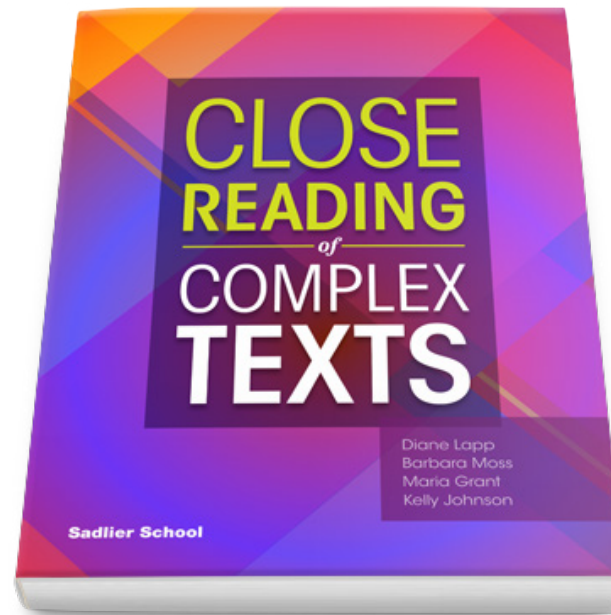


Close Reading of Complex Texts

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Grade 7

Grade 7



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Close Reading of Complex Texts Grade 7	Gwinnett Co. AKS: 7 th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 7
Getting Started with Close Reading		
Reading Closely—pp. 6–7 Reading multiple times and with purpose adds meaning to what you read.	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Annotating a Text—pp. 8–9 Marking and making notes about a text helps you analyze, discuss, and write about it.	7LA.C.27 gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	ELAGSE7W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Self-Monitoring Strategies—p. 10 Clarify meaning of a text by keeping track of what you don't know.	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Summarizing—p. 11 What you leave out of a summary is just as important as what you include.	7LA.B.11 determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text	ELAGSE7RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Reading a Visual Text—p. 12 Just like written texts, images can be read, reread, and analyzed.	7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study	ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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Unit 1 Focus Question: Why do scientists study the ocean?		
VISUAL TEXT Wood Engraving: Wonders of the Sea—p. 14 Set a Purpose • Visual Text Analysis	7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study	ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
TEXT 1 Novel Excerpt: Twenty Thousand Leagues Under the Sea—pp. 15–17		
1st Read (what is the text about)—TE p. 15 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk	7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.

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Unit 1 Focus Question: Why do scientists study the ocean?

<p>2nd Read (author’s use of language)—TE p. 16 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.A.4 determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p>	<p>ELAGSE7RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>3rd Read (understand the author’s argument)—TE p. 17 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p>	<p>ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Respond to Reading (summarize the text)—pp. 18–19 Summary Chart • Collaborate • Reflect 	<p>7LA.A.2 determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</p>	<p>ELAGSE7RL2 Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check (answer questions about the text)—p. 20 	<p>7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Magazine Article: Life as We Didn’t Know It—pp. 21–23</p>		
<p>1st Read (what is the text about)—TE p. 21 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>2nd Read (text structure)—TE p. 22 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>

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Unit 1 Focus Question: Why do scientists study the ocean?

<p>3rd Read (understand the author’s argument)—TE p. 23 Set a Purpose • Text-Dependent Questions • Vocabulary: Academic Language • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <p>7LA.E.41 acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>ELAGSE7L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 24 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Expository Text: Learning Ocean Science Through Ocean Exploration—pp. 25–26</p>		
<p>1st Read (what is the text about)—TE p. 25 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <p>7LA.E.40 demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>ELAGSE7L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>2nd Read (text structure)—TE p. 26 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p>	<p>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>3rd Read (understand the author’s argument)—TE p. 26 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>

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Unit 1 Focus Question: Why do scientists study the ocean?

<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 27 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> Return to the Focus Question—p. 28 <p>CONNECT TEXTS • REFLECT</p>	<p>7LA.B.18 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
<p>WRITE</p> <ul style="list-style-type: none"> Write About the Focus Question—p. 29 <p>USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p>7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences</p>	<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> Focus Question: Writing Rubric—p. 30 	<p>7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 7.)</p>

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Unit 2 Focus Question: How has our use of the telephone evolved?

<p>VISUAL TEXT</p> <p>Photograph: A group of female switchboard operators, c 1955—p. 32</p> <p>Set a Purpose • Visual Text Analysis</p>	<p>7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>	<p>ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
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Unit 2 Focus Question: How has our use of the telephone evolved?		
<p>TEXT 1 Newspaper Article: Phone to Pacific from the Atlantic—pp. 33–35</p>		
<p>1st Read (what is the text about)—TE p. 33 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (text structure)—TE p. 34 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (understand text)—TE p. 35 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Respond to Reading (summarize the text)—pp. 36–37 Summary Chart • Collaborate • Reflect 	<p>7LA.B.11 determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p>	<p>ELAGSE7RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check (answer questions about the text)—p. 38 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

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Unit 2 Focus Question: How has our use of the telephone evolved?

TEXT 2 Hand Book: Practical Telephone Hand Book—pp. 39–41		
1st Read (what is the text about)—TE p. 39 Set a Purpose • Text-Dependent Questions • Vocabulary: Prefixes and Suffixes • Partner Talk	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
2nd Read (text structure)—TE p. 40 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
3rd Read (understand the author's argument)—TE p. 41 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 42	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 Fact Sheet: What Is Distracted Driving?—pp. 43–44		
1st Read (what is the text about)—TE p. 43 Set a Purpose • Text-Dependent Questions • Vocabulary: Definition from Context • Partner Talk	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.

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<p>Unit 2 Focus Question: How has our use of the telephone evolved?</p>		
<p>2nd Read (text structure)—TE p. 44 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (make inferences about the text)—TE p. 44 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 45</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 46 CONNECT TEXTS • REFLECT</p>	<p>7LA.B.18 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
<p>WRITE • Write About the Focus Question—p. 47 USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p>7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 7LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research 7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences</p>	<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 48</p>	<p>7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 7.)</p>

Close Reading of Complex Texts Grade 7	Gwinnett Co. AKS: 7 th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 7
<p>Unit 3 Focus Question: What were the roles of women during the Civil War?</p>		
<p>VISUAL TEXT Wood Engraving: Women of Maryland Entertaining the Federal Recruits—p. 50 Set a Purpose • Visual Text Analysis</p>	<p>7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>	<p>ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>TEXT 1 Novel Excerpt: Little Women—pp. 51-53</p>		
<p>1st Read (what is the text about)—TE p. 51 Set a Purpose • Text-Dependent Questions • Vocabulary: Denotation and Connotation • Partner Talk</p>	<p>7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly 7LA.E.40.c distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)</p>	<p>ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. ELAGSE7L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
<p>2nd Read (author's use of language)—TE p. 52 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.A.4 determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (understanding text)—TE p. 53 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 54-55 Summary Chart • Collaborate • Reflect</p>	<p>7LA.A.2 determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</p>	<p>ELAGSE7RL2 Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>
<p>RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 56</p>	<p>7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

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Unit 3 Focus Question: What were the roles of women during the Civil War?

TEXT 2 Expository Text: Women Spymasters—pp. 57–59		
1st Read (what is the text about)—TE p. 57 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
2nd Read (text structure/use of language)—TE p. 58 Set a Purpose • Text-Dependent Questions • Partner Talk	7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone 7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
3rd Read (understand similarities and differences in the text)—TE p. 59 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
RETURN TO THE TEXT • Comprehension Check—p. 60	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
TEXT 3 Memoir Excerpt: Hospital Sketches—pp. 61–62		
1st Read (what is the text about)—TE p. 61 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly 7LA.E.40 demonstrate understanding of figurative language, word relationships, and nuances in word meanings	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. ELAGSE7L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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<p>Unit 3 Focus Question: What were the roles of women during the Civil War?</p>		
<p>2nd Read (word choices)—TE p. 62 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (understand author's message)—TE p. 62 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 63 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> Return to the Focus Question—p. 64 <p>CONNECT TEXTS • REFLECT</p>	<p>7LA.B.18 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
<p>WRITE</p> <ul style="list-style-type: none"> Write About the Focus Question—p. 65 <p>USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p>7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> Focus Question: Writing Rubric—p. 66 	<p>7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 7.)</p>

Close Reading of Complex Texts Grade 7	Gwinnett Co. AKS: 7 th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 7
<p>Unit 4 Focus Question: How can people hold on to their culture?</p>		
<p>VISUAL TEXT Photograph: Navajo Mother and Child Weaving, Albuquerque, New Mexico—p. 68 Set a Purpose • Visual Text Analysis</p>	<p>7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>	<p>ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>TEXT 1 Autobiography The School Days of an Indian Girl—pp. 69–71</p>		
<p>1st Read (what is the text about)—TE p. 69 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly 7LA.E.39 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. ELAGSE7L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>2nd Read (author's use of language)—TE p. 70 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (understand the author's message)—TE p. 71 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 72–73 Summary Chart • Collaborate • Reflect</p>	<p>7LA.B.11 determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p>	<p>ELAGSE7RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<p>RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 74</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Close Reading of Complex Texts Grade 7	Gwinnett Co. AKS: 7 th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 7
Unit 4 Focus Question: How can people hold on to their culture?		
<p>TEXT 2 Essay: Edward Curtis Photography Collection—pp. 75–77</p>		
<p>1st Read (what is the text about)—TE p. 75 Set a Purpose • Text-Dependent Questions • Vocabulary: Words in Context • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>7LA.E.39.a use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE7L4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
<p>2nd Read (text structure)—TE p. 76 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (make inferences about the text)—TE p. 77 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 78 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Poem: Listen Grandfather Where I Stand—pp. 79–80</p>		
<p>1st Read (what is the text about)—TE p. 79 Set a Purpose • Text-Dependent Questions • Vocabulary: Shades of meaning • Partner Talk</p>	<p>7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p style="text-align: center;"><i>continued</i></p>	<p>ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p style="text-align: center;"><i>continued</i></p>

Close Reading of Complex Texts Grade 7	Gwinnett Co. AKS: 7 th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 7
<p>Unit 4 Focus Question: How can people hold on to their culture?</p>		
	<p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>7LA.E.40 demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE7L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>2nd Read (word choices)—TE p. 80 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.A.4 determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (understand the author's message)—TE p. 80 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 81 	<p>7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> Return to the Focus Question—p. 82 <p>CONNECT TEXTS • REFLECT</p>	<p>7LA.B.18 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
<p>WRITE</p> <ul style="list-style-type: none"> Write About the Focus Question—p. 83 <p>USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p>7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Unit 4 Focus Question: How can people hold on to their culture?

<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> Focus Question: Writing Rubric—p. 84 	<p>7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 7.)</p>
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Unit 5 Focus Question: How does knowledge help us overcome our fears?

<p>VISUAL TEXT Illustration: Mexican Free-Tailed Bats at Bracken Cave—p. 86 Set a Purpose • Visual Text Analysis</p>	<p>7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>	<p>ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>TEXT 1 Argumentative Essay: The Night Life: Why We Need Bats All the Time—pp. 87-89</p>		
<p>1st Read (what is the text about)—TE p. 87 Set a Purpose • Text-Dependent Questions • Vocabulary: Word Parts • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>7LA.E.39.b use common, grade-appropriate Greek or Latin roots as clues to the meanings of words (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>)</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE7L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>
<p>2nd Read (text structure)—TE p. 88 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

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Unit 5 Focus Question: How does knowledge help us overcome our fears?

<p>3rd Read (make inferences about the text)—TE p. 89 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Respond to Reading (summarize the text)—pp. 90-91 Summary Chart • Collaborate • Reflect 	<p>7LA.A.2 determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</p>	<p>ELAGSE7RL2 Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check (answer questions about the text)—p. 92 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Brochure: Bats—Heroes of the Night—pp. 93-95</p>		
<p>1st Read (what is the text about)—TE p. 93 Set a Purpose • Text-Dependent Questions • Vocabulary: Domain-Specific Terms • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (text structure)—TE p. 94 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (understand author's purpose)—TE p. 95 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

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<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 96 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Explanatory Text: Fear of Nature Has Lots of Company—pp. 97–98</p>		
<p>1st Read (what is the text about)—TE p. 97 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple Meaning Words • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (author's use of language)—TE p. 98 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (make inferences about the text)—TE p. 98 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 99 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> Return to the Focus Question—p. 100 <p>CONNECT TEXTS • REFLECT</p>	<p>7LA.B.18 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>

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Unit 5 Focus Question: How does knowledge help us overcome our fears?

<p>WRITE</p> <ul style="list-style-type: none"> Write About the Focus Question—p. 101 USE EVIDENCE • MONITOR • WRITING CHECKLIST 	<p>7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> Focus Question: Writing Rubric—p. 102 	<p>7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 7.)</p>

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Unit 6 Focus Question: What does freedom mean to enslaved people?

<p>VISUAL TEXT</p> <p>Magazine Illustration: Enfranchised slaves carry in triumph the decree of enfranchisement from President Lincoln—p. 104 Set a Purpose • Visual Text Analysis</p>	<p>7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>	<p>ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>TEXT 1</p> <p>Autobiography: Up from Slavery—pp. 105–107</p>		
<p>1st Read (what is the text about)—TE p. 105 Set a Purpose • Text-Dependent Questions • Vocabulary: Word Parts • Think Aloud • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

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Unit 6 Focus Question: What does freedom mean to enslaved people?

<p>2nd Read (use of language/meaning of words)—TE p. 106 Set a Purpose • Text-Dependent Questions • Vocabulary: Denotation and Connotation • Think Aloud • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (understand meaning of text)—TE p. 107 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 108-109 Summary Chart • Collaborate • Reflect</p>	<p>7LA.B.11 determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p>	<p>ELAGSE7RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<p>RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 110</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Autobiography: Incidents in the Life of a Slave Girl—pp. 111-113</p>		
<p>1st Read (what is the text about)—TE p. 111 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (author's use of language)—TE p. 112 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

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<p>3rd Read (make inferences about the text)—TE p. 113 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 114</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Poem: Sympathy—pp. 115–116</p>		
<p>1st Read (what is the text about)—TE p. 115 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk</p>	<p>7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (author's use of language)—TE p. 116 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.A.4 determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (understanding author's message)—TE p. 116 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.A.2 determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RL2 Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 117</p>	<p>7LA.A.1 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

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Unit 6 Focus Question: What does freedom mean to enslaved people?

<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> Return to the Focus Question—p. 118 <p>CONNECT TEXTS • REFLECT</p>	<p>7LA.B.18 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
<p>WRITE</p> <ul style="list-style-type: none"> Write About the Focus Question—p. 119 <p>USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p>7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> Focus Question: Writing Rubric—p. 120 	<p>7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 7.)</p>

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Unit 7 Focus Question: How did changes in transportation impact travel?

<p>VISUAL TEXT</p> <p>NYC—Elevated Railway—p. 122</p> <p>Set a Purpose • Visual Text Analysis</p>	<p>7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>	<p>ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>TEXT 1</p> <p>Travel Narrative: Roughing It—pp. 123-125</p>		
<p>1st Read (what is the text about)—TE p. 123</p> <p>Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

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Unit 7 Focus Question: How did changes in transportation impact travel?

<p>2nd Read (author’s use of language)—TE p. 124 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>3rd Read (understand message of text)—TE p. 125 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Respond to Reading (summarize the text)—pp. 126–127 Summary Chart • Collaborate • Reflect 	<p>7LA.A.2 determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</p>	<p>ELAGSE7RL2 Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check (answer questions about the text)—p. 128 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Travel Journal: The Amateur Emigrant—pp. 129–131</p>		
<p>1st Read (what is the text about)—TE p. 129 Set a Purpose • Text-Dependent Questions • Vocabulary: Domain-Specific Words • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <p>7LA.E.41 acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>ELAGSE7L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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<p>2nd Read (text structure)—TE p. 130 Set a Purpose • Text-Dependent Questions • Vocabulary: Commonly Confused Words • Partner Talk</p>	<p>7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (make inferences about the text)—TE p. 131 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 132</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Guidebook: California for Health, Pleasure, and Residence—pp. 133–134</p>		
<p>1st Read (what is the text about)—TE p. 133 Set a Purpose • Text-Dependent Questions • Vocabulary: Words in Context • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly 7LA.E.39.a use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. ELAGSE7L4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
<p>2nd Read (text structure)—TE p. 134 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

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Unit 7 Focus Question: How did changes in transportation impact travel?

<p>3rd Read (understand author’s message)—TE p. 134 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 135</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS • Return to the Focus Question—p. 136 CONNECT TEXTS • REFLECT</p>	<p>7LA.B.18 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
<p>WRITE • Write About the Focus Question—p. 137 USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p>7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences</p>	<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT • Focus Question: Writing Rubric—p. 138</p>	<p>7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 7.)</p>

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Unit 8 Focus Question: Why is it essential to protect workers?		
<p>VISUAL TEXT Photograph: Child Coal Miners, 1908—p. 140 Set a Purpose • Visual Text Analysis</p>	<p>7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>	<p>ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>TEXT 1 Web Article: The Triangle Shirtwaist Factory Fire of 1911—pp. 141–143</p>		
<p>1st Read (what is the text about)—TE p. 141 Set a Purpose • Text-Dependent Questions • Vocabulary: Idioms • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly 7LA.E.40.a interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. ELAGSE7L5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>
<p>2nd Read (author's use of language)—TE p. 142 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.A.4 determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (make inferences about the text)—TE p. 143 Set a Purpose • Text-Dependent Questions • Vocabulary: Figurative Language • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly 7LA.E.40 demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. ELAGSE7L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 144–145 Summary Chart • Collaborate • Reflect</p>	<p>7LA.B.11 determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p>	<p>ELAGSE7RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>

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Unit 8 Focus Question: Why is it essential to protect workers?		
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check (answer questions about the text)—p. 146 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Inspector’s Report: Child Labor in the Canning Industry of Maryland—pp. 147–149</p>		
<p>1st Read (what is the text about)—TE p. 147 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple-Meaning Words • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly 7LA.E.39 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. ELAGSE7L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>2nd Read (author’s use of language)—TE p. 148 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>3rd Read (understand the author’s argument)—TE p. 149 Set a Purpose • Text-Dependent Questions • Vocabulary: Content Vocabulary • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly 7LA.E.41 acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. ELAGSE7L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 150 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Unit 8 Focus Question: Why is it essential to protect workers?

<p>TEXT 3 Pamphlet: The Mill Girls—pp. 151-152</p>		
<p>1st Read (what is the text about)—TE p. 151 Set a Purpose • Text-Dependent Questions • Vocabulary: Multiple Meaning Words • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>7LA.E.39 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE7L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>2nd Read (text structure)—TE p. 152 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (make inferences about the text)—TE p. 152 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 153 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> Return to the Focus Question—p. 154 <p>CONNECT TEXTS • REFLECT</p>	<p>7LA.B.18 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>

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Unit 8 Focus Question: Why is it essential to protect workers?

<p>WRITE</p> <ul style="list-style-type: none"> Write About the Focus Question—p. 155 USE EVIDENCE • MONITOR • WRITING CHECKLIST 	<p>7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> Focus Question: Writing Rubric—p. 156 	<p>7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 7.)</p>

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Unit 9 Focus Question: Why is it important to understand how the brain works?

<p>VISUAL TEXT</p> <p>Illustration: Antique illustration of the study of phrenology—p. 158 Set a Purpose • Visual Text Analysis</p>	<p>7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>	<p>ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>TEXT 1</p> <p>Fact Sheet: Brain Basics: Know Your Brain—pp. 159–161</p>		
<p>1st Read (what is the text about)—TE p. 159 Set a Purpose • Text-Dependent Questions • Vocabulary: Denotation • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p style="text-align: center;"><i>continued</i></p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p style="text-align: center;"><i>continued</i></p>

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	<p>7LA.E.40.c distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)</p>	<p>ELAGSE7L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
<p>2nd Read (text structure)—TE p. 160 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.E.40.a interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context 7LA.A.4 determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7L5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ELAGSE7RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (make inferences about the text)—TE p. 161 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 162–163 Summary Chart • Collaborate • Reflect</p>	<p>7LA.B.11 determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p>	<p>ELAGSE7RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<p>RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 164</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 2 Expository Text: Exploring the Unknown Frontier of the Brain—pp. 165–167</p>		
<p>1st Read (what is the text about)—TE p. 165 Set a Purpose • Text-Dependent Questions • Vocabulary: Denotations • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p style="text-align: center;"><i>continued</i></p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p style="text-align: center;"><i>continued</i></p>

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Unit 9 Focus Question: Why is it important to understand how the brain works?		
	<p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>7LA.E.40.c distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)</p>	<p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE7L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
<p>2nd Read (text structure)—TE p. 166 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (understand the author's argument)—TE p. 167 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 168</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>TEXT 3 Memoir Excerpt: The Story of My Life—pp. 169–170</p>		
<p>1st Read (what is the text about)—TE p. 169 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (author's use of language)—TE p. 170 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>

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Unit 9 Focus Question: Why is it important to understand how the brain works?

<p>3rd Read (make inferences about the text)— TE p. 170 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 171 	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> Return to the Focus Question—p. 172 <p>CONNECT TEXTS • REFLECT</p>	<p>7LA.B.18 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>
<p>WRITE</p> <ul style="list-style-type: none"> Write About the Focus Question—p. 173 <p>USE EVIDENCE • MONITOR • WRITING CHECKLIST</p>	<p>7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> Focus Question: Writing Rubric—p. 174 	<p>7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 7.)</p>

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<p>Unit 10 Focus Question: What traits do people who help others have in common?</p>		
<p>VISUAL TEXT Photograph: Firefighters in action trying to save the house—p. 176 Set a Purpose • Visual Text Analysis</p>	<p>7LA.D.31 analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>	<p>ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>TEXT 1 Essay: Clara Barton and the International Red Cross—pp. 177-179</p>		
<p>1st Read (what is the text about)—TE p. 159 Set a Purpose • Text-Dependent Questions • Vocabulary: Denotation • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (author's use of language)—TE p. 178 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>3rd Read (make inferences about the text)—TE p. 17 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>RETURN TO THE TEXT • Respond to Reading (summarize the text)—pp. 180-181 Summary Chart • Collaborate • Reflect</p>	<p>7LA.B.11 determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p>	<p>ELAGSE7RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>
<p>RETURN TO THE TEXT • Comprehension Check (answer questions about the text)—p. 182</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

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<p>Unit 10 Focus Question: What traits do people who help others have in common?</p>		
<p>TEXT 2 Historical Document: An Act of Courage, The Arrest Records of Rosa Parks—pp. 183-185</p>		
<p>1st Read (what is the text about)—TE p. 183 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>2nd Read (author's use of language/meaning of words)—TE p. 184 Set a Purpose • Text-Dependent Questions • Think Aloud • Vocabulary: Domain-Specific Vocabulary • Partner Talk</p>	<p>7LA.B.13 determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>7LA.E.41 acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE7L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>3rd Read (understand the author's argument)—TE p. 185 Set a Purpose • Text-Dependent Questions • Vocabulary: Domain-Specific Vocabulary • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>7LA.E.41 acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE7L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>RETURN TO THE TEXT • Comprehension Check—p. 186</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

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<p>Unit 10 Focus Question: What traits do people who help others have in common?</p>		
<p>TEXT 3 Congressional Record: Recognizing the Pea Island Life-Saving Station—pp. 187-188</p>		
<p>1st Read (what is the text about)—TE p. 187 Set a Purpose • Text-Dependent Questions • Vocabulary: Compound Words • Partner Talk</p>	<p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>7LA.E.39 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies</p>	<p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE7L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>
<p>2nd Read (author's use of language)—TE p. 188 Set a Purpose • Text-Dependent Questions • Think Aloud • Partner Talk</p>	<p>7LA.E.40.c distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)</p> <p>7LA.B.14 analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</p>	<p>ELAGSE7L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>
<p>3rd Read (make inferences about the text)—TE p. 188 Set a Purpose • Text-Dependent Questions • Partner Talk</p>	<p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>RETURN TO THE TEXT</p> <ul style="list-style-type: none"> Comprehension Check—p. 189 	<p>7LA.D.30 engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p>7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<p>ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>ANALYZE AND SYNTHESIZE ACROSS TEXTS</p> <ul style="list-style-type: none"> Return to the Focus Question—p. 190 <p>CONNECT TEXTS • REFLECT</p>	<p>7LA.B.18 analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p>ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p>

Unit 10 Focus Question: What traits do people who help others have in common?

<p>WRITE</p> <ul style="list-style-type: none"> • Write About the Focus Question—p. 191 USE EVIDENCE • MONITOR • WRITING CHECKLIST 	<p>7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7LA.C.28 draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>SELF-ASSESS AND REFLECT</p> <ul style="list-style-type: none"> • Focus Question: Writing Rubric—p. 192 	<p>7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 7.)</p>