: 249, 250, 252, 253, 254, 255</li> <li>Meanings of Words and Phrases: 249</li> <li>Determine Theme: 250, 251, 252, 253, 254, 255</li> <li>Critical Vocabulary: 250, 251</li> <li>Apply Academic Vocabulary: 252</li> <li>Collaborative Discussion: 254</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Stories: 249</li> <li>Analyze Language: 249</li> <li>Work Study: 250</li> <li>Modal Expressions: 251</li> <li>Determine Theme: 252</li> <li>Analyze Stories: 253</li> <li>Support Opinions: 254</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Strategies for Discussion: 253</li> <li>• Challenge: 254</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 256</li> <li>Critical Vocabulary, Verifying Meaning: 257</li> <li>Spelling: 258</li> </ul>	<ul style="list-style-type: none"> <li>Write Text Accurately: 258</li> </ul>	
<b>Assess</b>	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>• Performance Task: Narrative</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Analyze Stories: 258a</li> <li>◆ Interactive Whiteboard Lesson: Setting</li> </ul>		
<b>"He—y, Come On Ou—t!" Close Reader 258b–258g</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 258b</li> </ul>		
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Reinforce theme: 258c–258f</li> <li>Critical Vocabulary: 258c, 258d, 258e</li> <li>Short Response: 258f</li> </ul>	<ul style="list-style-type: none"> <li>Word Meanings: 258d, 258e</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Theme: 258c</li> <li>• Challenge: 258f</li> <li>• Dig Deeper: 258g</li> </ul>

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# Weekly Program Pacing

## Week 29

Collection 5		Integrated English Language Support	Differentiated Instruction
♦ <b>Interactive Lesson: Writing Narratives</b>			
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>• Teacher Notes</li> <li>• Student Model</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View/Perspective</li> <li>• Dialogue in a Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>• Key Terms</li> <li>• Narrative Elements</li> <li>• External/Internal Conflict</li> <li>• Challenge</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>• Prompt</li> <li>• Rubric</li> </ul>		
♦ <b>Interactive Lesson: Producing and Publishing with Technology</b>			
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>• Teacher Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Word Meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Wikis</li> <li>• Keywords</li> <li>• Challenge</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>• Prompt</li> <li>• Rubric</li> </ul>		
♦ <b>Online Collection Test</b>			
<b>Options for Independent Reading</b> 258h			
<ul style="list-style-type: none"> <li>♦ FYI</li> <li>♦ NovelWise</li> <li>♦ Additional Texts by Collection</li> <li>♦ Nonfiction Connections</li> </ul>			

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# Weekly Program Pacing

## Week 30

Collection 5			Integrated English Language Support	Differentiated Instruction
<b>Performance Task: Create Multimedia Presentation</b> 259–262				
Plan & Teach	<ul style="list-style-type: none"> <li>Determine Topic: 259</li> <li>Draft: 260</li> <li>Practice: 261</li> <li>Deliver: 261</li> </ul>	<ul style="list-style-type: none"> <li>Plan: 259</li> <li>Language Resources: 260</li> <li>Text Structure: 260</li> <li>Cohesion: 261</li> </ul>	<ul style="list-style-type: none"> <li>♦ Interactive Lessons: Writing Informative Texts, Giving a Presentation, Using Media in Presentations</li> <li>• Integrate Multimedia Events: 260</li> <li>• Extend Completion Time: 261</li> <li>• Possessive Pronouns: 261</li> <li>• Challenge: 262</li> </ul>	
	Assess	<ul style="list-style-type: none"> <li>Rubric: 262</li> </ul>		
Collection 6			Integrated English Language Support	Differentiated Instruction
<b>Program Assessment</b>				
♦ Benchmark Test 3				
<b>Collection 6 Opener</b> 263–264a			• English Language Support: 264a	
♦ Stream to Start video				
<b>from <i>Flesh &amp; Blood So Cheap: The Triangle Fire and Its Legacy</i> / from <i>The Story of the Triangle Factory Fire</i></b>				
Compare Anchor Texts 265A–282a (Continues to Week 31)				
Plan	• Text Complexity Rubric: 265A	• Text X-Ray: 265B–265C Comparing Perspectives, Central Idea and Details, Language, Context, Comprehension	<ul style="list-style-type: none"> <li>♦ <i>Level Up</i> tutorials: Author’s Perspective; Main Idea and Supporting Details</li> <li>♦ Text in Focus: Identifying Chronological Order</li> <li>♦ Interactive Whiteboard Lesson: Primary and Secondary Sources</li> </ul>	

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# Weekly Program Pacing

## Week 30 *continued*

Collection 6	Integrated English Language Support	Differentiated Instruction
<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>◆ Close Read Screencast 1: <i>lines 45–55</i></li> <li>◆ Close Read Screencast 2: <i>lines 20–28</i></li> <li>◆ Close Read Application 1: <i>lines 197–206</i></li> <li>◆ Close Read Application 2: <i>lines 33–41</i></li> <li>• Central Idea and Details: 266, 267, 268, 269, 270, 271, 272, 274</li> <li>• Critical Vocabulary: 266, 268, 270, 272, 275, 277</li> <li>• Presentations of Information: 267, 268, 269, 271, 273, 275, 276, 279</li> <li>• Apply Academic Vocabulary: 269</li> <li>• Analyze Structure: 275, 276, 277, 278</li> <li>• Collaborative Discussion: 277</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Closely: 265, 275</li> <li>• Central Idea and Details: 266, 269, 270</li> <li>• Analyze Language: 266, 276</li> <li>◆ Text in Focus, Chronological Order: 267</li> <li>• Select Affixes: 269</li> <li>• Presentations of Information: 271, 273</li> <li>• Cohesion: 271</li> <li>• Word Study: 273</li> <li>• Analyze Structure: 276</li> <li>• Support Opinions: 277</li> <li>• Exchange Ideas: 279</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>• Content-Area Connection: 267</li> <li>• Cause and Effect: 268</li> <li>• Restate Main Ideas: 270</li> <li>◆ <i>Level Up</i> tutorial: Main Idea and Supporting Details</li> <li>• Past Perfect Tense: 272</li> <li>• Pronunciation: 277</li> </ul>

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# Weekly Program Pacing

## Week 31

	Collection 6	Integrated English Language Support	Differentiated Instruction
<b>from <i>Flesh &amp; Blood So Cheap: The Triangle Fire and Its Legacy</i> / from <i>The Story of the Triangle Factory Fire</i></b> Compare Anchor Texts 265A–282a (Continues from Week 30)			
Practice & Apply	<ul style="list-style-type: none"> <li>Analyzing the Text: 274, 278, 280</li> <li>Critical Vocabulary, Latin Roots: 281</li> <li>Capitalization: 282</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization: 282</li> </ul>	
Assess	<ul style="list-style-type: none"> <li>Online Selection Test</li> <li>Performance Task: Summary Presentation</li> </ul>		<ul style="list-style-type: none"> <li>◆ <i>WordSharp</i> lesson: Latin Roots</li> <li>◆ <i>Grammar Notes</i> lesson: Using Capital Letters</li> </ul>
Extend & Reteach	<ul style="list-style-type: none"> <li>Primary and Secondary Sources: 282a</li> <li>◆ Interactive Whiteboard Lesson: Primary and Secondary Sources</li> <li>Presentations of Information: 282a</li> </ul>	<ul style="list-style-type: none"> <li>Read Closely: 282a</li> </ul>	<ul style="list-style-type: none"> <li>◆ Interactive Lesson: Giving a Presentation</li> </ul>
<b>from “The Most Daring of [Our] Leaders” / “Speech from the Democratic National Convention”</b> Close Reader 282b–282g			
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 282b</li> </ul>		
Practice & Apply	<ul style="list-style-type: none"> <li>Reinforce presentations of information: 282c–282g</li> <li>Critical Vocabulary: 282d, 282e</li> <li>Short Response: 282g</li> </ul>	<ul style="list-style-type: none"> <li>Word Meanings: 282d, 282f</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>◆ Presentation of Information: 282c</li> <li>◆ Challenge: 282g</li> <li>◆ Dig Deeper: 282g</li> </ul>
<b>from <i>Uprising</i> 283A–306a (Continues to Week 32)</b>			
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 283A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 283B–283C Point of View, Comparing and Contrasting Genres, Figurative Language, Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Third-Person Point of View; Prose Forms</li> </ul>

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# Weekly Program Pacing

## Week 32

Collection 6		Integrated English Language Support	Differentiated Instruction
<b>from <i>Uprising</i> 283A–306a (Continues from Week 31)</b>			
<b>Teach</b>	<ul style="list-style-type: none"> <li>Point of View: 283, 287, 290, 291, 293, 295, 298, 299, 303</li> <li>Compare and Contrast: 284, 285, 288, 289, 290, 294, 296, 297, 300, 301, 303</li> <li>Critical Vocabulary: 284, 285, 287, 288, 291, 292, 295, 298</li> <li>Story Elements: 286, 292, 296, 297, 302</li> <li>Apply Academic Vocabulary: 286</li> <li>Figurative Language: 289, 299</li> <li>Collaborative Discussion: 302</li> </ul>	<ul style="list-style-type: none"> <li>Text Structure: 283</li> <li>Compare and Contrast: 285, 288, 294</li> <li>Read Closely: 286, 300, 301</li> <li>Pont of View: 287, 291, 293</li> <li>Reading Fluency: 288</li> <li>Analyze Language: 289, 294</li> <li>Support Opinions: 290</li> <li>Word Meaning: 292</li> <li>Wordy Study: 292</li> <li>Cohesion: 295</li> <li>Express Opinions: 297</li> <li>Dramatic Irony: 298</li> <li>Culturally Responsive Instruction: 299</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Causes and Effects: 284</li> <li>◆ <i>Level Up</i> tutorials: Plot: Sequence of Events; Conflict</li> <li>Analyze Plot: 293</li> <li>Challenge: 301</li> <li>Past Tense Verbs: 302</li> <li>Content-Area Connection: 302</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 304</li> <li>Critical Vocabulary, Analogies: 305</li> <li>Phrases: 306</li> </ul>	<ul style="list-style-type: none"> <li>Phrases: 306</li> </ul>	
<b>Assess</b>	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Narrative</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Point of View: 306a</li> <li>Compare and Contrast: 306a</li> </ul>		<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorials: Third-Person Point of View; Prose Forms</li> </ul>
<b>“Doris Is Coming” Close Reader 306b–306e</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 306b</li> </ul>		
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Reinforce comparing and contrasting: 306c–306e</li> <li>Critical Vocabulary: 306d</li> <li>Short Response: 306e</li> </ul>	<ul style="list-style-type: none"> <li>Word Meanings: 306c</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>Compare and Contrast: 305c</li> <li>Challenge: 306e</li> <li>Dig Deeper: 306e</li> </ul>

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# Weekly Program Pacing

## Week 32 *continued*

	Collection 6	Integrated English Language Support	Differentiated Instruction
	"Craig Kielburger Reflects on Working Toward Peace" Anchor Text 307A–316a (Continues to Week 33)		
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 307A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 307B–307C Perspective, Analyzing Personal Essay, Determining Meaning, Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Text in Focus: Understanding Data</li> <li>Interactive Whiteboard Lesson: Elements of an Argument</li> <li>Level Up tutorials: Prose Forms; Author's Purpose</li> </ul>
Teach	<ul style="list-style-type: none"> <li>Close Read Screencast: lines 7–14</li> <li>Close Read Application: lines 138–145</li> <li>Analyze Text: 307, 308, 311, 313</li> <li>Author's Point of View: 308, 309, 312, 313</li> <li>Critical Vocabulary: 308, 309, 311, 312</li> <li>Apply Academic Vocabulary: 309</li> <li>Graphics: 310</li> <li>Meanings of Words and Phrases: 312</li> <li>Collaborative Discussion: 312</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Text: 307</li> <li>Text in Focus, Understanding Data: 308</li> <li>Text Structure: 308</li> <li>Point of View: 309</li> <li>Word Meanings: 311</li> <li>Select Affixes: 311</li> <li>Read Closely: 312</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Track Elements of Personal Essays: 310</li> <li>Level Up tutorial: Author's Purpose</li> </ul>

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# Weekly Program Pacing

## Week 33

	Collection 6	Integrated English Language Support	Differentiated Instruction
<b>“Craig Kielburger Reflects on Working Toward Peace”</b> Anchor Text 307A–316a (Continues from Week 32)			
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 314</li> <li>Critical Vocabulary, Multiple Meanings: 315</li> <li>Dangling Modifier: 316</li> </ul>	<ul style="list-style-type: none"> <li>Express Opinions: 314</li> <li>Modify to Add Details: 316</li> </ul>	
<b>Assess</b>	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Argument</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Trace an Argument: 316a</li> <li>◆ Interactive Whiteboard Lesson: Elements of an Argument</li> <li>Analyze Text: 316a</li> </ul>	<ul style="list-style-type: none"> <li>Interact via Written English: 316a</li> <li>Read Closely: 316a</li> </ul>	
<b>“It Takes a Child”</b> Media Analysis 317A–320a			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 317A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 317B–317C Meaning and Purpose, Analyzing Media, Word Origins, Background, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>◆ Interactive Whiteboard Lesson: Author’s Purpose and Perspective</li> <li>◆ <i>Level Up</i> tutorial: Analyzing Visuals</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Collaborative Discussion: 318</li> <li>Apply Academic Vocabulary: 318</li> <li>Analyze Media: 319</li> </ul>	<ul style="list-style-type: none"> <li>View Closely: 317</li> <li>Analyze Language: 317</li> <li>Select Affixes: 319</li> <li>Small Groups: 319</li> </ul>	<ul style="list-style-type: none"> <li>Audio Transcripts: 318</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Media: 320</li> </ul>		
<b>Assess</b>	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Photo Documentary</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Camera Shots and Shot Selection: 320a</li> <li>Elements of a Documentary: 320a</li> </ul>		

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# Weekly Program Pacing

## Week 33 *continued*

	Collection 6	Integrated English Language Support	Differentiated Instruction
	"Difference Maker: John Bergmann and Popcorn Park" Close Reader 320b–320g		
Plan	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 320b</li> </ul>		
Practice & Apply	<ul style="list-style-type: none"> <li>Reinforce purpose and point of view: 320c–320f</li> <li>Critical Vocabulary: 320d</li> <li>Short Response: 320f</li> </ul>	<ul style="list-style-type: none"> <li>Phrase Meanings: 320d</li> <li>Cognates: 320e</li> </ul>	<ul style="list-style-type: none"> <li>◆ eBook Audio</li> <li>Author's Purpose: 320c</li> <li>Challenge: 320f</li> <li>Dig Deeper: 320g</li> </ul>

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# Weekly Program Pacing

## Week 34

Collection 6		Integrated English Language Support	Differentiated Instruction
<b>"A Poem for My Librarian, Mrs. Long" 321A–326a</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 321A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 321B–321C Theme, Style, Capitalization, Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Whiteboard Lesson: Theme/Central Idea</li> <li>Level Up tutorials: Author's Style; Elements of Poetry</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Determine Theme: 321, 322, 323, 324</li> <li>Determine Meaning: 321, 322, 323, 324</li> <li>Meanings of Words and Phrases: 322</li> <li>Apply Academic Vocabulary: 322</li> <li>Collaborative Discussion: 323</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Language: 321</li> <li>Determine Theme: 323</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Style: 323</li> </ul>
<b>Practice &amp; Apply</b>	<ul style="list-style-type: none"> <li>Analyzing the Text: 325</li> <li>Combining Sentences with Phrases: 326</li> </ul>	<ul style="list-style-type: none"> <li>Nouns and Noun Phrases: 325</li> <li>Connect Ideas: 326</li> </ul>	
<b>Assess</b>	<ul style="list-style-type: none"> <li>Online Selection Test</li> <li>Performance Task: Poem</li> </ul>		
<b>Extend &amp; Reteach</b>	<ul style="list-style-type: none"> <li>Meanings of Words and Phrases: 326a</li> <li>Determine Meaning: 326a</li> </ul>		<ul style="list-style-type: none"> <li>Level Up tutorial: Author's Style</li> </ul>
<b>"Train Time" 327A–336b</b>			
<b>Plan</b>	<ul style="list-style-type: none"> <li>Text Complexity Rubric: 327A</li> </ul>	<ul style="list-style-type: none"> <li>Text X-Ray: 327B–327C Character Development, Flashback, Using and Understanding Context, Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Level Up tutorial: Methods of Characterization</li> <li>Interactive Whiteboard Lesson: Setting</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>Analyze Story Elements: 327</li> <li>Analyze Stories: 328, 329, 330, 331, 332, 333</li> <li>Critical Vocabulary: 328, 329, 332</li> <li>Apply Academic Vocabulary: 330</li> <li>Meanings of Words and Phrases: 332</li> <li>Collaborative Discussion: 332</li> </ul>	<ul style="list-style-type: none"> <li>Cohesion: 327, 331</li> <li>Read Closely: 329</li> <li>Analyze Stories: 331</li> </ul>	<ul style="list-style-type: none"> <li>eBook Audio</li> <li>Characterization: 328</li> <li>Level Up tutorial: Methods of Characterization</li> <li>Challenge: 332</li> </ul>

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# Weekly Program Pacing

## Week 34 *continued*

	Collection 6	Integrated English Language Support	Differentiated Instruction
Practice & Apply	<ul style="list-style-type: none"> <li>Analyzing the Text: 334</li> <li>Critical Vocabulary, Using a Dictionary: 335</li> <li>Misplaced Modifiers: 336</li> </ul>	<ul style="list-style-type: none"> <li>Connect Ideas: 334</li> <li>Modify to Add Details: 336</li> </ul>	
Assess	<ul style="list-style-type: none"> <li>◆ Online Selection Test</li> <li>Performance Task: Character Analysis</li> </ul>		
Extend & Reteach	<ul style="list-style-type: none"> <li>Analyze Story Elements: 336a</li> <li>◆ Interactive Whiteboard Lesson: Setting</li> <li>Analyze Stories: 336a</li> </ul>	<ul style="list-style-type: none"> <li>Read Closely: 336a</li> </ul>	<ul style="list-style-type: none"> <li>◆ <i>Level Up</i> tutorial: Methods of Characterization</li> </ul>

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# Weekly Program Pacing

## Week 35

Collection 6		Integrated English Language Support	Differentiated Instruction
<b>♦ Interactive Lesson: Writing Informative Texts</b>			
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>• Teacher Notes</li> <li>• Student Model</li> </ul>	<ul style="list-style-type: none"> <li>• Transitions and Formatting</li> <li>• Punctuating Quotations</li> <li>• Domain-Specific Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Key Terms</li> <li>• Taking Notes</li> <li>• Introduction</li> <li>• Charts/Tables/Graphs</li> <li>• Challenge</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>• Prompt</li> <li>• Rubric</li> </ul>		
<b>♦ Interactive Lesson: Giving a Presentation</b>			
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>• Teacher Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Cohesion</li> <li>• Enunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence when Speaking</li> <li>• Purpose</li> <li>• Precise Language</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>• Prompt</li> <li>• Rubric</li> </ul>		
<b>Options for Independent Reading 336b</b>			
<ul style="list-style-type: none"> <li>♦ FYI</li> <li>♦ NovelWise</li> <li>♦ Additional Texts by Collection</li> <li>♦ Nonfiction Connections</li> </ul>			

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# Weekly Program Pacing

## Week 36

Collection 6		Integrated English Language Support	Differentiated Instruction
♦ Online Collection Test			
<b>Performance Task: Write an Informative Essay</b> 337–340			
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>Plan: 337</li> <li>Research: 338</li> <li>Write: 339</li> <li>Evaluate Draft: 339</li> <li>Finished Copy: 339</li> </ul>	<ul style="list-style-type: none"> <li>Write: 337</li> <li>Text Structure: 338</li> <li>Condensing Ideas: 339</li> </ul>	<ul style="list-style-type: none"> <li>♦ Interactive Lessons: Writing Informative Texts, Conducting Research, Producing and Publishing with Technology</li> <li>Simple Past Tense: 338</li> <li>Facts and Details: 338</li> <li>Listen to Essay: 339</li> <li>Challenge: 340</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>Rubric: 340</li> </ul>		
<b>Performance Task: Participate in a Panel Discussion</b> 341–344			
<b>Plan &amp; Teach</b>	<ul style="list-style-type: none"> <li>Organize: 341</li> <li>Write and Practice: 342</li> <li>Reinforce Ideas: 343</li> <li>Have the Discussion: 343</li> </ul>	<ul style="list-style-type: none"> <li>Plan: 341</li> <li>Link Ideas: 342</li> <li>Support Opinions: 342, 343</li> <li>Prepare: 342</li> </ul>	<ul style="list-style-type: none"> <li>♦ Interactive Lessons: Participating in Collaborative Discussions</li> <li>Form Negatives: 343</li> <li>Practice Speaking Techniques: 343</li> <li>Record Discussion: 344</li> <li>Challenge: 344</li> </ul>
<b>Assess</b>	<ul style="list-style-type: none"> <li>Rubric: 344</li> </ul>		

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# Weekly Lessons for Language Workshop

## Overview of Lessons 1–8

Collection 1: Bold Actions					
	Connect	Collaborate	Interpret	Produce	Reflect
Lesson 1 Bold Actions	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Express and Justify Opinions</li> <li>Vocabulary</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Phrasing and Language</li> <li>Unpack the Text</li> <li>Multiple-Meaning Words</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Write an Opinion Statement</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write an Opinion Statement</li> <li>Reflect on Learning</li> </ul>
Lesson 2 "Rogue Wave"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Sequence of Events</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Sequence of Events</li> </ul>	<ul style="list-style-type: none"> <li>Read to Explain Text Relationships</li> <li>Unpack the Text</li> <li>Roots</li> <li>Sequence of Events</li> </ul>	<ul style="list-style-type: none"> <li>Summarize a Sequence of Events</li> <li>Sequence of Events</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Summarize a Sequence of Events</li> <li>Reflect on Learning</li> </ul>
Lesson 3 "Parents of Rescued Teenage..."	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Reporter's Formula</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Reporter's Formula</li> </ul>	<ul style="list-style-type: none"> <li>Explain Text Relationships</li> <li>Unpack the Text</li> <li>Synonyms and Antonyms</li> <li>Reporter's Formula</li> </ul>	<ul style="list-style-type: none"> <li>Write a Summary</li> <li>Reporter's Formula</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write a Summary</li> <li>Reflect on Learning</li> </ul>
Lesson 4 "Ship of Fools"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Editorials</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Editorials</li> </ul>	<ul style="list-style-type: none"> <li>Read to Express Inferences</li> <li>Unpack the Text</li> <li>Connotations and Denotations</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Provide an Opinion</li> <li>Editorials</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Provide an Opinion</li> <li>Reflect on Learning</li> </ul>
Lesson 5 "Was Abby Too Young to Sail?"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Ask Interview Questions</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Understand an Interview</li> <li>Unpack the Text</li> <li>Suffixes</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Interview a Person</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Interview a Person</li> <li>Reflect on Learning</li> </ul>
Lesson 6 "The Flight of Icarus"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Pronouns and Antecedents</li> </ul>	<ul style="list-style-type: none"> <li>Identify Key Events and Details</li> <li>Vocabulary</li> <li>Pronouns and Antecedents</li> </ul>	<ul style="list-style-type: none"> <li>Selecting Key Events</li> <li>Unpack the Text</li> <li>Suffixes</li> <li>Pronouns and Antecedents</li> </ul>	<ul style="list-style-type: none"> <li>Summarize Story Events</li> <li>Pronouns and Antecedents</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Summarize Story Events</li> <li>Reflect on Learning</li> </ul>
Lesson 7 "Icarus's Flight"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Verbs and Verb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Verbs and Verb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Read to Express Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Figurative Language</li> <li>Verbs and Verb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Explain Meaning</li> <li>Verbs and Verb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Explain Meaning</li> <li>Reflect on Learning</li> </ul>
Lesson 8 "Women in Aviation"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Understand Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Understand Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Identify Relationships Between Events</li> <li>Unpack the Text</li> <li>Using References</li> <li>Understand Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Write a Biography</li> <li>Understand Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write a Biography</li> <li>Reflect on Learning</li> </ul>

# Weekly Lessons for Language Workshop

## Overview of Lessons 9–15

Collection 2: Perception and Reality					
	Connect	Collaborate	Interpret	Produce	Reflect
Lesson 9 Perception and Reality	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Modify for Details</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Modify for Details</li> </ul>	<ul style="list-style-type: none"> <li>Expressing Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Roots</li> <li>Modify for Details</li> </ul>	<ul style="list-style-type: none"> <li>Present a Description</li> <li>Modify for Details</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Present a Description</li> <li>Reflect on Learning</li> </ul>
Lesson 10 "The People Could Fly"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Share a Written Summary</li> <li>Vocabulary</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Read to Explain Ideas</li> <li>Unpack the Text</li> <li>Suffixes</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Summarize Key Events</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Summarize Key Events</li> <li>Reflect on Learning</li> </ul>
Lesson 11 "The Song of Wandering Aengus" / "Sonnet 43"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Explain How Phrasing Affects Audience</li> <li>Unpack the Text</li> <li>Synonyms and Connotations</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Explain Meanings</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Explain Meanings</li> <li>Reflect on Learning</li> </ul>
Lesson 12 "Magic and the Brain"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Informational Text Features</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Informational Text</li> <li>Vocabulary</li> <li>Informational Text Features</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Use of Text Features</li> <li>Unpack the Text</li> <li>Technical Language</li> <li>Informational Text Features</li> </ul>	<ul style="list-style-type: none"> <li>Informational Text Outline</li> <li>Informational Text Features</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Informational Text Outline</li> <li>Reflect on Learning</li> </ul>
Lesson 13 "Pavement Chalk Art"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Understand Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Understand Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate Language, Evidence, and Details</li> <li>Unpack the Text</li> <li>Shades of Meaning</li> <li>Understand Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Write a Description</li> <li>Understand Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write a Description</li> <li>Reflect on Learning</li> </ul>
Lesson 14 "Another Place, Another Time"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Express Inferences and Conclusions</li> <li>Vocabulary</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Express Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Context Clues</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Describe Characters</li> <li>Reflect on Learning</li> </ul>
Lesson 15 "Sorry, Wrong Number"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Express Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Context Clues</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Describe Characters</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Describe Characters</li> <li>Reflect on Learning</li> </ul>

# Weekly Lessons for Language Workshop

## Overview of Lessons 16–21

Collection 3: Nature at Work					
	Connect	Collaborate	Interpret	Produce	Reflect
Lesson 16 Nature at Work	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain Ideas and Relationships</li> <li>Unpack the Text</li> <li>Suffixes</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Write an Informational Statement</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write an Informational Statement</li> <li>Reflect on Learning</li> </ul>
Lesson 17 from Mississippi Solo	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Modify for Detail</li> </ul>	<ul style="list-style-type: none"> <li>Adapt Language Choices</li> <li>Vocabulary</li> <li>Modify for Detail</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Phrasing and Figurative Language</li> <li>Unpack the Text</li> <li>Shades of Meaning</li> <li>Modify for Detail</li> </ul>	<ul style="list-style-type: none"> <li>Write a Fictional Description</li> <li>Modify for Detail</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write a Fictional Description</li> <li>Reflect on Learning</li> </ul>
Lesson 18 from The Tempest	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Explain Text Relationships</li> <li>Unpack the Text</li> <li>Using References</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Present a Retelling</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Present a Retelling</li> <li>Reflect on Learning</li> </ul>
Lesson 19 "Allied with Green"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Offer Opinions and Ideas</li> <li>Vocabulary</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Interpret Language</li> <li>Unpack the Text</li> <li>Shades of Meaning</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>State an Opinion</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Revisit State an Opinion</li> <li>Reflect on Learning</li> </ul>
Lesson 20 "Big Rocks' Balancing Acts"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Offer and Justify Opinions</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate Use of Language</li> <li>Unpack the Text</li> <li>Use Word Parts to Identify Meaning</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Write an Informational Text</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write an Informational Text</li> <li>Reflect on Learning</li> </ul>
Lesson 21 "Ode to enchanted light" / "Sleeping..."	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Modify for Details</li> </ul>	<ul style="list-style-type: none"> <li>Share Ideas Through Written Exchanges</li> <li>Vocabulary</li> <li>Modify for Details</li> </ul>	<ul style="list-style-type: none"> <li>Explain How Language Affects Audience</li> <li>Unpack the Text</li> <li>Figurative Language</li> <li>Modify for Details</li> </ul>	<ul style="list-style-type: none"> <li>Write a Description</li> <li>Modify for Details</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write a Description</li> <li>Reflect on Learning</li> </ul>

# Weekly Lessons for Language Workshop

## Overview of Lessons 22–26

Collection 4: Risk and Exploration					
	Connect	Collaborate	Interpret	Produce	Reflect
Lesson 22 Risk and Exploration	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Ideas and Opinions</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Text Relationships</li> <li>Unpack the Text</li> <li>Word Choice and Imagery</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>State a Position</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit State a Position</li> <li>Reflect on Learning</li> </ul>
Lesson 23 “Remarks at the Dedication of the Aerospace...”	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Offer and Justify Opinions</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate Language and Evidence</li> <li>Unpack the Text</li> <li>Context Clues</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Write an Opinion Statement</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write an Opinion Statement</li> <li>Reflect on Learning</li> </ul>
Lesson 24 “Why Exploring the Ocean Is Mankind’s...”	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Express Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Prefixes and Context Clues</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Support an Opinion</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Support an Opinion</li> <li>Reflect on Learning</li> </ul>
Lesson 25 from <i>Living in the Dark</i>	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Possessive Pronouns and Antecedents</li> </ul>	<ul style="list-style-type: none"> <li>Offer and Justify Opinions</li> <li>Vocabulary</li> <li>Possessive Pronouns and Antecedents</li> </ul>	<ul style="list-style-type: none"> <li>Express Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Multiple-Meaning Words</li> <li>Possessive Pronouns and Antecedents</li> </ul>	<ul style="list-style-type: none"> <li>Write a Description</li> <li>Understand Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write a Description</li> <li>Reflect on Learning</li> </ul>
Lesson 26 “Your World”	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Verbs and Verb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Offer and Justify Opinions</li> <li>Vocabulary</li> <li>Verbs and Verb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate Language, Evidence, and Details</li> <li>Unpack the Text</li> <li>Figurative Language</li> <li>Verbs and Verb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Give an Oral Presentation</li> <li>Verbs and Verb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Give an Oral Presentation</li> <li>Reflect on Learning</li> </ul>

# Weekly Lessons for Language Workshop

## Overview of Lessons 27–31

Collection 5: The Stuff of Consumer Culture					
	Connect	Collaborate	Interpret	Produce	Reflect
Lesson 27 The Stuff of Consumer Culture	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Opinions</li> <li>Vocabulary</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Express Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Connotations and Denotations</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Take a Position</li> <li>Connect Ideas by Combining Clauses</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Take a Position</li> <li>Reflect on Learning</li> </ul>
Lesson 28 from Life at Home in the Twenty-First...	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Text Structure and Relationships</li> <li>Unpack the Text</li> <li>Synonyms</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Informational Text</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Informational Text</li> <li>Reflect on Learning</li> </ul>
Lesson 29 "Always Wanting More"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Express Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Synonyms and Antonyms</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Express an Opinion</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Express an Opinion</li> <li>Reflect on Learning</li> </ul>
Lesson 30 "Dump" / "How Things Work"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Express Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Synonyms and Connotations</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Write a Summary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write a Summary</li> <li>Reflect on Learning</li> </ul>
Lesson 31 "Earth (A Gift Shop)"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Chronological Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Offer and Justify Opinions</li> <li>Vocabulary</li> <li>Chronological Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Explain Events and Text Relationships</li> <li>Unpack the Text</li> <li>Context Clues and References</li> <li>Chronological Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Write a Literary Piece</li> <li>Chronological Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write a Literary Piece</li> <li>Reflect on Learning</li> </ul>

# Weekly Lessons for Language Workshop

## Overview of Lessons 32–38

Collection 6: Guided by a Cause					
	Connect	Collaborate	Interpret	Produce	Reflect
Lesson 32 Guided by a Cause	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Understand Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Understand Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Explain Text Relationships</li> <li>Unpack the Text</li> <li>Multiple-Meaning Words</li> <li>Understand Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Create a Proposal</li> <li>Understand Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Create a Proposal</li> <li>Reflect on Learning</li> </ul>
Lesson 33 Triangle Factory Fire selections	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Engage in Written Exchanges</li> <li>Vocabulary</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Main Ideas and Supporting Details</li> <li>Unpack the Text</li> <li>Roots</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Write a History</li> <li>Text Structure</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write a History</li> <li>Reflect on Learning</li> </ul>
Lesson 34 from <i>Uprising</i>	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Engage in Written Exchanges</li> <li>Vocabulary</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Express Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Shades of Meaning</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Oral Description</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Oral Description</li> <li>Reflect on Learning</li> </ul>
Lesson 35 "Craig Kielburger Reflects on..."	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Offer and Justify Opinions</li> <li>Vocabulary</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate Use of Language</li> <li>Unpack the Text</li> <li>Multiple-Meaning Words</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Write an Evaluation</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Write an Evaluation</li> <li>Reflect on Learning</li> </ul>
Lesson 36 "Pavement Chalk Art"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Engage in Written Exchanges</li> <li>Vocabulary</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Unpack the Text</li> <li>Suffixes</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Give an Oral Presentation</li> <li>Condense Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Give an Oral Presentation</li> <li>Reflect on Learning</li> </ul>
Lesson 37 "A Poem for My Librarian, Mrs. Long"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Exchange Information and Ideas</li> <li>Vocabulary</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Word Choice and Phrasing</li> <li>Unpack the Text</li> <li>Figurative Language</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Describe Someone Important</li> <li>Verbs and Verb Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Describe Someone Important</li> <li>Reflect on Learning</li> </ul>
Lesson 38 "Train Time"	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Text Comprehension</li> <li>Vocabulary</li> <li>Adverb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Offer and Justify Opinions</li> <li>Vocabulary</li> <li>Adverb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Express Inferences and Conclusions</li> <li>Unpack the Text</li> <li>Connotations and Denotations</li> <li>Adverb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Describe a Character</li> <li>Adverb Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Revisit Describe a Character</li> <li>Reflect on Learning</li> </ul>



# APPENDIX







# Scope and Sequence for English Language Arts

READING LITERATURE AND INFORMATIONAL TEXT			
	Grade 6	Grade 7	Grade 8
Alliteration	X	X	X
Allusion	X	X	X
Analogy	X	X	X
Anecdote	X	X	X
Antagonist	X	X	X
Application forms		X	
Argument	X	X	X
Assertions			
Assonance	X	X	X
Author's perspective	X	X	X
Author's purpose	X	X	X
Autobiography	X	X	X
Bias	X	X	X
Biography	X	X	X
Cause and effect	X	X	X
Character	X	X	X
Character interactions		X	
Character traits	X	X	X
Characterization	X	X	X
Chronological order	X	X	X
Claim	X	X	X
Climax	X	X	X
Coherence		X	
Comparing texts	X	X	X
Comparison and contrast	X	X	X
Conflict	X	X	X
Connotation	X	X	X
Consumer documents	X	X	X
Context clues	X	X	X
Couplet	X	X	X
Credibility	X	X	X
Denotation	X	X	X
Description	X	X	X
Dialect	X	X	X
Dialogue	X	X	X
Drama	X	X	X
Dramatic irony	X	X	X
Drawing conclusions	X	X	X
Emotional appeals	X	X	X

**READING LITERATURE AND INFORMATIONAL TEXT (continued)**

	Grade 6	Grade 7	Grade 8
End rhyme	X	X	X
Essay	X	X	X
Establishing writer's point of view	X	X	
Evaluating evidence	X	X	X
Evaluating historical accuracy			
Evidence	X	X	X
Exposition	X	X	X
Extended metaphor		X	X
External conflict	X	X	X
Fable	X	X	X
Fact	X	X	X
Fallacious reasoning	X	X	X
Fiction	X	X	X
Figurative language	X	X	X
First-person narrator		X	X
First-person point of view	X	X	X
Flashback	X	X	X
Folk tale/oral tradition	X	X	X
Foreshadowing	X	X	X
Formulating questions for research	X		X
Free verse		X	X
Generalizations	X	X	X
Graphic organizers	X	X	X
Graphics	X	X	X
Graphs	X	X	X
Haiku	X	X	
Historical context			
Historical fiction	X	X	X
Hyperbole		X	X
Iambic pentameter		X	X
Idiom	X	X	X
Imagery	X	X	X
Inferences	X	X	X
Informational nonfiction	X	X	
Informative texts	X	X	X
Internal conflict	X	X	X
Internal rhyme	X	X	X
Irony	X	X	X

# Scope and Sequence for English Language Arts

READING LITERATURE AND INFORMATIONAL TEXT (continued)			
	Grade 6	Grade 7	Grade 8
Judgments		X	
Legend	X	X	X
Literary criticism			X
Locate and evaluate Internet sources	X	X	X
Logic			X
Logical appeals		X	X
Logical order			
Lyric poetry	X	X	X
Main idea	X	X	X
Maps			
Memoir	X	X	X
Metaphor	X	X	X
Meter	X	X	X
Monitor reading	X		X
Mood	X	X	X
Motif			
Motivation	X	X	X
Myth	X	X	X
Narration	X	X	X
Narrative	X	X	X
Narrative poem	X	X	X
Narrator	X	X	X
Nonfiction elements	X	X	X
Note taking	X	X	
Objective writing		X	
Ode	X	X	X
Omniscient narrator	X	X	X
Omniscient point of view	X	X	
Onomatopoeia	X	X	X
Opinion	X	X	X
Outlining		X	
Paraphrasing	X	X	X
Persona		X	
Personification	X	X	X
Persuasion	X	X	X
Plot	X	X	X
Poetry	X	X	X
Point of view	X	X	X
Predictions	X	X	X
Previewing			
Primary sources	X	X	X
Prior knowledge	X	X	X

## READING LITERATURE AND INFORMATIONAL TEXT (continued)

	Grade 6	Grade 7	Grade 8
Propaganda	X	X	X
Proposition and support			
Protagonist	X	X	X
Public documents	X	X	X
Purpose of texts		X	
Questioning		X	
Reading for details	X	X	
Reading informational texts	X	X	X
Reading poetry	X	X	
Reading rate			
Refrain	X	X	
Repetition	X	X	X
Research	X	X	X
Resolution	X	X	X
Retelling			
Rhyme	X	X	X
Rhyme scheme	X	X	X
Rhythm	X	X	X
Satire			
Scene design		X	
Secondary sources	X	X	X
Sequential order	X	X	X
Setting	X	X	X
Short story	X	X	X
Simile	X	X	X
Situational irony	X		X
Slant rhyme			
Soliloquy		X	
Sonnet		X	X
Sound devices	X	X	X
Speaker	X	X	X
Speech	X	X	X
Stanza	X	X	X
Stereotyping	X	X	X
Style	X	X	X
Subjective writing			
Subplots			
Summarizing	X	X	X
Surprise ending		X	
Suspense	X	X	X
Symbol	X	X	X
Synthesizing information	X	X	X

# Scope and Sequence for English Language Arts

READING LITERATURE AND INFORMATIONAL TEXT (continued)			
	Grade 6	Grade 7	Grade 8
Tall tale	X	X	X
Text structures	X	X	X
Theme	X	X	X
Third-person-limited point of view	X	X	X
Title	X	X	X
Tone	X	X	X
Understatement		X	X
Universal themes	X	X	X
Unreliable narrator		X	X
Verbal irony	X		X
Visualizing	X	X	X
Workplace documents	X	X	X

WRITING			
	Grade 6	Grade 7	Grade 8
<b>Mode</b>			
Analysis (biography)		X	
Analysis (character)		X	X
Analysis (literary)	X	X	X
Analysis (nonfiction)			X
Analysis (poetry)		X	X
Argument	X	X	X
Autobiographical narrative		X	
Biographical narrative			
Business letter			
Comparison-contrast essay			X
Descriptive essay			
Editorial		X	X
Extended definition			
Informative essay	X	X	X
Letter	X		
Narrative		X	X
Narrative nonfiction	X	X	
Personal narrative	X	X	X
Persuasive essay	X	X	X
Play	X	X	
Poem		X	
Reflective essay		X	
Report	X	X	X
Research paper	X	X	X
Summary	X	X	X

<b>WRITING (continued)</b>			
	Grade 6	Grade 7	Grade 8
Technical documents			
<b>Process</b>			
Prewriting			
Identify audience	X	X	X
Identify purpose	X	X	X
Generate ideas or brainstorm	X	X	X
Gather details	X	X	X
Organize information	X	X	X
Draft thesis statement	X	X	X
State main idea		X	X
Include relevant support	X	X	X
Include elaboration		X	
Evaluate self-created writing	X	X	X
Revise for style		X	X
Proofread for grammar, usage, and mechanics		X	
Publish or present writing	X	X	X
Reflect on the writing experience	X	X	X

<b>SPEAKING AND LISTENING</b>			
	Grade 6	Grade 7	Grade 8
<b>Mode</b>			
Argument in speech	X	X	X
Debate an issue		X	
Informative presentation	X	X	
Multimedia presentation or campaign	X	X	X
Oral argument			
Oral discussion	X	X	X
Oral dramatic reading	X		
Oral interpretation of a poem			
Oral narrative			X
Oral problem-solution essay			
Oral recitation of literature		X	
Oral reflective essay		X	
Oral research report		X	
Oral response to literature	X	X	
Persuasive speech	X	X	
<b>Process</b>			
Analyze delivery		X	
Analyze electronic journalism		X	

# Scope and Sequence for English Language Arts

<b>SPEAKING AND LISTENING (continued)</b>			
	Grade 6	Grade 7	Grade 8
Analyze logic in arguments		X	X
Analyze organization		X	
Evaluate a documentary		X	X
Evaluate a drama			X
Evaluate a speech or debate	X	X	X
Evaluate an argument		X	X
Evaluate commercial, political, and social motives			X
Evaluate media		X	X
Evaluate self-created presentation	X	X	
Logical fallacies		X	X
Persuasive techniques	X	X	X
Plan and organize speech or presentation	X		X
Understand and identify propaganda techniques			X
Use rhetorical devices		X	X
Use verbal and nonverbal techniques		X	

<b>LANGUAGE</b>			
	Grade 6	Grade 7	Grade 8
Adjectives	X	X	X
Adverbs	X	X	X
Affixes	X	X	
Analogies	X	X	X
Anglo-Saxon roots and affixes		X	
Antonyms	X	X	X
Borrowed words	X		
Conjunctions		X	
Connotation	X	X	X
Context clues	X	X	X
Definition		X	
Denotation	X	X	X
Dialect	X	X	X
Diction		X	
Dictionary	X	X	X
Etymology	X	X	X
Figurative language	X	X	X
Foreign words used in English	X		X
Gerunds	X	X	X
Greek roots and affixes	X	X	X
History of English language			X
Homographs	X	X	



<b>LANGUAGE (continued)</b>			
	Grade 6	Grade 7	Grade 8
Homophones	X	X	X
Idiom	X	X	X
Indo-European roots			
Informal language		X	X
Latin roots and affixes	X	X	X
Metaphor	X	X	X
Multiple-meaning words	X	X	X
Personification	X	X	X
Phrases	X	X	X
Precise language		X	
Predicates	X	X	X
Prefixes	X	X	X
Pronouns	X	X	X
Punctuation	X	X	X
Puns	X		X
Restatement		X	
Root words	X	X	X
Sentence patterns	X	X	
Simile	X	X	X
Spelling	X	X	X
Subjects	X	X	X
Suffixes	X	X	X
Synonyms	X	X	X
Technical vocabulary	X	X	X
Thesaurus	X	X	X
Verbs	X	X	X
Word choice	X		X
Word derivations		X	
Word families	X		X
Word meanings			X
Word origins	X	X	X
Word relationships		X	X

# Scope and Sequence for English Language Development Language Workshop

## Grade-level Proficiency Key

**Em:** Emerging; just beginning to learn English

**Ex:** Expanding; developing stronger English

**Br:** Bridging; approaching English fluency

## Interact in Meaningful Ways

COLLABORATIVE											
Strand	Skill	Grade 6			Grade 7			Grade 8			
		Em	Ex	Br	Em	Ex	Br	Em	Ex	Br	
exchanging information and ideas	respond using gestures, words, and phrases	x			x			x			
	ask and answer <i>yes-no</i> questions	x			x			x			
	ask and answer <i>wh-</i> questions	x			x			x			
	follow turn-taking rules		x	x		x	x		x	x	
	ask relevant questions		x	x		x	x		x	x	
	affirm others		x	x		x	x		x	x	
	add relevant information		x	x		x	x		x	x	
	add relevant evidence			x			x			x	
	paraphrase key ideas		x	x		x	x		x	x	
	build on responses			x						x	
provide useful feedback			x			x			x		
interacting via written English	engage in written exchanges with peers	x	x	x	x	x	x	x	x	x	
	collaborate in joint composing projects	x	x	x	x	x	x	x	x	x	
	use technology where appropriate	x	x	x	x	x	x	x	x	x	
offering opinions	offer opinions and ideas using learned phrases	x	x	x	x	x	x	x	x	x	
	offer opinions and ideas using open responses	x	x	x	x	x	x	x	x	x	
	gain and/or hold the floor	x			x			x			
	ask for clarification	x			x			x			
	negotiate with others in conversations	x	x	x	x	x	x	x	x	x	
	use appropriate register			x			x			x	
	use indirect reported speech			x			x			x	
	provide counterarguments		x			x			x		
persuade others in conversation	x	x	x	x	x	x	x	x	x		
adapting language choices	recognize that language choices vary according to social setting	x			x			x			
	adjust language choices according to purpose, task, and audience	x	x	x	x	x	x	x	x	x	

## Interact in Meaningful Ways

INTERPRETIVE										
		Grade 6			Grade 7			Grade 8		
Strand	Skill	Em	Ex	Br	Em	Ex	Br	Em	Ex	Br
listening actively	ask and answer detailed questions to demonstrate active listening		x	x		x	x		x	x
	ask and answer basic questions to demonstrate active listening	x			x			x		
reading/viewing closely	explain ideas, phenomena, and text elements	x	x	x	x	x	x	x	x	x
	express inferences and conclusions, using verbs	x	x	x	x	x	x	x	x	x
	determine meaning of unknown words using knowledge of morphology, linguistic context, reference materials, and visual cues	x	x	x	x	x	x	x	x	x
evaluating language choices	explain how well a writer or speaker uses language to present ideas or support arguments with evidence	x	x	x	x	x	x	x	x	x
analyzing language choices	explain how phrasing or different words with similar meanings produce different effects on the audience	x	x	x	x	x	x	x	x	x
	explain how phrasing or different words with similar meanings produce shades of meaning		x			x			x	
	explain how phrasing or different words with similar meanings produce nuances			x			x			x

PRODUCTIVE										
		Grade 6			Grade 7			Grade 8		
Strand	Skill	Em	Ex	Br	Em	Ex	Br	Em	Ex	Br
presenting	plan and deliver oral presentations	x	x	x	x	x	x	x	x	x
	use details and evidence to support ideas		x	x		x	x		x	x
	use reasoning to support ideas			x			x			x
	use growing understanding of register			x			x			x
composing/writing	write literary texts collaboratively	x	x	x	x	x	x	x	x	x
	write informational texts collaboratively	x	x	x	x	x	x	x	x	x
	write literary texts independently	x	x	x	x	x	x	x	x	x
	write informational texts independently	x	x	x	x	x	x	x	x	x
	recount experiences	x	x	x	x	x	x	x	x	x
	paraphrase/summarize/retell texts	x	x	x	x	x	x	x	x	x
	write summaries using complete sentences and key words	x	x	x	x	x	x	x	x	x
	use appropriate text organization		x	x		x	x		x	x
	use growing understanding of register			x			x			x

# Scope and Sequence for English Language Development

## Language Workshop

### Interact in Meaningful Ways

PRODUCTIVE, <i>continued</i>										
Strand	Skill	Grade 6			Grade 7			Grade 8		
		Em	Ex	Br	Em	Ex	Br	Em	Ex	Br
supporting opinions	justify opinions or persuade others by providing textual evidence or relevant background knowledge	x	x	x	x	x	x	x	x	x
	use modal expressions to express attitude and opinions or to temper statements	x	x	x	x	x	x	x	x	x
	use phrasing to express ideas, attitude, and opinions or to temper statements			x						
	use general academic and domain-specific words to create shades of meaning		x	x		x	x		x	x
selecting language resources	use general academic and domain-specific words to create effect and precision	x	x	x	x	x	x	x	x	x
	use synonyms to create effect, shades of meaning, or precision	x	x	x	x	x	x	x	x	x
	use antonyms to create effect, shades of meaning, or precision	x	x	x	x	x	x	x	x	x
	use non-literal language to create effect, shades of meaning, or precision			x			x			x
	use knowledge of morphology to appropriately select affixes	x	x	x	x	x	x	x	x	x
	select affixes to manipulate language	x	x	x	x	x	x	x	x	x

## Learning About How English Works

STRUCTURING COHESIVE TEXTS										
Strand	Skill	Grade 6			Grade 7			Grade 8		
		Em	Ex	Br	Em	Ex	Br	Em	Ex	Br
understanding text structure	apply understanding of text organization to comprehend and compose texts	x	x	x	x	x	x	x	x	x
	apply understanding of how narratives are organized to comprehending and composing texts	x	x	x	x	x	x	x	x	x
	apply understanding of how arguments are organized to comprehending and composing texts	x	x	x	x	x	x	x	x	x
	apply understanding of how informational and explanatory texts are organized to comprehending and composing texts			x	x	x	x	x	x	x
understanding cohesion	apply understanding of links (ideas, events, reasons) within a text to comprehend and compose texts	x	x	x	x	x	x	x	x	x
	apply understanding of connecting / transitional words to comprehend and compose texts	x	x	x	x	x	x	x	x	x
	apply understanding of connecting phrases to comprehend and compose texts	x	x	x	x	x	x	x	x	x
	apply understanding of academic connecting and transitional words and phrases to comprehend and compose texts			x			x			x
	apply understanding of language resources that refer reader back or forward in a text to comprehend and compose texts	x	x	x				x		
	apply understanding of language resources for referring to comprehending and composing texts				x	x	x	x	x	x

EXPANDING AND ENRICHING IDEAS										
Strand	Skill	Grade 6			Grade 7			Grade 8		
		Em	Ex	Br	Em	Ex	Br	Em	Ex	Br
using verbs and verb phrases	use verbs and verb types in shared language activities	x	x	x	x	x	x	x	x	x
	use verb tenses to convey time	x	x	x	x	x	x	x	x	x
	recognize and use present tense	x	x	x	x	x	x	x	x	x
	recognize and use past tense	x	x	x	x	x	x	x	x	x
	recognize and use future tense	x	x	x	x	x	x	x	x	x
	use verbs in different aspects	x	x	x	x	x	x	x	x	x
	use verbs in different moods									x

# Scope and Sequence for English Language Development

## Language Workshop

### Learning About How English Works

EXPANDING AND ENRICHING IDEAS, <i>continued</i>										
Strand	Skill	Grade 6			Grade 7			Grade 8		
		Em	Ex	Br	Em	Ex	Br	Em	Ex	Br
using nouns and noun phrases	expand noun phrases to enrich meaning and add details	x	x	x	x	x	x	x	x	x
	recognize and use adjectives	x	x	x	x	x		x	x	
	recognize and use comparative and superlative adjectives		x	x						
	recognize and use prepositional and adjective phrases								x	
	recognize and use clause embedding		x	x		x	x			x
modifying to add details	expand sentences with prepositional phrases to provide detail	x	x	x	x	x	x	x	x	x
	expand sentences with adverbs to provide detail	x	x	x	x	x	x	x	x	x
	expand sentences with adverb phrases to provide detail	x	x	x	x	x	x	x	x	x
	expand sentences with adverb clauses to provide detail			x			x			x

CONNECTING AND CONDENSING IDEAS										
Strand	Skill	Grade 6			Grade 7			Grade 8		
		Em	Ex	Br	Em	Ex	Br	Em	Ex	Br
connecting ideas	create compound sentences using coordinate conjunctions to make connections and join ideas	x			x			x		
	create compound and complex sentences		x	x	x	x	x	x	x	x
	create compound-complex sentences						x			x
	combine clauses to express a reason		x	x		x	x		x	
	combine clauses to make a concession		x	x		x			x	
	combine clauses to link two ideas that happen at the same time			x						
	combine clauses to show the relationship between multiple events or ideas						x			x
	understand and use subordinate conjunctions					x	x		x	x
	combine clauses to evaluate an argument						x			x
condensing ideas	condense ideas by compounding verbs or adding prepositional phrases	x			x			x		
	condense ideas by embedding clauses		x	x		x	x		x	x
	condense ideas by using nominalization			x			x			x

## Word-Learning Strategies

Strand	Skill	Grade 6			Grade 7			Grade 8		
		Em	Ex	Br	Em	Ex	Br	Em	Ex	Br
building vocabulary	roots	x	x	x	x	x	x	x	x	x
	affixes	x	x	x	x	x	x	x	x	x
	context clues	x	x	x	x	x	x	x	x	x
	shades of meaning	x	x	x	x	x	x	x	x	x
	connotations and denotations	x	x	x	x	x	x	x	x	x
	antonyms	x	x	x	x	x	x	x	x	x
	synonyms	x	x	x	x	x	x	x	x	x
	multiple-meaning words	x	x	x	x	x	x	x	x	x
	figurative language	x	x	x	x	x	x	x	x	x
	use of references	x	x	x	x	x	x	x	x	x

# Scope and Sequence for English Language Development

## Language Workshop

### Student Products

Type	Skill	Grade 6			Grade 7			Grade 8		
		Em	Ex	Br	Em	Ex	Br	Em	Ex	Br
informational text	summary	x	x	x	x	x	x	x	x	x
	narrative description	x	x	x	x	x	x	x	x	x
	informational report	x	x	x	x	x	x	x	x	x
	analysis	x	x	x	x	x	x	x	x	x
	justification of opinion	x	x	x	x	x	x	x	x	x
	argument	x	x	x	x	x	x	x	x	x
	evaluation	x	x	x	x	x	x	x	x	x
literary text	recount of personal experience	x	x	x	x	x	x	x	x	x
	fictional narrative	x	x	x	x	x	x	x	x	x
	retelling a story	x	x	x	x	x	x	x	x	x
presentations	interpretive reading	x	x	x	x	x	x	x	x	x
	description	x	x	x	x	x	x	x	x	x
	informational report	x	x	x	x	x	x	x	x	x
	argument	x	x	x	x	x	x	x	x	x
	interview				x	x	x	x	x	x



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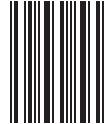
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