

**Engage NY- Taught with Houghton Mifflin Harcourt Collections © 2015
Grade 7**

Module Description/Skills	Collections Readings/Skills
<p><u>Module 1: Journeys and Survival</u> Focus: Reading Closely and Writing to Learn</p>	
<p>Module Description:</p>	
<p>Students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War.</p>	<p>Houghton Mifflin Harcourt’s <i>Collections</i> include close reading selections that share experiences of people who have survived personal trials. In Collection 6: Guided by a Cause, students consider what inspires people to take action to improve their world.</p> <p><i>SE: from Flesh & Blood So Cheap: The Triangle Fire and Its Legacy and from The Story of the Triangle Factory Fire: 265-273.</i> These History Writing selections are detailed accounts of what happened and the experiences of those who witnessed the fire.</p> <p><i>TE: Close Reader: Doris is Coming: 306b-306e.</i> This short story is about a young African American girl growing up in Louisville, KY in the 1960s.</p> <p><u>Common Core ELA Exemplar Resource:</u> Complements and deepens comprehension of the reading of selections within the main reading program.</p> <p><i>Narrative of the Life of Frederick Douglass an American Slave: 78-81.</i> This autobiography chronicles Douglass’s childhood, life as a slave, and escape to the North to gain freedom.</p>

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<p>They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay.</p>	<p><i>Collections TE: Close Reader: Labels and Illusions: 240e.</i> In short response, students summarize the central idea of this essay and use text evidence to support ideas in their writing.</p> <p>SE: Collection 2 Performance Task A: Write an Opinion Essay: 127-129. Students identify text evidence for support of their claim.</p> <p>Digital Collections/Lessons: Using Textual Evidence</p> <ul style="list-style-type: none"> . Synthesizing Information . Writing an Outline . Summarizing, Paraphrasing, and Quoting . Attribution <p><u>Common Core ELA Exemplar Resource:</u> Complements and deepens comprehension of the reading of selections within the main reading program.</p> <p><i>Preamble and First Amendment:</i> Performance Task: 93. Students write an analytical essay about the governmental structure of the U.S., and build proficiency in supporting their analysis with text evidence.</p>

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<p>They read <i>A Long Walk to Water</i>, analyzing the points of view of the central characters, Salva and Nya.</p>	<p>SE: <i>from Uprising</i>: 283-292. In this historical novel based on the real-life event of the Triangle Factory Fire, the author uses third-person limited point of view; students analyze point of view of the characters throughout the story.</p> <p><u>BoldPrint</u>, a leveled, magazine-style graphic novel offers high-impact and thought-provoking selections across a variety of content areas, genres, and interests; students learn and analyze reading comprehension strategies. Characters' point of view is emphasized in the following novels:</p> <ul style="list-style-type: none"> . Purple Level: <i>Video Game Rage</i> . Magenta Level: <i>Survivors</i> . Navy Level: <i>Me!</i> <p><u>Common Core ELA Exemplar Resource</u>: <i>Eleven</i>: Second Read, Analyze the Text: 34-37. Students learn to describe and analyze characters, and how the author develops characters and their points of view.</p>
<p>Students focus on one key theme: how individuals survive in challenging environments.</p>	<p>SE: <i>Rogue Wave</i>: 3-14. This adventure story advances the theme of survival in a marine disaster.</p> <p>SE: <i>from Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> and <i>from The Story of the Triangle Factory Fire</i>: 265-273. These History Writing selections are detailed accounts of survival in a challenging environment.</p> <p><u>BoldPrint</u>: The theme of survival in a challenging environment is evident in these graphic novels:</p> <ul style="list-style-type: none"> . Magenta Level: <i>Survival</i> . Navy Level: <i>Warriors; Women of Courage</i> <p><u>Common Core ELA Exemplar Resource</u>: <i>Little Women</i>: 2-5. Four sisters survive many challenges growing up during the 15 years during and after the Civil War.</p>

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<p>The novel is paired with complex informational texts on Sudan. Students then combine research about Sudan with quotes from the novel and craft a research-based two-voice poem.</p>	<p><i>Collections</i> research activities synthesize text evidence from the reading selection with primary and secondary sources, including quotes.</p> <p>SE: <i>Remarks at the Dedication of the Aerospace Medical Health Center</i>: Performance Task: 190. Students research a space mission and write a description of its purpose and outcome.</p> <p>SE: Collection 5 Performance Task: 259-261. Students research the proliferation of consumerism and how it has affected U.S. environment.</p> <p>Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> . Introduction . Starting Your Research . Types of Sources . Using the Library for Research . Conducting Field Research . Using the Internet for Research Using Textual Evidence <ul style="list-style-type: none"> . Synthesizing Information </p> <p><u>Common Core ELA Exemplar Resource:</u> At the end of the lesson, students complete a short writing assignment to demonstrate understanding of exemplar text. Students use text evidence from primary & secondary sources to support informative essay:</p> <p><i>Preamble and First Amendment</i>: Performance Task: 93</p>

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Unit Level Assessments:	
<p>Mid-Unit 1 Identifying Perspective and Using Evidence from A Long Walk to Water (Chapter 5) (RL.7.1 and RL.7.6) graphic organizer and selected response</p>	<p>Analyzing the Text and Performance Task at the end of selections assess students' ability to identify perspective and use text evidence. SE: <i>Craig Kielburger Reflects on Working Towards Peace</i>: 313. Students complete a chart to help figure out the author's perspective.</p> <p><u>Common Core ELA Exemplar Resource</u>: Performance Tasks at the end of each selection assess students' understanding of key concepts and lesson objectives.</p> <p><i>Letter on Thomas Jefferson</i>: 77. Students distinguish John Adam's point of view from Thomas Jefferson's perspective, and cite evidence to support their thoughts.</p>
<p>End of Unit 1 Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes (RI.7.1, W.7.4, and W.7.9b) selected response and short constructed response</p>	<p>SE: <i>from Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> and <i>from The Story of the Triangle Factory Fire: Analyze the Text</i>: 274. Students use text evidence to answer questions about the author's perspective towards the firefighters' efforts.</p> <p><u>Common Core ELA Exemplar Resource</u>: Performance Tasks at the end of each selection assess students' understanding of key concepts and lesson objectives.</p> <p><i>Geeks</i>: 141. Small groups discuss the author's perspective about geeks or the internet and how he conveys it in the text; they cite specific evidence that supports his point of view.</p>

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<p>Mid-Unit 2 Comparing “Water for Sudan” and A Long Walk to Water (RL.7.1, RL.7.9, RI.7.1) short constructed response and extended response</p>	<p><u>Common Core ELA Exemplar Resource</u>: Performance Tasks at the end of each selection assess students’ understanding of key concepts and lesson objectives.</p> <p><i>The Building of Manhattan</i>: 129. Students compare and contrast the information presented in different formats and perspectives in this text with ‘Manhattan on the Web’ to construct a holistic picture of the history of the city; they write a short essay using evidence from the two texts as support for their comparison.</p>
<p>End of Unit 2 Literary Analysis— Writing about the Theme of Survival (RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9a, L.7.1, L.7.2, and L.7.6) scaffolded essay</p>	<p><u>SE: from <i>Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> and <i>The Story of the Triangle Factory Fire</i></u>: Performance Task: 280. Students write to prepare an oral presentation about a current event that shares the theme of survival.</p> <p><u>BoldPrint</u>: Students have opportunity to write a short literary analysis, including the theme of survival in the Wrap-Up section of these novels:</p> <ul style="list-style-type: none"> . Magenta Level: <i>Survival</i> . Navy Level: <i>Warriors; Women of Courage</i> <p><u>Common Core ELA Exemplar Resource</u>: Performance Tasks at the end of each selection assess students’ understanding of key concepts and lesson objectives through literary analysis.</p> <p><i>Little Women</i>: 5. Students write about how the author presents and elaborates on the main themes of the story.</p> <p><i>The People Could Fly</i>: 29. Students discuss the selection and write expository text explaining how the author uses details and figurative language to reveal the theme of survival.</p>

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<p>Mid-Unit 3 Author’s Craft: Juxtaposition in A Long Walk to Water (RL.7.1, RL.7.2 and RL.7.6) selected response and short constructed response</p>	<p><i>Collections</i> Digital Tools for Close Reading: Annotation tools allow students to review central ideas and details about an author’s craft. SE: <i>Allied With Green</i>: Strategies for Annotation: 151, 155. Students analyze author’s craft (structure, language) in text. SE: <i>Uprising</i>: Strategies for Annotation: 303. Students locate instances of author’s craft (point of view) in text.</p> <p><u>Common Core ELA Exemplar Resource:</u> <i>The People Could Fly</i>: 29. Students discuss the selection and give a short constructed response explaining how the author uses details and figurative language to reveal the theme in survival story.</p>
<p>End of Unit 3 Using Strong Evidence (RI.7.1, RL.7.1, L.7.2 and W.7.9a and b) selected response and short constructed response</p>	<p><i>Collections</i> Analyze the Text: Students support all selected responses with text evidence. SE: <i>from Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> and <i>from The Story of the Triangle Factory Fire</i>: Analyze the Text: 274. Students use text evidence to answer questions about the author’s perspective.</p> <p><u>Common Core ELA Exemplar Resource:</u> Performance Tasks at the end of each selection assess students’ understanding of key concepts and lesson objectives. <i>Geeks</i>: 141. Small groups discuss the author’s perspective and cite specific evidence that supports his point of view.</p>

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<p><u>Module 2A: Working Conditions</u></p>	
<p>Focus: Working with Evidence</p>	
<p>Module Description:</p>	
<p>Students explore the issue of working conditions, historical and modern-day. They analyze how people, settings, and events interact in literary and informational texts.</p>	<p>Houghton Mifflin Harcourt’s <i>Collections</i> addresses the purposes and practicality of working with evidence to explore how people, setting, and events interact in literary and informational texts.</p> <p><i>Collections</i> Grade 7 selections offer insight about poor working conditions and the reforms resulting from tragedy.</p> <p>SE: <i>from Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> and <i>from The Story of the Triangle Factory Fire</i>: 265-274. In the aftermath of the tragedy, New York City established a bureau to inspect safety standards and made working conditions safer.</p> <p>SE: <i>from Uprising</i>: 283-302. The author contrasts the dirty, packed working conditions endured by the workers with the social amenities of the boss’s family.</p> <p>SE: <i>from It Takes a Child: Media Analysis</i>: 317-318. This documentary explores unjust child labor in some parts of the world.</p>
<p>Students first focus on Lyddie (about a girl who works in the Lowell mills); they write an argument essay about Lyddie’s choices around joining a protest over working conditions.</p>	<p><i>Digital Writing Collections/Writing Arguments</i>: interactive lessons help students develop the skills they need to develop a strong argument.</p> <p>Digital Collections/Lessons: Writing Arguments</p> <ul style="list-style-type: none"> . What Is a Claim? . Creating a Coherent Argument . Support: Reasons and Evidence . Building Effective Support . Concluding Your Argument

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<p>Then they read a speech by César Chávez (tracing how the sections of the text combine to build central claims) as they consider the role that workers, the government, and consumers play in improving working conditions.</p>	<p>SE: <i>Remarks at the Dedication of the Aerospace Medical Health Center</i>: 185-190. Students analyze the structure an author uses to organize a speech. TE: Close Reader: <i>from The Most Daring of [Our] Leaders</i>: 282b-282g. These two speeches address the many reforms and changes that have occurred in recent U.S. history. TE: Extend and Reteach: 192a. Reading speeches and tracing arguments.</p> <p>Digital Collections/Lessons Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> . Analyzing a Presentation . Tracing a Speaker’s Argument <p><u>Common Core ELA Exemplar Resource</u>: Complements and deepens comprehension of a speech, its claim and structure. <i>Blood, Toil, Tears, and Sweat</i>: 82-83. Students trace the line of an argument in this call-to-arms speech by Winston Churchill.</p>
<p>Finally, a short research project explores how businesses can affect working conditions.</p>	<p><i>Collections</i> research activities synthesize text evidence from the reading selection with primary and secondary sources. SE: <i>The Story of the Triangle Factory Fire</i>: Performance Task: 280. Students use several sources to research and prepare a talk about a current event and how it compares to the Triangle Factory Fire. SE: Collection 5 Performance Task: 259-261. Students research the proliferation of consumerism and how it has affected U.S. environment. TE: Extend & Reteach: 282a. Using Primary and Secondary Sources.</p> <p>Digital Collections/Lessons: Conducting Research</p> <ul style="list-style-type: none"> . Introduction . Starting Your Research . Types of Sources . Using the Library for Research . Conducting Field Research . Using the Internet for Research

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	<p><u>Common Core ELA Exemplar Resource:</u> At the end of the lesson, students complete a short research assignment to demonstrate understanding of exemplar text. Students use text evidence from primary & secondary sources to support a written informative essay: <i>Preamble and First Amendment</i>: Performance Task: 93</p>
<p>As a final performance task, students create a guide to working conditions in the garment industry.</p>	<p>Students prepare an oral presentation about working conditions in a business compared to the conditions in the Triangle Factory; extension opportunity exists for students to create a guide to working conditions in the garment industry. SE: <i>The Story of the Triangle Factory Fire</i>: Performance Task: 280. Students research a current event comparable to the Triangle Factory Fire event.</p>
Unit Level Assessments:	
<p>Mid-Unit 1 How Working Conditions Affected Lyddie (RL.7.1 and RL.7.3) selected response and short constructed response</p>	<p>SE: <i>from Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> and <i>from The Story of the Triangle Factory Fire: Analyze the Text</i>: 274. In the aftermath of the tragedy, New York City established a bureau to inspect safety standards and made working conditions safer. Performance Task: 280.</p>

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<p>End of Unit 1 Argument Essay about Lyddie (RL.7.1, RL.7.3, W.7.1, W.7.9, W.7.9a; W.7.5, L.7.1, and L.7.2) scaffolded essay</p>	<p><i>Collections</i> writing assignments create opportunities for all students to respond analytically to selections. Scaffolding is evident in Collections Performance Tasks: Collection 2 Performance Task A: Write an Opinion Essay: 127-129. Students form an opinion, state their argument, and write an essay.</p> <p><i>Digital Writing Collections/Writing Arguments</i>: interactive lessons help students develop the skills they need to develop a strong argument.</p> <p>Digital Collections/Lessons: Writing Arguments</p> <ul style="list-style-type: none"> . What Is a Claim? . Creating a Coherent Argument . Support: Reasons and Evidence . Building Effective Support . Concluding Your Argument <p>Assessment: Write an Argument</p>
<p>Mid-Unit 2 How Chávez Develops His Claims in the Commonwealth Club Address (RI.7.1, RI.7.2, RI.7.3, RI.7.5) selected response</p>	<p>In Analyze the Text sections at the end of selections, students review and are questioned about text. SE: <i>Remarks at the Dedication of the Aerospace Medical Health Center</i>: 190. With selected response, students analyze Kennedy’s speech and how he develops his claims.</p> <p><u>Common Core ELA Exemplar Resource</u>: Complements and deepens comprehension of a speech, its claim and structure. <i>Blood, Toil, Tears, and Sweat</i>: 83. In selected response, small groups discuss the claims Churchill makes in his speech and trace his lines of argument.</p>

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<p>End of Unit 2 Analyzing the Structure of Chávez’s “Wrath of Grapes” Speech (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) selected response and short constructed response</p>	<p>In Analyze the Text sections at the end of selections, students review and are questioned about the structure and other elements of a speech. SE: <i>Remarks at the Dedication of the Aerospace Medical Health Center</i>: 190. Students analyze the structure an author uses to organize a speech. TE: Close Reader: <i>from The Most Daring of [Our] Leaders</i> and <i>Speech from the Democratic National Convention</i>: 282g. Students review the similarities and differences in structure of these two speeches.</p> <p>Digital Collections/Lessons Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> . Introduction . Analyzing a Presentation . Identifying a Speaker’s Claim . Tracing a Speaker’s Argument <p><u>Common Core ELA Exemplar Resource</u>: Complements and deepens comprehension of a speech, its claim and structure. <i>Blood, Toil, Tears, and Sweat</i>: 82-83. Students trace the line of an argument in this call-to-arms speech by Winston Churchill.</p>

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<p>Mid-Unit 3 Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and W.7.8) on-demand use of a source for research</p>	<p>Performance Task writing with research assignments lead students with on-demand use of a source for research.</p> <p>SE: Collection 5 Performance Task: 259-261. Students gather relevant information from specified text.</p> <p>SE: Collection 6 Performance Task A: 337-339. Students gather relevant information in selections relating to the topic of social issues and reform.</p> <p>Digital Collections/Lessons:</p> <p>Conducting Research</p> <ul style="list-style-type: none"> . Introduction . Starting Your Research . Types of Sources . Using the Library for Research . Conducting Field Research . Using the Internet for Research <p>Using Textual Evidence</p> <ul style="list-style-type: none"> . Synthesizing Information <p><u>Common Core ELA Exemplar Resource:</u></p> <p><i>Preamble and First Amendment</i>: Performance Task: 93. Students use primary and secondary sources to support their analysis.</p>

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<p>End of Unit 3 Writing a Research Synthesis (W.7.7 and W.7.8) extended response</p>	<p><i>Collections</i> research activities synthesize text evidence from the reading selection with primary and secondary sources SE: Collection 5 Performance Task: 259-261. Students gather relevant information from specified text in an extended response. SE: Collection 6 Performance Task A: 337-339. Students gather relevant information in selections relating to the topic of social issues and reform.</p> <p>Digital Collections/Lessons: Conducting Research</p> <ul style="list-style-type: none"> . Introduction . Starting Your Research . Types of Sources . Using the Library for Research . Conducting Field Research . Using the Internet for Research <p>Using Textual Evidence</p> <ul style="list-style-type: none"> . Synthesizing Information <p><u>Common Core ELA Exemplar Resource:</u> At the end of the lesson, students complete a short writing assignment to demonstrate understanding of exemplar text. Students use text evidence from primary & secondary sources to support informative essay: <i>Preamble and First Amendment</i>: Performance Task: 93</p>

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<p>Module 2B: Identify and Transformation: Then and Now Focus: Working with Evidence (Drama)</p>	
<p>Module Description:</p>	
<p>Students explore the concept of personal identity formation and transformation in both historical and modern-day societies. They read first-person narratives that focus on various social identifiers—from race to gender to socioeconomic status.</p>	<p>Houghton Mifflin Harcourt’s <i>Collections</i> addresses formation and transformation of identities in teenagers and various cultural groups.</p> <p>Grade 7 reading selections include a variety of narratives focusing on social identifiers:</p> <p>SE: <i>Your World</i>: 213. During the Harlem Renaissance, writers like the poet Georgia Douglas Johnson wrote to establish a proud cultural identity.</p> <p>TE: Close Reader: <i>Heartbeat</i>: 70c-70e. This short story is a humorous account of a Korean-American teenager’s attempt to fit in at a suburban American high school. He finally comes to an understanding that he was silly to try to change who he is and wants people to like him the way he is.</p> <p><u>BoldPrint</u>, a leveled, magazine-style graphic novel offers some insight into personal identity.</p> <p>. Navy Level: <i>Me!</i></p> <p><u>Common Core ELA Exemplar Resource</u>: Reading of certain selections deepens understanding of personal identity formation and transformation.</p> <p><i>Dragonwings</i>: 18-21. Although born and raised in California, Lawrence Yep wrote many of his books about being an outsider.</p> <p><i>The People Could Fly</i>: 26-29. A group of people from Africa lost their wings when forced into slavery; a cultural identity was transformed through the telling of this traditional African-American folktale.</p> <p><i>Eleven</i>: 34-35. Many of this author’s works focus on the experience of being a Latina woman in the United States.</p>

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<p>They also read informational text in order to frame their understanding of what identity means.</p>	<p>TE: Close Reader: <i>Teenagers and New Technology</i>: 232c-232f. This magazine article focuses on the effects of obsession with new technology on teens today and their personal identity formation.</p> <p><u>Common Core ELA Exemplar Resource:</u> <i>Letter on Thomas Jefferson</i>: 76-77. Thomas Jefferson’s point of view identifies the type of person he is, compared to John Adams. <i>Narrative of the Life of Frederick Douglass</i>: 78-81. In this first-person narrative (autobiography), students gain an understanding of what personal identity means.</p>
<p>Students closely read <i>Pygmalion</i> and further explore the identity transformation of the play’s main character, Eliza Doolittle.</p>	<p>SE: <i>Sorry, Wrong Number</i>: 111-124. In this drama, students explore the identity transformation of Mrs. Stephenson as self-perceived invalid to active victim of a murder plot.</p>
<p>To conclude the module students analyze the impact of gender roles and stereotypes in personal identity development as influenced by the media and advertising in order to create a “counter ad” that does not rely on gender-specific stereotypes.</p>	<p>SE: <i>from Uprising</i>: 283-292. Students discuss the role of women in America in the early 1900s, and the impact it might have had on media coverage of the Triangle Factory Fire.</p>

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Unit Level Assessments:	
<p>Mid-Unit 1 Evidence, Ideas, and Interactions: “Why Couldn’t Snow White Be Chinese?” (RI.7.1, RI.7.2, and RI.7.3) short constructed response</p>	<p>Houghton Mifflin Harcourt’s <i>Collections</i> tests students’ ability to use text evidence, ideas, and interactions to form short constructed response to questions about the text.</p> <p>SE: <i>Your World: Analyze the Text</i>: 214. During the Harlem Renaissance, writers like the poet Georgia Douglas Johnson wrote to establish a proud cultural identity.</p> <p>TE: Close Reader: <i>Heartbeat</i>: Short Response: 70f. Students discuss and write a summary of the plot of this short story using text evidence for support.</p> <p><u>Common Core ELA Exemplar Resource</u>: Performance Tasks assess students’ level of understanding of use of evidence, ideas, and interactions in text.</p> <p><i>Dragonwings</i>: 21. Although born and raised in California, Lawrence Yep wrote many of his books about being an outsider.</p> <p><i>Eleven</i>: 37. Many of this author’s works focus on the experience of being a Latina woman in the United States.</p>
<p>End of Unit 1 Claims, Interactions and Text Structure: “Is Money Affecting Your Social Status?” (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) short constructed response</p>	<p>SE: <i>Ship of Fools: Analyzing the Media</i>: 27. Students analyze claims, interactions, and text structure with short constructed responses in this editorial.</p>
<p>Mid-Unit 2 Using Evidence, Theme, and Inference to Analyze an Unseen Passage in <i>Pygmalion</i> (RL.7.1, RI.7.3, and L.7.4.) selected response and short constructed response</p>	<p>SE: <i>Sorry, Wrong Number: Analyzing the Text</i>: 126. Students review inferences about character and theme, and support their responses with text evidence.</p>

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<p>End of Unit 2 Argumentative Essay: Eliza’s Changes (RL.7.1, RL.7.3, W.7.1, W.7.4, W.7.9, L.7.1, L.7.2, and W.7.5.) scaffolded essay</p>	<p>SE: Collection 2 Performance Task A: Write an Opinion Essay: 130. Students look at scaffolded rubric chart and identify how they did on the performance task in each category.</p> <p><i>Digital Writing Collections/Writing Arguments:</i> Interactive lessons help students develop the skills they need to develop a strong argument.</p> <p>Digital Collections/Lessons: Writing Arguments</p> <ul style="list-style-type: none"> . What Is a Claim? . Creating a Coherent Argument . Support: Reasons and Evidence . Building Effective Support . Concluding Your Argument
<p>Mid-Unit 3 Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and touches on W.7.8) on-demand research</p>	<p>Performance Task writing with research assignments lead students with on-demand use of a source for research.</p> <p>SE: Collection 5 Performance Task: 259-261. Students gather relevant information from specified text.</p> <p>SE: Collection 6 Performance Task A: 337-339. Students gather relevant information in selections relating to the topic of social issues and reform.</p> <p>Digital Collections/Lessons: Conducting Research</p> <ul style="list-style-type: none"> . Introduction . Starting Your Research . Types of Sources . Using the Library for Research . Conducting Field Research . Using the Internet for Research <p>Using Textual Evidence</p> <ul style="list-style-type: none"> . Synthesizing Information <p><u>Common Core ELA Exemplar Resource:</u> <i>Preamble and First Amendment:</i> Performance Task: 93. Students use primary and secondary sources to support their analysis.</p>

Module Description/Skills	Collections Readings/Skills
<p>End of Unit 3 Writing a Research Synthesis (W.7.7 and W.7.8) extended responses</p>	<p><i>Collections</i> research activities synthesize text evidence from the reading selection with primary and secondary sources SE: Collection 5 Performance Task: 259-261. Students gather relevant information from specified text in an extended response. SE: Collection 6 Performance Task A: 337-339. Students gather relevant information in selections relating to the topic of social issues and reform.</p> <p>Digital Collections/Lessons: Conducting Research</p> <ul style="list-style-type: none"> . Introduction . Starting Your Research . Types of Sources . Using the Library for Research . Conducting Field Research . Using the Internet for Research <p>Using Textual Evidence</p> <ul style="list-style-type: none"> . Synthesizing Information <p><u>Common Core ELA Exemplar Resource:</u> At the end of the lesson, students complete a short writing assignment to demonstrate understanding of exemplar text. Students use text evidence from primary & secondary sources to support informative essay: <i>Preamble and First Amendment</i>: Performance Task: 93</p>

Module Description/Skills	Collections Readings/Skills
<p>Module 3A: Slavery: The People Could Fly Focus: Understanding Perspectives</p>	
<p>Module Description:</p>	
<p>This module focuses on the autobiography of Frederick Douglass, with specific attention to understanding how he uses language in powerful ways and how he tells his story in order to serve his purpose of working to abolish slavery. Students begin by building background knowledge about Douglass and his historical context.</p>	<p>Houghton Mifflin Harcourt’s <i>Collections</i> addresses the purposes and elements of autobiographies and understanding of the author’s powerful use of language.</p> <p>SE: <i>The People Could Fly</i>: 63-69. Folk tale from the days of African-American slavery; Analyzing the Text assesses students’ ability to recognize figurative comparisons and dialect.</p> <p>TE: Analyze Story Elements: Folk Tale: 70a. Students review elements of a folk tale and discussing its connection to <i>The People Could Fly</i>.</p> <p><u>Common Core ELA Exemplar Resource</u>: Complements and deepens comprehension of the reading of selections in the main reading program, i.e. <i>The People Could Fly</i>.</p> <p><i>Narrative of the Life of Frederick Douglass, an American Slave</i>: 78-81. In this autobiography, Douglass tells the story of his life as a slave, how he gained his freedom, and how he worked to abolish slavery.</p>
<p>They then read closely key excerpts from his Narrative, focusing on his message as well as the author’s craft</p>	<p><u>Common Core ELA Exemplar Resource</u>: Complements and deepens comprehension with close reading of key excerpts from <i>Narrative of the Life of Frederick Douglass, an American Slave</i>: 78-81. Douglass used details to fully describe what the American slave system was like.</p>

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<p>Finally, they select one episode from the Narrative and rewrite it as a children’s story, using Frederick Douglass: The Last Day of Slavery as a mentor text.</p>	<p><i>Digital Writing Collections/Writing Narratives</i>: interactive lessons help students develop the skills to turn any kind of story – real, original, or retold – into a compelling narrative all their own.</p> <p>Digital Collections/Lessons: Writing Narratives</p> <ul style="list-style-type: none"> . Narrative Context . Point of View and Characters . Narrative Structure . Narrative Techniques . The Language of Narrative
<p>Unit Level Assessments:</p>	
<p>Mid-Unit 1 Frederick Douglass: Analyzing Informational Texts (RI.7.1) short constructed response</p>	<p>Analyze the Text assesses students’ comprehension of informational text: SE: <i>Craig Kielburger Reflects on Working Towards Peace</i>: 314. Students identify and analyze elements of this personal essay in short constructed response.</p> <p>TE: Close Reader: <i>from The Most Daring of [Our] Leaders and Speech from the Democratic National Convention</i>: Short Response: 282g. Students review and analyze the similarities and differences in structure of these two speeches.</p> <p><u>Common Core ELA Exemplar Resource</u>: Performance Tasks: Complements and deepens comprehension of the reading of informational text. <i>Narrative of the Life of Frederick Douglass, an American Slave</i>: 81. In discussion and in written response, students summarize and analyze Douglass’s autobiography.</p>

Module Description/Skills	Collections Readings/Skills
<p>End of Unit 1 Reading Poetry: Analyzing Structure and Language in “We Wear the Mask”: (RL.7.4, RL.7.5, and L.7.5a) selected response and short constructed response</p>	<p>Grade 7 <i>Collections</i> offers several poem selections that teach about poetic structure and language throughout; Analyze the Text at the end assesses students’ ability to read poetry and analyze its structure and the author’s use of language.</p> <p>SE: <i>Icarus’s Flight</i>: 39-42. Students analyze the effect of extending a sentence into the next line or stanza; they also identify alliterative words in the poem.</p> <p>SE: <i>Ode to Enchanted Light</i> and <i>Sleeping in the Forest</i>: 169-174. Students analyze a poem’s form and how it contributes to its meaning.</p> <p>TE: Close Reader: Poems About Nature: 174b-174</p> <p><u>Common Core ELA Exemplar Resource</u>: Performance Tasks: assesses students’ comprehension of the several poems in which structure and language is examined.</p> <p><i>Paul Revere’s Ride</i>: 51. Students analyze structural elements of this narrative poem.</p> <p><i>O Captain! My Captain!</i> 53. Students identify & discuss Whitman’s use of allusion, analogy, and word choice.</p> <p><i>Twelfth Song of the Thunder</i>: 57. Students identify the structure of poetry in this traditional Navajo chant.</p> <p><i>The Road Not Taken</i>: 63. Students analyze how the poem’s rhythm and meter are structured, and explore the theme of this poem.</p>
<p>Mid-Unit 2 Analyzing Stories: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass’s Narrative (Part 1: RL.7.1, RL.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4, L.7.4a, L.7.4b, L.7.5b, c) selected response and short constructed response</p>	<p>SE: <i>The People Could Fly</i>: 69. Students review that folk tales are stories passed down by word of mouth generation after generation.</p> <p>TE: Analyze Story Elements: Folk Tale: 70a. Students review elements of a folk tale and discuss its connection to <i>The People Could Fly</i>.</p> <p><u>Common Core ELA Exemplar Resource</u>: Complements and deepens comprehension of the reading of selections in the main reading program, i.e. <i>The People Could Fly</i>.</p> <p><i>Narrative of the Life of Frederick Douglass, an American Slave</i>: 78-81. Douglass used details to fully describe what the American slave system was like.</p>

Module Description/Skills	Collections Readings/Skills
<p>End of Unit 2 Essay: Analyzing Douglass’s Purpose in Narrative of the Life of Frederick Douglass (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, and RI.7.6) on-demand essay</p>	<p><u>Common Core ELA Exemplar Resource</u>: Complements and deepens comprehension with close reading of key excerpts from <i>Narrative of the Life of Frederick Douglass, an American Slave: 78-81</i>. Douglass wanted to fully describe what the American slave system was like, and he used details to accomplish his purpose.</p>
<p>Mid-Unit 3 Syntax and Storytellers’ Seminar. Part 1: Writer’s Roundtable (SL.7.1b, c, d) Part 2: Sentence Structure Quiz (L.7.1a, b, c, and L.7.2a);</p>	<p>Collaborative discussion is conversation with a purpose. <i>Digital Collections/Lessons</i> for collaborative discussions will help the student become a more effective communicator in Writer’s Roundtable discussions.</p> <p>Digital Collections/Lessons: Participating in Collaborative Discussions</p> <ul style="list-style-type: none"> . Establishing and Following Procedure . Speaking Constructively . Listening and Responding . Wrapping Up Your Discussion <p>In Grade 7 <i>Collections</i>, Language Conventions pages teach and review the building blocks of sentences, i.e. sentence structure, use of subordinate clauses, adverb and adjective clauses, prepositional phrases, verbal and participial phrases, and noun clauses. SE: 18, 52, 88, 168, 200, 212, 240, 306, 326</p>
<p>End of Unit 3 Second Draft of Children’s Book (W.7.3, W.7.9, and W.7.11) scaffolded narrative</p>	<p><i>Digital Writing Collections/Writing as a Process</i>: Interactive lessons help students learn the steps in the writing process, from planning and drafting to trying a new approach, writing a final draft, and publishing.</p> <p>Writing as a Process</p> <ul style="list-style-type: none"> . Introduction . Planning and Drafting . Revising and Editing . Trying a New Approach <p>Additional Collection Resources: Rubric. Scaffolding for level of achievement; Assessment: Apply the Writing Process</p>

Module Description/Skills	Collections Readings/Skills
<p>Module 4A: This is Your Brain – Plugged In! Focus: Understanding Perspectives</p>	
<p>Module Description</p>	
<p><i>not yet determined</i></p>	<p>Houghton Mifflin Harcourt <i>Collections</i> explores various perspectives in and across texts of all genres. SE: <i>from Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> and <i>from The Story of the Triangle Factory Fire</i>: 265-273. Students explore the author’s perspective in each of these accounts. SE: <i>Craig Kielburger Reflects on Working Towards Peace</i>: 308-313. Students will be able to identify and analyze elements of this personal essay and determine an author’s point of view. TE: Extend & Research: 282a - Review of perspective.</p> <p><u>Common Core ELA Exemplar Resource:</u> <i>Travels With Charley</i>: 88-91. Students determine the author’s point of view about his experiences traveling across America. <i>A Short Walk Around the Pyramids and Through the World of Art</i>: 98-101. Students determine the author’s perspective about tribal art. <i>Geeks</i>: 138-141. The author gives his point of view about opportunities for white, working-class kids.</p>

Module Description/Skills	Collections Readings/Skills
Unit-Level Assessments (NYSP12 ELA CCLS)	
<i>not yet determined</i>	<p>Analyzing the Text and Performance Task at the end of selections assess students' ability to understand perspective.</p> <p>SE: <i>from Flesh & Blood So Cheap: The Triangle Fire and Its Legacy</i> and <i>from The Story of the Triangle Factory Fire: Analyze the Text: 274.</i> Students use text evidence to answer questions about the author's perspective towards the firefighters' efforts..</p> <p>SE: <i>Craig Kielburger Reflects on Working Towards Peace: 308-313.</i> Students will be able to identify and analyze elements of this personal essay and determine an author's point of view.</p> <p>TE: Extend & Research: 282a - Review of perspective.</p> <p><u>Common Core ELA Exemplar Resource:</u> Performance Tasks at the end of each selection assess students' understanding of key concepts and lesson objectives.</p> <p><i>Travels With Charley: 88-91.</i> Students determine the author's point of view about his experiences traveling across America.</p> <p><i>A Short Walk Around the Pyramids and Through the World of Art: 101.</i> Students explain the author's perspective about tribal art and how he develops it.</p> <p><i>Geeks: 141.</i> Small groups discuss the author's perspective about geeks or the internet and how he conveys it in the text; they cite specific evidence that supports his point of view.</p>

Module Description/Skills	Collections Readings/Skills
<p>Module 4B: Water Is Life Focus: Reading and Research</p>	
<p>Module Description:</p>	
<p>Students explore water sustainability, fresh water management. They read “Water is Life” and excerpts from <i>The Big Thirst</i> to build background knowledge about water sustainability and water management.</p>	<p>Houghton Mifflin Harcourt’s <i>Collections</i>, especially Collection 3: Nature at Work, offers reading selections concerning natural resource sustainability.</p> <p>SE: <i>Big Rocks’ Balancing Acts</i>: 157-166. This essay explores the natural effects of water on formation of rocks.</p> <p>SE: <i>Why Exploring the Ocean is Mankind’s Next Giant Leap</i>: 193-196. Philippe Cousteau shares his grandfather’s passion for ocean conservation, and reports regularly on environmental and humanitarian stories from around the world.</p> <p>TE: Close Reader: <i>Stinging Tentacles Offer Hint of Oceans’ Decline</i>: 212b-212g. Close reading of this newspaper article leads students to understand the article’s central ideas about pollution management of our oceans, which are key to the planet’s climate system.</p> <p><u>BoldPrint</u>, a leveled, magazine-style graphic novel offers high-impact and thought-provoking selections across a variety of content areas, genres, and interests. The following novel addresses life in ocean environments:</p> <ul style="list-style-type: none"> • Magenta Level: <i>Undersea World</i> <p><u>Common Core ELA Exemplar Resource</u>: Complements and deepens comprehension of the reading of scientific reading selections.</p> <p><i>The Building of Manhattan</i>: 126-129. Informational text describes the building of Manhattan from the ground up, including construction of Croton Reservoir and Aqueduct to bring clean water to the city.</p>

Module Description/Skills	Collections Readings/Skills
<p>Then they engage in a robust research project to investigate the agricultural and industrial water management and use an evidence-based decision-making process to take a position.</p>	<p>Performance Tasks at the end of the reading selection offer opportunity for research: SE: <i>Big Rocks’ Balancing Acts</i>: 157-166. Students research a geology project for oral presentation. SE: <i>Why Exploring the Ocean is Mankind’s Next Giant Leap</i>: Performance Task: 198. Students research the Mariana Trench and investigate the potential for benefits in exploring the region.</p> <p>Digital Collections/Lessons: Conducting Research</p> <ul style="list-style-type: none"> . Introduction . Starting Your Research . Types of Sources . Using the Library for Research . Conducting Field Research . Using the Internet for Research <p><u>Common Core ELA Exemplar Resource</u>: Performance Tasks at the end of the reading selection offer opportunity for research: <i>The Building of Manhattan</i>: 129. Students analyze information presented in two different sources to construct a holistic picture of the city.</p>

Module Description/Skills	Collections Readings/Skills
<p>Finally, they write a position paper addressing the question: Which category of water management, agricultural or industrial, would be a good place to begin to improve our use of fresh water?</p>	<p>Performance Tasks at the end of the reading selection offer opportunity for students to take a position about environmental issues. TE: Close Reader: <i>Is Space Exploration Worth the Cost?</i>: Short Response: 192e. Students write to explain their position on whether or not space exploration could improve weather forecasting on earth. SE: <i>Why Exploring the Ocean is Mankind's Next Giant Leap</i>: Performance Task: 198. Students debate the potential for benefits in exploring the region.</p> <p>Digital Collections/Lessons: Writing Arguments</p> <ul style="list-style-type: none"> . What Is a Claim? . Creating a Coherent Argument . Support: Reasons and Evidence . Building Effective Support . Formal Style . Concluding Your Argument
<p>Unit Level Assessments:</p>	
<p>Mid-Unit 1 “The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details (SL.7.2) selected response and short constructed response</p>	<p>Listening and Speaking features allow students to listen for main ideas and supporting details. SE: <i>Was Abby Too Young to Sail?</i>: Analyzing the Media: 30. Students listen and use a chart to list main ideas from each of the media selections. Short responses are supported by text evidence. Collection 2 Performance Task A: 129. Students listen to each other’s essays and take turns asking and answering questions.</p> <p>Digital Collections/Lessons: Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> . Introduction . Analyzing a Presentation . Identifying a Speaker’s Claim . Tracing a Speaker’s Argument

Module Description/Skills	Collections Readings/Skills
<p>End of Unit 1 We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video (RI.7.8 and SL.7.3) selected response and short constructed response</p>	<p>SE: <i>Ship of Fools</i>: Trace and Evaluate an Argument: 27. Students discuss whether the editorial made a convincing argument, and cite evidence supporting the author’s claim.</p> <p>SE: <i>Remarks at the Dedication of the Aerospace Medical Health Center</i>: Trace and Evaluate an Argument: 189; Analyzing the Text: 190</p> <p>TE: Extend & Reteach: Trace and Evaluate an Argument: 192a</p> <p>Digital Collections/Lessons: Analyzing and Evaluating Presentations</p> <ul style="list-style-type: none"> . Introduction . Analyzing a Presentation . Identifying a Speaker’s Claim . Tracing a Speaker’s Argument
<p>Mid-Unit 2 Simulated Research Task: Water Management Strategies (RI.7.9, W.7.7, W.7.8, L.7.4c, L.7.4d) selected response and short constructed response</p>	<p>Performance Tasks assess students’ ability to research.</p> <p>SE: <i>Big Rocks’ Balancing Acts</i>: 166. Students research a geology project for oral presentation.</p> <p>SE: <i>Why Exploring the Ocean is Mankind’s Next Giant Leap</i>: Performance Task: 198. Students research the Mariana Trench and informally debate the issue.</p> <p>Digital Collections/Lessons: Conducting Research</p> <ul style="list-style-type: none"> . Introduction . Starting Your Research . Types of Sources . Using the Library for Research . Conducting Field Research . Using the Internet for Research <p><u>Common Core ELA Exemplar Resource</u>: Performance Tasks at the end of the reading selection offer opportunity for research: <i>The Building of Manhattan</i>: 129. Students analyze information presented in two different sources to construct a holistic picture of the city.</p>

Module Description/Skills	Collections Readings/Skills
<p>End of Unit 2 Making a Claim about Water Management (Part I: SL.7.1, SL.7.1a, SL.7.1e; Part II: SL.7.2a, SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9 and RI.7.9a) discussion and oral presentation</p>	<p>Performance Tasks at the end of the reading selection offer opportunity for students to take a position about environmental issues. SE: <i>Why Exploring the Ocean is Mankind's Next Giant Leap</i>: Performance Task: 198. Students debate the potential for benefits in exploring the region.</p>
<p>Mid-Unit 3 First Draft of Position Paper (RI.7.1, W.7.1a, b, e, and W.7.4) scaffolded essay</p>	<p>Collection 2 Performance Task A: Write an Opinion Essay: 127-128. Students form an opinion, gather information, organize their ideas, and write the first draft of an opinion essay.</p> <p>Digital Collections/Lessons: Writing Arguments</p> <ul style="list-style-type: none"> . What Is a Claim? . Creating a Coherent Argument . Support: Reasons and Evidence . Building Effective Support . Formal Style . Concluding Your Argument <p>Writing as a Process</p> <ul style="list-style-type: none"> . Introduction . Planning and Drafting

Module Description/Skills	Collections Readings/Skills
<p>End of Unit 3 Final Draft of Position Paper and Reflection on the Writing Process (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6) scaffolded essay and written reflection</p>	<p>Collection 2 Performance Task A: Write an Opinion Essay: 129. Students evaluate their writing and create a finished copy.</p> <p>Digital Collections/Lessons:</p> <p>Writing Arguments</p> <ul style="list-style-type: none"> . What Is a Claim? . Creating a Coherent Argument . Support: Reasons and Evidence . Building Effective Support . Formal Style . Concluding Your Argument <p>Writing as a Process</p> <ul style="list-style-type: none"> . Introduction . Planning and Drafting . Revising and Editing . Trying a New Approach