Module Title: COLLECTION 1 - BOLD ACTIONS

Grade / Subject: Grade 7 / Reading & Language Arts	Timeline: 6-8 weeks		
Houghton Mifflin Harcourt Collections			

Thematic Overview:

In this collection, students will explore what it means to face challenges fearlessly, even if it means failing in the attempt. Students will understand that bold means "confident and courageous." Students will read about, write about, and discuss people who faced challenges with courage and determination.

Module Objectives:

- Identify, analyze, and make inferences about the elements of plot in a short story.
- Analyze and compare news stories about the same events from various sources
- · Analyze the elements of a myth
- Determine two or more themes
- Understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem
- Identify, analyze, and draw conclusions about an author's purpose for writing informational texts

Essential Questions:

- 1. What does it mean to face challenges fearlessly, even if it means failing in the attempt?
- 2. What character traits must one possess in order to overcome challenges?

Academic Vocabulary:

Aspect, cultural, evaluate, resource, text

PA CORE STANDARDS				
1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content		
CC.1.2.7.A. 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. CC.1.2.7.B. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.7.C. Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. CC.1.2.7.E. Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly." CC.1.4.7.H Introduce and state an opinion on a topic. CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.7.M Write narratives to develop real or imagined experiences or events." CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as	 Sentence Structure Commas and Coordinating Adjectives Subordinating Clauses 		

needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.4.7.U

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

CC.1.4.7.V

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

CC.1.4.7.W

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.

CC.1.4.7.X

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.

1.5 Speaking and Listening

1.3 Reading Literature

CC.1.5.7.C

CC.1.3.7.A

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.1.3.7.B

Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text."

CC.1.3.7.C

Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

CC.1.3.7.E

Analyze how the structure or form of a text contributes to its meaning.

CC.1.3.7.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.1.5.7.D

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.7.E

Adapt speech to a variety of contexts and tasks."

CC.1.5.7.F

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Text Sets:

Anchor Text Set 1: Short Story: "Rogue Wave" by Theodore Taylor

HMH & Teacher-Created Sample Activities:

- Close Read Screencast
- Modeled Discussion
- Analyzing Story Elements: Plot and Setting
- Guiding Questions
- Analyzing the Text Activity
- Writing Activity: Movie Outline
- Critical Vocabulary Activity & Strategy: Latin Roots
- Level Up tutorial > Setting: Effect on Plot
- IWB Lesson: Plot and Conflict

Text: Close ReaderShort Story: "Big Things Come in Small Packages" by Eleanora Tate

HMH & Teacher-Created Sample Activities:

- Short Response
- Dig Deeper
- Level Up tutorial > Setting: Effect on Plot
- IWB Lesson: Plot and Conflict

Text: Online News Article: "Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life" by Paul Harris

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion Activity
- Analyzing the Text: Structure
- Guiding Questions

Text: Editorial: "Ship of Fools" by Joanna Weiss

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion Activity
- Analyzing the Text: Structure
- Guiding Questions

Selection Assessments:

- Selection Tests
- Selection Performance Tasks: Writing a Movie Outline, Graphic Comic, and Report

Unit Assessments:

- Collection Assessment
- Collection Performance Task A: Write a Short Story
- Collection Performance Task B: Present an Oral Commentary
- Common Assessment

Grammar Assessment:

Teacher Created Skill Assessment

Text: TV News Interview: "Was Abby Too Young to Sail?" by CBS News

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion Activity
- Analyzing the Text: Structure
- Guiding Questions
- Media Activity: Blogs

Text: Close Reader Essay: "Finding Your Everest" by Robert Medina

HMH & Teacher-Created Sample Activities:

- Short Response
- Dig Deeper

Text: Greek Myth: retold by Sally Benson "The Flight of Icarus"

HMH & Teacher-Created Sample Activities:

- Close Read Screencast
- Modeled Discussion
- Analyze Language
- Critical Vocabulary Activity & Strategy: Noun suffixes -ty & -ity
- Analyzing Story Elements: Myth
- Guiding Questions

Text: Close Reader: Greek Myth: "Arachne" retold by Olivia Coolidge

Supporting Media: The History Channel Videos "Greek Gods", "Spartans Deconstructed", "Arachne"

HMH & Teacher-Created Sample Activities:

- Short Response
- Dig Deeper

Text: Poem: "Icarus's Flight" by Stephen Dobyns

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion Activity
- Analyzing the Text:
- Guiding Questions
- Speaking Activity: Oral Response
- IWB: Form in Poetry
- Interactive Graphic Organizer: Comparison-Contrast Chart

Text: Informational Text: "Women in Aviation" by Patricia and Fredrick McKissack

Supporting Media: The History Channel Video

"Bessie Coleman"

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion Activity
- Analyzing the Text:
- Guiding Questions
- Critical Vocabulary Activity & Strategy: Connotations and Denotations
- Writing Activity: Report
- Level-Up Tutorial: Author's Purpose

Thematic Map Follows:

Collection 1 - Bold Actions

Connection: In Text 1 and Text 5, perilous situations directly influence the actions and consequences of those fearlessly facing challenge. Text 1: "Rogue Wave" Scoot and Sully battle to overcome the effects of a rogue wave. They find themselves in a perilous situation that calls for brave and bold actions. Connection: In Text 1 and Text 2, the characters face danger as a result of natural forces. In Text 1, Scoot and Sully use bold actions to save each other In Text 2, experts question the judgment Abby's parents used in allowing their sixteen-year-old daughter to sail around the world alone.

Text 5: "Women in Aviation"

Women aviators in the early days of American aviation faced many obstacles. Despite prejudice, women such as Bessie Coleman and Harriet Quimby refused to accept limitations. They followed their dreams by becoming aviators.

Bold Actions

Meet risk-takers who have faced and overcome incredible challenges.

Essential Question: What does it mean to face challenges fearlessly, even if it means failing in the attempt? Text 2: "Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life"

Sailing experts condemn Abby's family for allowing their 16-year-old daughter attempt a solo round-theworld voyage.

Connection: These two texts focus on following one's dream through flight. In Text 4, Icarus uses flight as a means of freedom. In Text 5, the female aviators refuse to accept limitations based on preconceived ideas about women and flight.

Text 4: "Icarus's Flight"
In this poem, Icarus
becomes fully aware of his
actions. Although failure
leads to death, he actually
gains wisdom and
experiences personal
freedom.

Connection: Both texts focus on the mythological adventure of Icarus's flight. In Text 3, Icarus's fate is the direct result of not accepting his father's warnings. In Text 4, Icarus embraces his freedom as he takes "his downward plunge."

Connection: In Text 2 and Text 3, young people experience freedom due to parental encouragement. As a result of unforeseen challenges, the characters failed in their attempt to succeed in following their dreams.

> Text 3: "The Flight of Icarus"

In this myth, Daedalus encourages his son, Icarus, to use his "wings" to gain freedom. Icarus's fate is determined when he throws caution to the wind and soars too close to the sun.

Module Title: COLLECTION 2 - PERCEPTION & REALITY

Grade / Subject: Grade 7 / Reading & Language Arts	Timeline: 6-8 weeks		
Houghton Mifflin Harcourt Collections			

Thematic Overview:

In this collection, students will explore how things in life are not always as perceived. Students will understand that perception means "a way of regarding things." Students will read and write about and discuss things that may not be what they seem.

Module Objectives:

- · Identify elements of a folk tale and summarize the story.
- Learn how to analyze a poem's form as well as the use of figurative language and sound devices to understand their effects on meaning.
- Analyze how text features contribute to a text and to summarize text objectively.
- Analyze the purposes of public art and the techniques used to create the illusion of 3dimensionality.
- · Identify and analyze how setting affects characters' traits, motivations, and actions.
- Analyze the elements of a drama and make comparisons between a script and a performance.

Essential Questions:

- 3. Why are things in life not always how we perceive them to be?
- 4. How can a single action dramatically change a person's perception?

Academic Vocabulary:

Abnormal, feature, focus, perceive, task

PA CORE STANDARDS				
1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content		
CC.1.2.7.A. 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. CC.1.2.7.B. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.7.D. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. CC.1.2.7.E. Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. CC.1.2.7.F. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.	CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly." CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow." CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style. CC.1.4.7.H Introduce and state an opinion on a topic. CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the	Adverb Clauses Spell Correctly		

topic.
CC.1.4.7.J
Organize the claim(s) with clear reasons
and evidence clearly; clarify relationships
among claim(s) and reasons by using
words, phrases, and clauses to create
cohesion; provide a concluding
statement or section that follows from
and supports the argument presented.
CC.1.4.7.K
Write with an awareness of the stylistic
aspects of composition.
☐ Use precise language and domain-
specific vocabulary to inform about or
explain the topic.
☐ Use sentences of varying lengths and
complexities.
☐ Develop and maintain a consistent
voice.
☐ Establish and maintain a formal style.
CC.1.4.7.S
Draw evidence from literary or
informational texts to support analysis,
reflection, and research, applying grade-
level reading standards for literature and
literary nonfiction.
CC.1.4.7.T
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.
CC.1.4.7.U
Use technology, including the Internet, to
produce and publish writing and link to
and cite sources as well as to interact
and collaborate with others, including
linking to and citing sources.
CC.1.4.7.V
Conduct short research projects to
answer a question, drawing on several
sources and generating additional
related, focused questions for further
research and investigation.
CC.1.4.7.W
Gather relevant information from
multiple print and digital sources, using
search terms effectively; assess the
J,

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."

CC.1.4.7.X

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."

1.2 Reading Literature

CC.1.3.7.B

Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text."

CC.1.3.7.C

Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

CC.1.3.7.E

Analyze how the structure or form of a text contributes to its meaning.

CC.1.3.7.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

CC.1.3.7.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Speaking and Listening

CC.1.5.7.A

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and

expressing their own clearly.

CC.1.5.7.C

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

CC.1.5.7.D

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.7.E

Adapt speech to a variety of contexts and tasks."

CC.1.5.7.F

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Text Sets:

* ANCHOR TEXT

Text: Folk Tale: "The People Could Fly" retold by Virginia Hamilton

HMH & Teacher-Created Sample Activities:

- Close Read Screencast
- Modeled Discussion
- Interactive Graphic Organizer: Folk Tale>Compare Contrast Chart
- Guiding Questions
- Analyzing the Text: Story Elements> Folk Tale
- Critical Vocabulary Practice / Strategy: Latin Suffixes

* CLOSE READER

Text: Short Story: "Heartbeat" by David Yoo

HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

* COMPARE TEXTS

Text 1: Poem: "The Song of Wandering

Aengus" by W.B. Yeats

Text 2: "Sonnet 43" by William Shakespeare

Supporting Media: Biography Channel Video

Biography: William Shakespeare

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion
- Annotating the Text
- Guiding Questions
- Analyzing form: The Sonnet
- Critical Vocabulary Practice / Strategy:
- Interactive White Board Lesson: Form in Poetry
- Level-Up Tutorial: Figurative Language

Selection Assessments:

- Selection Tests
- <u>Selection Performance Tasks</u>
 Writing: Character Profile,
 Character Analysis
 Speaking: Dramatic Reading,

Discussion Media: Poster

Unit Assessments:

- Collection Assessment
- Collection Performance Task A: Write an Opinion Essay
- Collection Performance Task B: Write an Expository Essay
- Common Assessment

Grammar Assessment:

• Teacher Created Skill Assessment

Text: Magazine Article: "Magic and the Brain" by Susana Martinez-Conde and Stephen L. Macknik

Supporting Media: History Channel Video

Steve Cohen's Lost Magic

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion
- Guiding Questions
- Analyze Structure: Text Features
- Summarize the Text
- Level-Up Tutorial: Informational Text

* CLOSE READER

Text: Science Writing: "Saving the Lost" by Reynaldo Vasquez

HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

Text: Public Art by Julian Beever Pavement Chalk Art

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion
- Guiding Questions
- Interactive Graphic Organizer: Analyze Media> Perspective and Illusion

Text: Short Story: "Another Place, Another Time" by Cory Doctorow

HMH & Teacher-Created Sample Activities:

- Collaborative Discussion
- Guiding Questions
- Determining Meanings of Words and Phrases
- Analyze Story Elements: Character
- Level-Up Tutorial: Methods of Characterization

* ANCHOR TEXT

Text: Drama: *Sorry, Wrong Number* by Lucille Fletcher

HMH & Teacher-Created Sample Activities:

- Close Read Screencast
- Modeled Discussion
- Interactive Graphic Organizer: Venn Diagram
- Level UP Tutorial: Elements of Drama

* CLOSE READER

Texts:

Novel Excerpt: from A Christmas Carol by

Charles Dickens

Drama Excerpt by Israel Horovitz Graphic Story by Marvel Comics

HMH & Teacher-Created Sample Activities:

- Short Response
- "To Challenge Students" Activity
- Dig Deeper

Thematic Connections Map follows:

Collection 2 - Perception and Reality

Connection: People are not always who they appear to be.

In Text 1, the slaves appeared to the overseer as being weak and powerless. In reality, they had the power and magic

In Text 5, Mrs. Stevenson thinks she knows her husband as a devoted spouse. so she doesn't realize he is planning her

Text 1: "The People Could

A fantasy tale based on slaves who possess magic words that enable them to literally fly to freedom.

Connection:

Storytelling includes concrete symbols as plot elements to express abstract themes. The African-American folk tale told in Text 1 expresses the hope of freedom through the imagined ability of the people to fly away from their present circumstances.

In Text 2, the tale of the fisherman represents our eternal search for the perfect love.

Text 5: "Sorry, Wrong Number" In this drama, a bedridden Mrs. Stevenson tries to place a phone call when she accidentally overhears a murder plot. Desperately trying to trace the call and prevent a tragedy, Mrs. Stevenson doesn't realize she is the intended victim.

Connecting

Theme:

Perception and Reality

Essential Question: Why are things in life not always how we perceive them to be?

Text 2: "The Song of Wandering

This poem tells of a fisherman who catches a silver trout. The fish turns into a beautiful girl, who then runs away. In the last stanza, the man wanders the hills in search of this lost love.

Connection: Settings influence our perceptions of reality. In Text 4, the setting changes to a different reality. The children are still safely on the handcar, but, around them, everything extends to infinity. In Text 5, the safety of Mrs. Stevenson's apartment belies the danger she faces.

> Text 4: "Another Place. Another Time"

A short story of a boy's interest in Einstein's Theory of Relativity and the significance it has on his life after the death of his father.

Connection:

The brain can create sensory illusions. In Text 2, has the fisherman only imagined that the trout has turned into a "glimmering girl." In Text 3, the aim of magicians and neuroscientists is to understand how people misconceive reality.

Connection: The brain can create cognitive illusions. In Text 3, neuroscientists manipulate experiments to test attention, memory, and causal inference.

Text 4 explores how time might be considered a dimension like space. The main character breaks through this "fourth dimension" in a time travel adventure.

Text 3: "Magic and the Brain"

A scientific study of how the techniques of magic affect cognitive functions and the brain's neural circuits to create visual and optical illusions.