Florida Coach® Suite
Implementation and Pacing Guide

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Program Overview

Welcome to School Specialty Florida Coach Suite Implementation and Pacing Guide! You have received this guide because you are using one or more of our Coach products: Instruction Coach, Support Coach, or Performance Coach. This guide provides an organizational structure for implementing these products together.

The Coach products are designed to provide a flexible instructional pathway that fits your classroom needs. Use the print and digital components of each product for the blended teaching and learning environment that best suits your teaching style.

Instruction Coach

*Instruction and Practice*

Use Instruction Coach as your core instruction.

Support Coach

*Targeted Instruction and Practice*

Use Support Coach to fill gaps in student understanding with scaffolded instruction.

Performance Coach

*Reinforcement and Test Preparation*

Use Performance Coach to extend understanding for your on-level students and provide practice with a variety of item types.

The Instructional Pathway
Addressing Key Features in ELA Learning

1 Regular practice with complex texts and their academic language

As students progress through the grades, they need to read increasingly complex literary and informational texts. Students must also expand their vocabularies through direct instruction, reading, and conversation in order to develop their literacy.

The Coach Suite provides a sequential organization to reading comprehension, exposing students to multiple genres of literature and nonfiction texts. Academic vocabulary is thoroughly covered across reading, writing, and listening strands.
Reading, writing, and speaking grounded in evidence from texts

Students are expected to answer questions that depend on careful multiple readings of text, helping them develop skills, fluency, and deep comprehension necessary for literacy development and content area knowledge.

The Coach Suite provides multiple opportunities—across genres—for students to practice close reading with different strategies and skills in mind.

Knowledge building through content-rich nonfiction

Students must be able to internalize information about the world if they are to be prepared for successful academic, career, and life experiences.

The Coach Suite presents students with challenging, yet engaging examples of informational texts across genres, including historical texts, literary nonfiction, scientific texts, technical texts, and persuasive nonfiction.
# Florida Coach® Suite Correlation

The chart below lists skills for the grade level and their correlations to coverage in the School Specialty *Florida Coach Suite*. If you find that students are struggling with a particular skill, look to the lessons indicated in these *Coach* programs for review and remediation.

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
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<tbody>
<tr>
<td><strong>Language Arts Florida Standards</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Reading: Literature</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.RL.1.1</strong></td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>L1, L6, L7</td>
<td>L1, L3</td>
</tr>
<tr>
<td><strong>7.RL.1.2</strong></td>
<td>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.</td>
<td>L1, L6, L7</td>
<td>L1, L2</td>
</tr>
<tr>
<td><strong>7.RL.1.3</strong></td>
<td>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
<td>L1, L6</td>
<td>L3</td>
</tr>
<tr>
<td><strong>7.RL.2.4</strong></td>
<td>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.</td>
<td>L1, L6, L7</td>
<td>L1, L4</td>
</tr>
<tr>
<td><strong>7.RL.2.5</strong></td>
<td>Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</td>
<td>L6, L7</td>
<td>L3, L4</td>
</tr>
<tr>
<td><strong>7.RL.2.6</strong></td>
<td>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td>L1, L6, L7</td>
<td>L1, L2</td>
</tr>
<tr>
<td><strong>7.RL.3.7</strong></td>
<td>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</td>
<td>TM: L6</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 7

#### Language Arts Florida Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>7.RL.3.9</strong></td>
<td>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</td>
<td>L1</td>
<td>L2</td>
<td>L10</td>
</tr>
<tr>
<td><strong>7.RL.4.10</strong></td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>L1, L6, L7</td>
<td>L1, L2, L3, L4 TM: L1-L4</td>
<td>L1-L4, L12</td>
</tr>
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#### Reading: Informational Texts

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<tr>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>7.RI.1.1</strong></td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>L3, L5, L9, L11</td>
<td>L9, L10</td>
<td>L5</td>
</tr>
<tr>
<td><strong>7.RI.1.2</strong></td>
<td>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.</td>
<td>L3, L5, L9</td>
<td>L5, L8</td>
<td>L5, L9, L10</td>
</tr>
<tr>
<td><strong>7.RI.1.3</strong></td>
<td>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
<td>L3, L9</td>
<td>L5</td>
<td>L9</td>
</tr>
<tr>
<td><strong>7.RI.1.4</strong></td>
<td>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.</td>
<td>L3, L5, L11</td>
<td>L8, L9, L10</td>
<td>L5, L6</td>
</tr>
<tr>
<td><strong>7.RI.1.5</strong></td>
<td>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.</td>
<td>L3, L5, L9</td>
<td>L6, L7, L10</td>
<td>L5–L8</td>
</tr>
<tr>
<td><strong>7.RI.1.6</strong></td>
<td>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.</td>
<td>L3, L11</td>
<td>L5, L7</td>
<td>L5–L8</td>
</tr>
<tr>
<td><strong>7.RI.3.7</strong></td>
<td>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</td>
<td>TM: L6, L12</td>
<td>L9</td>
<td>TE: L7-L9, L14</td>
</tr>
<tr>
<td><strong>7.RI.3.8</strong></td>
<td>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</td>
<td>L3, L11</td>
<td>L7, L8</td>
<td>L6</td>
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#### Writing

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<tr>
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<tbody>
<tr>
<td><strong>7.W.1.1</strong></td>
<td>Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>L2, L12</td>
<td></td>
<td>L11, L16</td>
</tr>
</tbody>
</table>
### Language Arts Florida Standards

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<tbody>
<tr>
<td>7.W.1.1.a</td>
<td>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</td>
<td>L2, L12</td>
<td>L11, L16</td>
</tr>
<tr>
<td>7.W.1.1.b</td>
<td>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
<td>L2, L12</td>
<td>L11, L16</td>
</tr>
<tr>
<td>7.W.1.1.c</td>
<td>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</td>
<td>L2, L12</td>
<td>L11, L16</td>
</tr>
<tr>
<td>7.W.1.1.d</td>
<td>Establish and maintain a formal style.</td>
<td>L2, L12</td>
<td>L11</td>
</tr>
<tr>
<td>7.W.1.1.e</td>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>L2, L12</td>
<td>L11, L16</td>
</tr>
<tr>
<td>7.W.1.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>L10, L12</td>
<td>L15</td>
</tr>
<tr>
<td>7.W.1.2.a</td>
<td>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>L10</td>
<td>L11, L15 TE: L5, L7–L10</td>
</tr>
<tr>
<td>7.W.1.2.b</td>
<td>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>L10</td>
<td>L11, L15</td>
</tr>
<tr>
<td>7.W.1.2.c</td>
<td>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>L10</td>
<td>L11, L15</td>
</tr>
<tr>
<td>7.W.1.2.d</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>L10</td>
<td>L11, L15</td>
</tr>
<tr>
<td>7.W.1.2.e</td>
<td>Establish and maintain a formal style.</td>
<td>L10, L12</td>
<td>L11, L15</td>
</tr>
<tr>
<td>7.W.1.2.f</td>
<td>Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
<td>L10</td>
<td>L15</td>
</tr>
<tr>
<td>7.W.1.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td>L4, L8</td>
<td>L11, L13</td>
</tr>
<tr>
<td>Grade 7</td>
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</tr>
<tr>
<td>7.W.1.3.a</td>
<td>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
<td>L4, L8</td>
<td></td>
</tr>
<tr>
<td>7.W.1.3.b</td>
<td>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
<td>L4, L8</td>
<td></td>
</tr>
<tr>
<td>7.W.1.3.c</td>
<td>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
<td>L4, L8</td>
<td></td>
</tr>
<tr>
<td>7.W.1.3.d</td>
<td>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
<td>L4, L8</td>
<td></td>
</tr>
<tr>
<td>7.W.1.3.e</td>
<td>Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
<td>L4, L8</td>
<td></td>
</tr>
<tr>
<td>7.W.2.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td>L2, L4, L8, L10, L12</td>
<td></td>
</tr>
<tr>
<td>7.W.2.5</td>
<td>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.)</td>
<td>L2, L4, L8, L10, L12</td>
<td></td>
</tr>
<tr>
<td>7.W.2.6</td>
<td>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.</td>
<td>L2, L4, L8, L10, L12</td>
<td></td>
</tr>
<tr>
<td>7.W.3.7</td>
<td>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
<td>L10</td>
<td></td>
</tr>
<tr>
<td>7.W.3.8</td>
<td>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.</td>
<td>L10</td>
<td></td>
</tr>
<tr>
<td>7.W.3.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>L2, L10</td>
<td></td>
</tr>
<tr>
<td>7.W.3.9.b</td>
<td>Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</td>
<td>L10</td>
<td></td>
</tr>
</tbody>
</table>
## Grade 7

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<tr>
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<tbody>
<tr>
<td><strong>7.W.4.10</strong> 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.</td>
<td>L2, L4, L8, L10, L12</td>
<td></td>
<td>Throughout program (L1–L19)</td>
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### Speaking and Listening

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<th>Standard</th>
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<tbody>
<tr>
<td><strong>7.SL.1.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td>L1–L12</td>
<td></td>
<td>TE: L18, L19</td>
</tr>
<tr>
<td><strong>7.SL.1.1.a</strong> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>L1–L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td><strong>7.SL.1.1.b</strong> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
<td>L1–L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td><strong>7.SL.1.1.c</strong> Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</td>
<td>L1–L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td><strong>7.SL.1.1.d</strong> Acknowledge new information expressed by others and, when warranted, modify their own views.</td>
<td>L1–L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td><strong>7.SL.1.2</strong> 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.</td>
<td>TM: L3, L12</td>
<td></td>
<td>L18, L19 TE: L14, L15</td>
</tr>
<tr>
<td><strong>7.SL.1.3</strong> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
<td>TM: L12</td>
<td></td>
<td>L19 TE: L6, L16</td>
</tr>
<tr>
<td><strong>7.SL.1.4</strong> 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.</td>
<td>TM: L9</td>
<td></td>
<td>TE: L6, L15, L16</td>
</tr>
<tr>
<td><strong>7.SL.1.5</strong> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</td>
<td>TM: L3, L9</td>
<td></td>
<td>TE: L5, L10, L13, L15</td>
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<tr>
<td><strong>7.SL.2.6</strong></td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</td>
<td>TM: L6, L9</td>
<td>TM: L2, L4</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.L.1.1</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>L2, L4, L8, L10</td>
<td>L11–L17</td>
</tr>
<tr>
<td><strong>7.L.1.1.a</strong></td>
<td>Explain the function of phrases and clauses in general and their function in specific sentences.</td>
<td>L8</td>
<td>L11</td>
</tr>
<tr>
<td><strong>7.L.1.1.b</strong></td>
<td>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</td>
<td>L2, L4</td>
<td>L16</td>
</tr>
<tr>
<td><strong>7.L.1.1.c</strong></td>
<td>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
<td>L8, L10</td>
<td>L12, L17</td>
</tr>
<tr>
<td><strong>7.L.1.2</strong></td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>L4, L12</td>
<td>L14, L17</td>
</tr>
<tr>
<td><strong>7.L.1.2.a</strong></td>
<td>Use a comma to separate coordinate adjectives (e.g., <em>It was a fascinating, enjoyable movie</em> but not <em>He wore an old[,] green shirt</em>).</td>
<td>L4</td>
<td>L13, L17</td>
</tr>
<tr>
<td><strong>7.L.1.2.b</strong></td>
<td>Spell correctly.</td>
<td>L12</td>
<td>L11–L17</td>
</tr>
<tr>
<td><strong>7.L.2.3</strong></td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>L2, L4, L8, L10, L12</td>
<td>L17</td>
</tr>
<tr>
<td><strong>7.L.2.3.a</strong></td>
<td>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
<td>L2, L4, L8, L10, L12</td>
<td>L2, L10</td>
</tr>
<tr>
<td><strong>7.L.3.4</strong></td>
<td>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.</td>
<td>L1, L2, L4, L5, L9, L10, L12</td>
<td>L1, L3–L5, L18</td>
</tr>
<tr>
<td><strong>7.L.3.4.a</strong></td>
<td>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.</td>
<td>L1, L4</td>
<td>L1, L2, L4</td>
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<tr>
<td><strong>7.L.3.4.b</strong> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <em>belligerent, bellicose, rebel</em>).</td>
<td>L10</td>
<td>L3, L8</td>
<td>L4–L5</td>
</tr>
<tr>
<td><strong>7.L.3.4.c</strong> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
<td>L2, L5, L9</td>
<td>L1, L5, L6, L9</td>
<td>L18</td>
</tr>
<tr>
<td><strong>7.L.3.4.d</strong> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
<td>L1, L12</td>
<td>L1, L2, L4, L6, L9</td>
<td>L18</td>
</tr>
<tr>
<td><strong>7.L.3.5</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>L3, L4, L6, L8, L12</td>
<td>L2–L4, L10</td>
<td>L2–L4</td>
</tr>
<tr>
<td><strong>7.L.3.5.a</strong> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</td>
<td>L8</td>
<td>L8</td>
<td>L2–L4</td>
</tr>
<tr>
<td><strong>7.L.3.5.b</strong> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</td>
<td>L4</td>
<td>L3, L7</td>
<td>L10</td>
</tr>
<tr>
<td><strong>7.L.3.5.c</strong> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <em>refined, respectful, polite, diplomatic, condescending</em>).</td>
<td>L3, L6, 12</td>
<td>L4, L10</td>
<td>L2</td>
</tr>
<tr>
<td><strong>7.L.3.6</strong> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>L2, L4, L5, L8–L10, L12</td>
<td>L5, L6, L9</td>
<td>L7–L9</td>
</tr>
</tbody>
</table>

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Using the Pacing Guide

You can use the Pacing Guide on the following pages to plan the delivery of your curriculum over the school year. There are several assumptions built into the organization of the Pacing Guide:

- The Pacing Guide is designed for 32 weeks of instruction. If your instructional year is longer or shorter than 32 weeks, make adjustments for the difference.
- Units that focus on Reading and Writing topics have been created using the lessons from Instruction Coach, Support Coach, and Performance Coach. See the Contents at right. Typically, reading units last 3 weeks and writing units last 2 weeks.
- Each day is planned around 90–120 minutes of instructional activities. However, the amount of time needed for the core lesson and the differentiation options will differ based on the needs of your class.
- Skills and strategies are listed for each core lesson. Non-assessed skills are marked with a ✔, and assessed skills with a ☑.
- Suggestions for review and assessments are at the end of each unit. You may use print- or digital-based Instruction Coach Benchmark Assessments and/or Support Coach for formative assessments.
- The sequence of topics is designed to address the content of the LAFS, but you can re-sequence the content to align with the curriculum maps used in your district.
- Optional Speaking and Listening Projects from Instruction Coach are suggested in some units. Alternative lessons from Instruction Coach and Support Coach are sometimes offered if you wish to focus on a different set of ELA skills/strategies and standards.

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<td>10 Reading Persuasive Nonfiction</td>
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<td>11 Reading Scientific and Technical Texts</td>
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<td>12 Writing Opinion Pieces</td>
<td>31–32</td>
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</table>
### Unit: Reading Historical Fiction

#### LESSON FOCUS

**LAFS: 7.RL.1.1, 7.SL.1.1**

**Instruction Coach**

**Lesson 1: Reading Historical Fiction**

- Student Edition pp. 5–11
- Teacher’s Manual pp. 3–9

**Skills**
- Recognize Historical Fiction
- Engage in Collaborative Discussion

**INTRODUCE HISTORICAL FICTION AND DISCUSS QUESTIONS, TM**

**Lesson 1: Reading Historical Fiction**

- Student Edition pp. 6–13
- Teacher’s Manual pp. 4–11

**Skills**
- Point of View
- Compare and Contrast Genres
- Word Choice
- Engage in Collaborative Discussion

**LISTEN AND LEARN HENRY SPEAKS OUT/PEACE WILL BE MY APPLAUSE**

Reread both passages with students, using Think Alouds. Use the Compare and Contrast Genres Think Aloud to focus strategy instruction, TM p. 9. Then have students complete the Comprehension Check, SE p. 12 to compare and contrast the passages.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students read Henry Speaks Out/Peace Will Be My Applause and identify why the first story is historical fiction.

- **Instruction Coach** Reread Henry Speaks Out/Peace Will Be My Applause, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

---

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach theme in Ready to Serve and guide students through the Comprehension Check, SE p. 18.

- **Instruction Coach** Teach vocabulary and guide students through SE p. 13. Use highlighted words in Ready to Serve to reinforce meanings.

- **Instruction Coach** Preview and teach the vocabulary words, SE p. 13.

- **Instruction Coach** Preview the vocabulary, SE pp. 14–16. Then have students read and discuss the passage, SE pp. 14–16.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach theme in Ready to Serve and guide students through the Comprehension Check, SE p. 18.

- **Instruction Coach** Reread Henry Speaks Out/Peace Will Be My Applause, guiding students to note point of view.

- **Instruction Coach** Reread Ready to Serve and guide students as they unpack the themes.

- **Performance Coach** Have accelerating students complete the Coached Example, SE pp. 5–8.

---

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 17. Point out that they must support their inferences with details from the text.

- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 18.
## Unit: Reading Historical Fiction

### DAY 1

**LESSON FOCUS**
- **LAFS:** 7.RL.1.1, 7.RL.1.2, 7.RL.1.3, 7.RL.2.4, 7.RL.2.6, 7.RL.4.10, 7.SL.1.1

**Instruction Coach**

**Lesson 1: Reading Historical Fiction**
- Instruction Coach Independent
- Leveled Practice Resource Book, pp. 13–21

**Skills**
- ✔ Theme
- ✔ Point of View
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- Instruction Coach Independent
- Leveled Practice Resource Book
  - Teach challenging vocabulary.
  - Then have students choose one word and write about its meaning in the text.
- Instruction Coach Independent
  - Leveled Practice Resource Book
  - Have students find the theme of the story and explain it to each other.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Use Lesson 1: Traditional Literature as an alternative to this lesson.

### DAY 2

**LESSON FOCUS**
- **LAFS:** 7.RL.2.6, 7.RL.3.9

**Support Coach**

**Lesson 2: Historical Fiction**
- **Student Edition** pp. 31–32, 34–38, 283
- **Teacher's Manual** pp. 25–26, 28–33

**Skills**
- ✔ Narrative Point of View
- ✔ Historical Fiction

**The Collector**
- Discuss historical fiction and the skills that will be reviewed, SE p. 31.
- Review Narrative Point of View, SE p. 32. Read the passage (first read). Have students complete the Narrative Point of View Chart, SE p. 283.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Review Try It, SE p. 32. With students in small groups, reread The Collector using the first read annotations to focus on narrative point of view. Guide students to complete Narrative Point of View Chart.

### DAY 3

**LESSON FOCUS**
- **LAFS:** 7.RL.1.2

**Support Coach**

**Lesson 2: Historical Fiction**
- **Student Edition** pp. 33–39, 284
- **Teacher's Manual** pp. 27–33

**Skills**
- ✔ Theme
- ✔ Close Reading

**The Collector**
- Read the passage (second read). Have students complete the relevant questions on the Close Reading Worksheet, SE p. 284.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM p. 27. Help students understand why the narrative point of view is in the third person.

### DAY 4

**LESSON FOCUS**
- **LAFS:** 7.RL.2.4, 7.RL.2.6, 7.RL.3.9.a, 7.RL.3.4.d

**Support Coach**

**Lesson 2: Historical Fiction**
- **Student Edition** pp. 34–39, 284
- **Teacher's Manual** pp. 28–33

**Skills**
- ✔ Context Clues
- ✔ Close Reading
- ✔ Write about Historical Fiction

**The Collector**
- Read the passage (third read). Have students complete the Close Reading Worksheet, SE p. 284. Follow with Vocabulary, SE p. 39.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - After discussing the third read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.

### DAY 5

**LESSON FOCUS**
- **LAFS:** 7.RL.3.9

**Support Coach**

**Lesson 2: Historical Fiction**
- **Student Edition** pp. 40, 42–48, 285
- **Teacher's Manual** pp. 34, 36–43

**Skills**
- ✔ Compare and Contrast
- ✔ Historical Fiction and Nonfiction
- ✔ The Summer Things Fell Apart/Letter from Neshoba County Jail

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM pp. 39–40, to help students compare and contrast character traits.
### Week 3

#### Day 1

**Unit: Reading Historical Fiction**

<table>
<thead>
<tr>
<th>Lesson Focus</th>
<th>LAFS: 7.RL.3.9, 7.L.2.3.a</th>
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<tbody>
<tr>
<td>Support Coach</td>
<td>Lesson 2: Historical Fiction</td>
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<tr>
<td>- Student Edition pp. 41–49, 286</td>
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<tr>
<td>- Teacher’s Manual pp. 35–43</td>
<td></td>
</tr>
<tr>
<td>- Skills</td>
<td></td>
</tr>
<tr>
<td>✓ Historical Fiction</td>
<td></td>
</tr>
<tr>
<td>✓ Eliminate Wordiness and Redundancy</td>
<td></td>
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<tr>
<td>✓ Close Reading</td>
<td></td>
</tr>
<tr>
<td>- The Summer Things Fell Apart/Letter from Neshoba County Jail</td>
<td></td>
</tr>
<tr>
<td>- Review Historical Fiction, SE p. 41. Reread the passage (second read)</td>
<td></td>
</tr>
<tr>
<td>- Guide students through Respond to Text using annotations, showing that these focus on historical fiction.</td>
<td></td>
</tr>
<tr>
<td>- Use Supporting Struggling Learners scaffolding, TM pp. 35, 36, and 41 to help students find details that establish historical context/setting.</td>
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</table>

#### Day 2

<table>
<thead>
<tr>
<th>Lesson Focus</th>
<th>LAFS: 7.RL.1.1, 7.RL.3.9, 7.W.1.2, 7.W.2.4, 7.W.3.9.a</th>
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<tbody>
<tr>
<td>Support Coach</td>
<td>Lesson 2: Historical Fiction</td>
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<tr>
<td>- Student Edition pp. 42–56, 286</td>
<td></td>
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<tr>
<td>- Teacher’s Manual pp. 36–46</td>
<td></td>
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<tr>
<td>- Skills</td>
<td></td>
</tr>
<tr>
<td>✓ Compare and Contrast Historical Fiction and Nonfiction</td>
<td></td>
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<tr>
<td>✓ Close Reading</td>
<td></td>
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<tr>
<td>✓ Write about Historical Fiction</td>
<td></td>
</tr>
<tr>
<td>- Respond to Text</td>
<td></td>
</tr>
<tr>
<td>- The Summer Things Fell Apart/Letter from Neshoba County Jail</td>
<td></td>
</tr>
<tr>
<td>- Reread the passage (third read)</td>
<td></td>
</tr>
<tr>
<td>- Have students complete the Close Reading Worksheet, SE p. 286. Follow with Respond to Text, SE pp. 50–51.</td>
<td></td>
</tr>
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</table>

#### Day 3

<table>
<thead>
<tr>
<th>Lesson Focus</th>
<th>LAFS: 7.RL.1.1, 7.RL.2.6, 7.RL.3.9, 7.W.1.2, 7.W.2.4, 7.W.3.9.a</th>
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<tbody>
<tr>
<td>Support Coach</td>
<td>Lesson 2: Historical Fiction</td>
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<tr>
<td>- Student Edition pp. 50–56</td>
<td></td>
</tr>
<tr>
<td>- Teacher’s Manual pp. 44–46</td>
<td></td>
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<tr>
<td>- Skills</td>
<td></td>
</tr>
<tr>
<td>✓ Compare and Contrast Historical Fiction and Nonfiction</td>
<td></td>
</tr>
<tr>
<td>✓ Close Reading</td>
<td></td>
</tr>
<tr>
<td>✓ Write about Historical Fiction</td>
<td></td>
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<tr>
<td>- Respond to Text</td>
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</tr>
<tr>
<td>- Review SE p. 50 and discuss the writing task on p. 51 before students draft and complete their writing.</td>
<td></td>
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</tbody>
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#### Day 4

<table>
<thead>
<tr>
<th>Lesson Focus</th>
<th>LAFS: 7.RL.1.1, 7.RL.2.6, 7.RL.3.9, 7.RL.4.10, 7.L.3.4.a</th>
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</thead>
<tbody>
<tr>
<td>Support Coach</td>
<td>Lesson 2: Historical Fiction</td>
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<tr>
<td>- Student Edition pp. 52–58</td>
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<td>- Teacher’s Manual p. 46</td>
<td></td>
</tr>
<tr>
<td>- Skills</td>
<td></td>
</tr>
<tr>
<td>✓ Context Clues</td>
<td></td>
</tr>
<tr>
<td>✓ Word Choice</td>
<td></td>
</tr>
<tr>
<td>✓ Theme</td>
<td></td>
</tr>
<tr>
<td>✓ Point of View</td>
<td></td>
</tr>
<tr>
<td>✓ Compare and Contrast Genres</td>
<td></td>
</tr>
<tr>
<td>✓ Character</td>
<td></td>
</tr>
<tr>
<td>- Listen and Learn Review and discuss the Essential Question on TM p. 3 and the following focus skills:</td>
<td></td>
</tr>
<tr>
<td>- using context clues to understand new and difficult words</td>
<td></td>
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<tr>
<td>- understanding how authors use word choice to tell a story</td>
<td></td>
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<tr>
<td>- identifying the theme expressed by the author</td>
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<tr>
<td>- identifying point of view</td>
<td></td>
</tr>
<tr>
<td>- comparing/contrasting genres.</td>
<td></td>
</tr>
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#### Day 5

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<td>- Teacher’s Manual p. 3</td>
<td></td>
</tr>
<tr>
<td>- Skills</td>
<td></td>
</tr>
<tr>
<td>✓ Context Clues</td>
<td></td>
</tr>
<tr>
<td>✓ Word Choice</td>
<td></td>
</tr>
<tr>
<td>✓ Theme</td>
<td></td>
</tr>
<tr>
<td>✓ Compare and Contrast Historical Fiction and Nonfiction</td>
<td></td>
</tr>
<tr>
<td>- Read On Your Own Hidden/Letter to a Granddaughter</td>
<td></td>
</tr>
<tr>
<td>- Review Comprehension Check, SE pp. 57–58. Have students share answers and discuss the text, pointing out the theme.</td>
<td></td>
</tr>
</tbody>
</table>

### DIFFERENTIATION OPTIONS

- **Support Coach**: Review Try It, SE p. 41. Reread the Summer Things Fell Apart/Letter from Neshoba County Jail with the **second read** annotations, showing that these focus on historical fiction.
- **Support Coach**: Use Supporting Struggling Learners scaffolding, TM pp. 35, 36, and 41 to help students find details that establish historical context/setting.
- **Support Coach**: Guide students through Respond to Text using support, TM pp. 44–45.
- **Support Coach**: Have students read (first read) Hidden/Letter to a Granddaughter, SE pp. 52–56.
- **Performance Coach**: Use Language Spotlight, SE p. 4 and TE p. 3, to teach context clues. Have students choose a vocabulary word to write about.
- **Performance Coach**: Have students complete the Lesson Practice, SE pp. 46–50.
- **Support Coach**: Guide students through Respond to Text using support, TM pp. 44–45. Have them work with partners and write.
- **Support Coach**: Have students read (second read) Hidden/Letter to a Granddaughter, SE pp. 52–56.
- **Performance Coach**: Have accelerating students complete the Lesson Practice, SE pp. 46–50.
- **Performance Coach**: To review point of view and theme, have students complete Lesson Practice, SE pp. 46–50.
### Unit: Writing Fictional Narratives

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<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 7.W.1.3, 7.SL.1.1&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Writing Fictional Narratives&lt;br&gt;- Student Edition pp. 6–8, 139–140&lt;br&gt;- Teacher’s Manual pp. 119–120&lt;br&gt;Skills&lt;br&gt;✔ Write a Fictional Narrative&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;Essential Question&lt;br&gt;Introduce writing fictional narratives and discuss questions, TM p. 119, focusing on the Essential Question, How do characters and setting contribute to an effective fictional narrative? Then read SE pp. 139–140 with students.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 7.W.1.3, 7.SL.1.1&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Writing Fictional Narratives&lt;br&gt;- Student Edition pp. 140–142&lt;br&gt;- Teacher’s Manual pp. 120–122&lt;br&gt;Skills&lt;br&gt;✔ Write a Fictional Narrative&lt;br&gt;✔ Setting&lt;br&gt;✔ Narrative Structure: Introduction, Plot/Conflict, Climax, Conclusion&lt;br&gt;Analyze a Mentor Text&lt;br&gt;Read aloud the Mentor Text, SE pp. 141–142, using the annotations. Help students analyze the text and mark up as noted.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 7.W.1.3, 7.SL.1.1, 7.L.2.3.a, 7.L.3.5&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Writing Fictional Narratives&lt;br&gt;- Student Edition pp. 141–144&lt;br&gt;- Teacher’s Manual pp. 121–123&lt;br&gt;Skills&lt;br&gt;✔ Write a Fictional Narrative&lt;br&gt;✔ Figurative Language&lt;br&gt;✔ Narrative Structure: Introduction, Plot/Conflict, Climax, Conclusion&lt;br&gt;Analyze a Mentor Text&lt;br&gt;Discuss the Think About It questions, TM p. 122. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 143.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 7.W.1.3, 7.W.2.4, 7.W.2.5, 7.W.2.6&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Writing Fictional Narratives&lt;br&gt;- Student Edition pp. 144–147&lt;br&gt;- Teacher’s Manual pp. 124–125&lt;br&gt;Skills&lt;br&gt;✔ Write a Fictional Narrative&lt;br&gt;✔ Narrative Structure: Introduction, Plot/Conflict, Climax, Conclusion&lt;br&gt;✔ Develop Character&lt;br&gt;✔ Brainstorm Ideas&lt;br&gt;Writing Process: Step 1&lt;br&gt;After reviewing the steps in the writing process, read the Writing Assignment, SE p. 144. Discuss the task along with the purpose and audience. Then guide students through SE pp. 145–146 using the annotations. Students complete SE pp. 145 and 147.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 7.W.1.3, 7.W.2.4, 7.W.2.5, 7.W.2.6&lt;br&gt;Support Coach&lt;br&gt;Lesson 8: Writing Fictional Narratives&lt;br&gt;- Student Edition pp. 148–151&lt;br&gt;- Teacher’s Manual pp. 126–128&lt;br&gt;Skills&lt;br&gt;✔ Write a Fictional Narrative&lt;br&gt;✔ Organize: Introduction, Plot/Conflict, Climax, Conclusion&lt;br&gt;Writing Process: Steps 2, 3&lt;br&gt;Read SE p. 148 with students to help them understand how the writer of the Mentor Text developed the introduction, plot/conflict, climax, and conclusion to the story. Have them complete the Try It, SE p. 149. Then read and discuss drafting process before students begin to write.</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use notes, TM p. 120, to introduce the purpose and audience for fictional narratives.
- **Instruction Coach** Review Henry Speaks Out and identify and discuss the introduction, plot/conflict, climax, and conclusion.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use the graphic on SE p. 140 to help students understand the characteristics and structure of fictional narratives.
- **Instruction Coach** Have students identify the introduction, plot/conflict, climax, and conclusion of the Mentor Text.
- **Instruction Coach** Introduce the Speaking and Listening Project, TM pp. 134–137.
- **Instruction Coach** Review the Writing Process SE, p. 144 for students who need extra support.
- **Performance Coach** Use Discussion Questions, TM p. 50, to guide students who are unclear about the writing process.
- **Instruction Coach** Have students work in pairs to discuss their narrative elements (SE p. 149) before they record them.
- **Performance Coach** Have students read SE pp. 160–161.

Non–Assessed Skills/Strategies ✔ Assessed Skills/Strategies
## Week 5

### Unit: Writing Fictional Narratives

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>

**DIFFERENTIATION OPTIONS**

• Instruction Coach Work with a small group to help them revise their writing so that phrases and clauses are used properly in complete sentences.

• Performance Coach Have students complete the Lesson Practice, SE pp. 167–171.
### Unit: Writing Fictional Narratives

#### Day 1

**LESSON FOCUS**
- **LAFS:** 7.W.1.3, 7.W.2.4, 7.W.2.5, 7.W.2.6
- **Instruction Coach**
- **Lesson 8: Writing Fictional Narratives**
  - **Student Edition p. 162**
  - **Teacher's Manual p. 133**

**Skills**
- ✔ Write a Fictional Narrative

**Writing Process: Step 7**
Discuss the publishing ideas, SE p. 162. This stage of the writing process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images.
- **Instruction Coach** Some students may wish work in groups to create scripts using their fictional narratives so that they do a readers' theater.

#### Day 2

**LESSON FOCUS**
- **LAFS:** 7.W.1.3, 7.L.1.2.c
- **Performance Coach**
- **Lesson 13: Write a Narrative**
  - **Student Edition pp. 192–194**
  - **Teacher's Edition pp. 58–59**

**Skills**
- ✔ Analyze Fictional Narratives
- ✔ Commas and Coordinate Adjectives

**Writing Process: Getting the Idea**
Use the Discussion Questions on TE p. 58 to help students reflect on what they have learned about writing fictional narratives. Guide them through SE pp. 192–194.

#### DIFFERENTIATION OPTIONS
- **Performance Coach** Discuss the use of dialogue with students as they share the dialogue in their published fictional narratives.
- **Performance Coach** Use the Language Spotlight on commas and coordinate adjectives and have students write their own lists of colorful descriptions using coordinate adjectives.

#### Day 3

**LESSON FOCUS**
- **LAFS:** 7.W.1.1, 7.W.2.4, 7.W.2.5, 7.W.2.6
- **Performance Coach**
- **Lesson 13: Write a Narrative**
  - **Student Edition pp. 199–207**
  - **Teacher's Edition p. 61**

**Skills**
- ✔ Write a Fictional Narrative
- ✔ Analyze Fictional Narratives

**Coached Example**
Guide students through the Coached Example, assisting them with the questions. Use the Hints as a springboard to help students unpack the questions.

#### DIFFERENTIATION OPTIONS
- **Performance Coach** Some students may need extra support in order to respond to item 4, SE p. 198. Work with them as they return to the passage to find evidence of the author’s development of characters and story conflict.
- **Performance Coach** As students work on item 4, SE p. 198, remind them that they are finishing the story. Discuss how the characters change in the story and how Lila’s reaction could be interpreted.

#### Day 4

**LESSON FOCUS**
- **LAFS:** 7.W.1.1, 7.W.2.4, 7.W.2.5, 7.W.2.6
- **Performance Coach**
- **Lesson 13: Write a Narrative**
  - **Student Edition pp. 172–175**
  - **Teacher's Edition p. 119**

**Skills**
- ✔ Analyze Fictional Narratives

**Essential Question**
Review and discuss the Essential Question and the following focus skills notes:
- what are the elements of fictional narrative?
- why do writers use expressive language?

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Have students complete and present the Speaking and Listening Project, TM pp. 134–137.
- **Performance Coach** For students who need assistance planning their response to item 6, discuss options for organizing their writing such as graphic organizers that help them analyze characters and story conflict.

#### PUBLISH OPTIONS:
- **Instruction Coach**
  - **Student Edition p. 139**
  - **Teacher's Edition p. 119**

**Skills**
- ✔ Analyze Fictional Narratives

**Essential Question**
Review and discuss the Essential Question and the following focus skills notes:
- what are the elements of fictional narrative?
- why do writers use expressive language?

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Have students complete and present the Speaking and Listening Project, TM pp. 134–137.
- **Performance Coach** Have accelerating students do item 6, SE pp. 172–175.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Have students complete and present the Speaking and Listening Project, TM pp. 134–137.
- **Performance Coach** Have accelerating students do item 6, SE pp. 172–175.
## Unit: Writing Responses to Literature

### Week 7

### Day 1

**LESSON FOCUS**

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- **Student Edition pp. 14–16, 19–20**
- **Teacher's Manual pp. 16–18**

**Skills**
- ✔ Write a Response to Literature
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- ✔ Instruction Coach: Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.
- ✔ Instruction Coach: Review Ready to Serve and identify and discuss the elements of a response to literature.

**DIFFERENTIATION OPTIONS**
- ✔ Instruction Coach: Use the graphic on SE p. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
- ✔ Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

**DIFFERENTIATION OPTIONS**
- Instruction Coach: Use the graphic on SE p. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
- Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

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- Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

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### Day 2

**LESSON FOCUS**

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- **Student Edition pp. 14–16, 19–20**
- **Teacher's Manual pp. 16–18**

**Skills**
- ✔ Write a Response to Literature
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- ✔ Instruction Coach: Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.
- ✔ Instruction Coach: Review Ready to Serve and identify and discuss the elements of a response to literature.

**DIFFERENTIATION OPTIONS**
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- Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

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### Day 3

**LESSON FOCUS**

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- **Student Edition pp. 14–16, 19–20**
- **Teacher's Manual pp. 16–18**

**Skills**
- ✔ Write a Response to Literature
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- ✔ Instruction Coach: Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.
- ✔ Instruction Coach: Review Ready to Serve and identify and discuss the elements of a response to literature.

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- Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

**DIFFERENTIATION OPTIONS**
- Instruction Coach: Use the graphic on SE p. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
- Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

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### Day 4

**LESSON FOCUS**

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- **Student Edition pp. 14–16, 19–20**
- **Teacher's Manual pp. 16–18**

**Skills**
- ✔ Write a Response to Literature
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- ✔ Instruction Coach: Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.
- ✔ Instruction Coach: Review Ready to Serve and identify and discuss the elements of a response to literature.

**DIFFERENTIATION OPTIONS**
- ✔ Instruction Coach: Use the graphic on SE p. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
- ✔ Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

**DIFFERENTIATION OPTIONS**
- Instruction Coach: Use the graphic on SE p. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
- Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

**DIFFERENTIATION OPTIONS**
- Instruction Coach: Use the graphic on SE p. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
- Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

**DIFFERENTIATION OPTIONS**
- Instruction Coach: Use the graphic on SE p. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
- Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

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### Day 5

**LESSON FOCUS**

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- **Student Edition pp. 14–16, 19–20**
- **Teacher's Manual pp. 16–18**

**Skills**
- ✔ Write a Response to Literature
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- ✔ Instruction Coach: Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.
- ✔ Instruction Coach: Review Ready to Serve and identify and discuss the elements of a response to literature.

**DIFFERENTIATION OPTIONS**
- ✔ Instruction Coach: Use the graphic on SE p. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
- ✔ Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

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- Instruction Coach: Use the graphic on SE p. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
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- Instruction Coach: Use the graphic on SE p. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
- Instruction Coach: Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.
Unit: Writing Responses to Literature

Day 1

LEsson FOCUS
Instruction Coach
Lesson 2: Writing Responses to Literature
- Student Edition pp. 34–39
- Teacher's Manual pp. 27–30
Skills
✔ Write a Response to Literature
✔ Clear Relationships
Writing Process: Steps 3, 4
With students read the Writer’s Craft section, SE p. 34. Have students share their efforts to show clear relationships. Then read SE pp. 36–38.

DIFFERENTIATION OPTIONS
- Performance Coach Have students complete the Coached Example, SE pp. 179–181.

Day 2

LEsson FOCUS
Instruction Coach
Lesson 2: Writing Responses to Literature
- Student Edition pp. 36–41
- Teacher’s Manual pp. 29–31
Skills
✔ Revise a Response to Literature
✔ Use Complex Sentences
Writing Process: Steps 4, 5
Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 40–41.

DIFFERENTIATION OPTIONS
- Instruction Coach Identify sentences that students may revise into complex sentences, using main and dependent clauses. Provide students with support as they revise.
- Performance Coach Have students complete the Lesson Practice, SE pp. 182–187.

Day 3

LEsson FOCUS
Instruction Coach
Lesson 2: Writing Responses to Literature
- Student Edition pp. 40–45
- Teacher’s Manual pp. 31–32
Skills
✔ Edit a Response to Literature
✔ Use Complex Sentences
✔ Eliminate Wordiness and Redundancy
Writing Process: Steps 5, 6
Read SE pp. 42–43. Provide time for students to finish revising and begin editing.

DIFFERENTIATION OPTIONS
- Instruction Coach Have students read aloud portions of their writing. Model Think Alouds about using complex sentences, to demonstrate how to talk about writing.
- Instruction Coach Use the Combine Sentences activity, TM p. 31, to help students focus on writing complex sentences.

Day 4

LEsson FOCUS
Instruction Coach
Lesson 2: Writing Responses to Literature
- Student Edition pp. 42–46
- Teacher’s Manual pp. 32–33
Skills
✔ Write a Response to Literature
✔ Eliminate Wordiness and Redundancy
✔ Use Concise Language
Writing Process: Steps 6, 7
Read SE pp. 44–45. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 46.

DIFFERENTIATION OPTIONS
- Instruction Coach Have students write a response to literature, especially if it includes images and text features.
- Performance Coach Have accelerating students complete the Lesson Practice, SE pp. 182–188.

Day 5

PUBLISH AND ASSESS OPTIONS:
Instruction Coach
Benchmark Assessment 1
Skills
✔ Write a Response to Literature

Instruction Coach
Lesson 2: Writing Responses to Literature
- Student Edition p. 46
- Teacher Manual p. 33
Writing Process: Step 7
This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

DIFFERENTIATION OPTIONS
- Instruction Coach Review answers to Benchmark Assessment 1 with students.
- Instruction Coach Review answers to Benchmark Assessment 1 with students.

Instruction Coach
Speaking and Listening Project, TM pp. 134–137.
### Unit: Reading Literary Nonfiction

#### LESSON FOCUS

**LAFS: 7.RI.2.6, 68.RH.3.9, 7.SL.1.1**

- **Instruction Coach**
  - **Lesson 3: Reading Literary Nonfiction**
    - **Skills**
      - Primary and Secondary Sources
      - Compare and Contrast Texts
      - Support with Evidence
    - **Teacher’s Manual pp. 34–45**
    - **Student Edition pp. 47–57**

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach reading literary nonfiction features in the passage, noting primary and secondary sources.
- **Instruction Coach** Introduce the Speaking and Listening Project, TM pp. 52–54, during this unit.
- **Instruction Coach** Reread Narrative of the Life of Frederick Douglass/Reconstruction, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

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#### LESSON FOCUS

**LAFS: 7.RI.1.1, 7.RI.2.4, 7.RI.4.10, 68.RH.1.1, 68.RH.4.10, 7.SL.1.1, 7.L.3.5.c**

- **Instruction Coach**
  - **Lesson 3: Reading Literary Nonfiction**
    - **Skills**
      - Compare and Contrast Texts
      - Support with Evidence
    - **Teacher’s Manual pp. 46–47**
    - **Teacher’s Manual pp. 36–47**

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread Narrative of the Life of Frederick Douglass/Reconstruction, TM pp. 36–45, noting primary and secondary sources in which students can evaluate evidence.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 59.
- **Performance Coach** Have students complete the Comprehension Check on SE p. 58 to compare and contrast texts.

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#### LESSON FOCUS

**LAFS: 7.RI.1.1, 7.RI.1.3, 7.RI.2.4, 7.RI.3.8, 7.RI.4.10, 68.RH.1.1, 68.RH.4.10, 7.SL.1.1**

- **Instruction Coach**
  - **Lesson 3: Reading Literary Nonfiction**
    - **Skills**
      - Persuasive Technique
      - Author’s Purpose
    - **Teacher’s Manual pp. 47–50**
    - **Teacher’s Manual pp. 47–50**

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach persuasive technique in Blood, Toil, Tears and SWEAT/World War II: British Home Front.
- **Performance Coach** Have students complete the Comprehension Check, SE p. 59.
- **Performance Coach** Use highlighted words in Blood, Toil, Tears and SWEAT to reinforce meanings.

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#### LESSON FOCUS

**LAFS: 7.RI.2.5, 7.RI.2.6, 7.RI.4.10, 68.RH.2.6, 68.RH.4.10, 7.SL.1.1**

- **Instruction Coach**
  - **Lesson 3: Reading Literary Nonfiction**
    - **Skills**
      - Main Idea, Inferences, and Supporting Details
      - Author’s Tone
    - **Teacher’s Manual pp. 48–50**
    - **Teacher’s Manual pp. 48–50**

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach main idea, inferences, and supporting details.
- **Instruction Coach** Have students complete the Comprehension Check, SE pp. 67–68.

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#### LESSON FOCUS

**LAFS: 7.RI.3.9, 7.RI.4.10, 7.W.1.2, 7.SL.1.1**

- **Instruction Coach**
  - **Lesson 3: Reading Literary Nonfiction**
    - **Skills**
      - Compare and Contrast Texts
      - Write about Literary Nonfiction
    - **Teacher’s Manual pp. 48–57**
    - **Teacher’s Manual pp. 48–50**

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 67.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 68. Point out the questions that address main idea and details.
## Unit: Reading Literary Nonfiction

### LESSON FOCUS

<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
<th>LAFS: 7.RI.1.1, 68.RH.1.1, 68.RH.2.6, 7.SL.1.1, 7.L.3.5.c</th>
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<tbody>
<tr>
<td><strong>Lesson 3: Reading Literary Nonfiction</strong></td>
<td><strong>Support Coach</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>✔ Cite Text Evidence</td>
<td>✔ Author’s Point of View</td>
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<tr>
<td>✔ Engage in Collaborative Discussion</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td></td>
</tr>
<tr>
<td>Instruction Coach Independent Leveled Practice Resource Book</td>
<td>Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.</td>
</tr>
<tr>
<td>Instruction Coach Independent Leveled Practice Resource Book</td>
<td>Have students cite text evidence that supports the author’s point of view and explain them to each other.</td>
</tr>
</tbody>
</table>

### DIFFERENTIATION OPTIONS

| DIFFERENTIATION OPTIONS |  |
|-------------------------|  |
| Support Coach Review Try It, SE p. 194, Reread Animal Instincts with the **first read** annotations, showing students that these focus on summarizing. Guide students to complete the Summary Chart. | Support Coach Use Supporting Struggling Learners scaffolding, TM pp. 164, 166. Help students understand that a summary focuses on the main idea and the most important supporting information. |

### LESSON FOCUS

<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
<th>LAFS: 7.RI.1.2, 68.RH.1.2</th>
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<tr>
<td><strong>Lesson 8: Literary Nonfiction</strong></td>
<td><strong>Support Coach</strong></td>
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<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>✔ Summarize</td>
<td>✔ Recognize Literary Nonfiction</td>
</tr>
<tr>
<td>✔ Evaluate Evidence and Claims</td>
<td>✔ Close Reading</td>
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<td><strong>Animal Instincts</strong></td>
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<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>✔ Greek and Latin Affixes</td>
<td>✔ Write about Literary Nonfiction</td>
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<tr>
<td>✔ Engage in Collaborative Discussion</td>
<td>✔ Close Reading</td>
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<tr>
<td><strong>Animal Instincts</strong></td>
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<tr>
<td>Read the passage [second read]. Then have students complete the Close Reading Worksheet, SE p. 308. Follow with Vocabulary, SE p. 309.</td>
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<td>✔ Engage in Collaborative Discussion</td>
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<td><strong>Animal Instincts</strong></td>
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<tr>
<td>Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 308. Follow with Vocabulary, SE p. 309.</td>
<td></td>
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</table>

### DIFFERENTIATION OPTIONS

| DIFFERENTIATION OPTIONS |  |
|-------------------------|  |
| Support Coach Review Try It, SE p. 195, Reread Animal Instincts with the **third read** annotations, showing students that these focus on evaluating evidence and claims. Guide students to complete the Close Reading Worksheet. | Support Coach Focus on Fluency and Supporting ELLs, TM pp. 167, 169. Preview Vocabulary, SE p. 201. |

### LESSON FOCUS

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<th>LESSON FOCUS</th>
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<tr>
<td>✔ Main Idea, Inferences, and Supporting Details</td>
<td>✔ Figurative Language</td>
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### DIFFERENTIATION OPTIONS

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**Unit: Reading Literary Nonfiction**

**LESSON FOCUS**

**LAFS: 7.RI.1.2, 7.RI.2.4, 7.L.3.5.a**

**Support Coach**

**Lesson 8: Literary Nonfiction**
- Student Edition pp. 203–209, 310
- Teacher’s Manual pp. 173–179

**Skills**
- Analyze Development of Central Ideas
- Figurative Language
- Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 203. Reread Talking the Talk with the **Second Read** annotations, showing students that these focus on analyzing the development of central ideas. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 173 to reread and discuss the passage. Review Vocabulary, SE p. 209.
- **Performance Coach** Have accelerating students read Lesson 10, SE pp. 134–137.

**LESSON FOCUS**


**Support Coach**

**Lesson 8: Literary Nonfiction**
- Student Edition pp. 204–211, 310
- Teacher’s Manual pp. 174–181

**Skills**
- Evaluate Evidence and Claims
- Main Idea, Inferences, and Supporting Details
- Close Reading
- Write about Literary Nonfiction

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 180–182. Have them work with partners and write.
- **Support Coach** Have students read **Second Read** Sign, Baby, Sign!, SE pp. 212–214.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 138–141.

**LESSON FOCUS**

**LAFS: 7.RI.1.2, 7.RI.3.8, 68.RH.1.2, 7.W.3.9.b**

**Support Coach**

**Lesson 8: Literary Nonfiction**
- Student Edition pp. 210–214
- Teacher’s Manual pp. 180–182

**Skills**
- Evaluate Evidence and Claims
- Main Idea, Inferences, and Supporting Details
- Close Reading
- Write about Literary Nonfiction

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 180–182. Have them work with partners and write.
- **Support Coach** Have students read **Second Read** Sign, Baby, Sign!, SE pp. 212–214
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 138–141.

**LESSON FOCUS**

**LAFS: 7.RI.1.1, 7.RI.1.2, 7.RI.2.5, 7.RI.2.6, 7.RI.3.8, 7.RI.3.9, 7.RI.4.10, 7.SL.1.1, 68.RH.1.1, 68.RH.2.6, 68.RH.4.10**

**Instruction Coach**

**Lesson 3: Reading Literary Nonfiction**
- Student Edition p. 47
- Teacher’s Manual p. 35

**Skills**
- Evaluate Evidence
- Main Idea and Supporting Details/Summarize
- Author’s Point of View
- Compare and Contrast Texts

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review and discuss the Essential Question on TM p. 35, How can primary and secondary sources complement one another in helping us understand history? Discuss the following focus skills:
  - evaluating evidence and claims
  - identifying main idea and supporting details
  - summarizing text
  - identifying point of view.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Have students read **Third Read** Sign, Baby, Sign!, and do Comprehension Check, SE pp. 215–216.
- **Performance Coach** To review author’s point of view, have students complete Lesson Practice, SE pp. 71–76.

**REVIEW AND ASSESS OPTIONS:**

**Support Coach** Quiz 8

**Skills**
- Summarize
- Evaluate Evidence and Claims
- Central Idea and Supporting Details
- Greek and Latin Affixes
- Figurative Language

**Support Coach**

**Lesson 8: Literary Nonfiction**
- Student Edition pp. 212–216
- Teacher’s Manual p. 182

Read on Your Own Sign, Baby, Sign!

**Review Comprehension Check**, SE pp. 215–216. Have students share answers and discuss the text, pointing out evidence that they find.

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 71–77 (item 6).
- **Support Coach** Review answers to Quiz 8 with students.
- **Instruction Coach** Have students complete and present the Speaking and Listening Project, TM pp. 52–54.

**Non-Assessed Skills/Strategies**
- **Assessed Skills/Strategies**
## Unit: Reading Historical Texts

### LESSON FOCUS
LAFS: 7.RL.1.1, 7.RL.1.2, 68.RH.1.2, 68.RH.2.5, 7.SL.1.1
Instruction Coach

### Lesson 5: Reading Historical Texts
- **Student Edition pp. 93–103**
- **Teacher’s Manual pp. 73–83**

### Skills
- ✔ Text Structure: Chronological Order
- ✔ Engage in Collaborative Discussion

### Listen and Learn
**Guarding the Coast/Women in the U.S. Coast Guard**

Introduce reading historical texts and discuss questions, TM p. 73, focusing on the Essential Question, *How does historical nonfiction contribute to our understanding of the present?*

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Teach historical text features in *Guarding the Coast*, noting the text structure, chronological order.
- **Instruction Coach** Reread *Guarding the Coast*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### LESSON FOCUS
LAFS: 7.RL.1.1, 7.RL.1.2, 68.RH.1.2, 68.RH.2.5, 68.RH.3.7, 68.RH.3.8, 7.SL.1.1
Instruction Coach

### Lesson 5: Reading Historical Texts
- **Student Edition pp. 94–105**
- **Teacher’s Manual pp. 74–84**

### Skills
- ✔ Text Structure: Chronological Order
- ✔ Integrate Visual Information
- ✔ Engage in Collaborative Discussion

### Listen and Learn
**Guarding the Coast/Women in the U.S. Coast Guard**

Reread the passage with students using Think Alouds. Use the Chronological Order Think Aloud to focus strategy instruction, TM p. 77. Then have students complete the Comprehension Check on Chronological Order, SE p. 104.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Teach historical text features in *Guarding the Coast*, noting the text structure, chronological order.
- **Instruction Coach** Reread *Guarding the Coast/Women in the U.S. Coast Guard*, pp. 94–103, noting the integration of visual information and its purpose.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 105.

### LESSON FOCUS
LAFS: 7.RL.1.1, 7.RL.1.2, 68.RH.1.2, 68.RH.3.8, 68.RH.3.9, 7.SL.1.1
Instruction Coach

### Lesson 5: Reading Historical Texts
- **Student Edition pp. 105–110, 112**
- **Teacher’s Manual pp. 85–87**

### Skills
- ✔ Text Structure: Cite Text Evidence
- ✔ Cite Text Evidence
- ✔ Engage in Collaborative Discussion

### Share and Learn
**The Factory Girl’s Danger**

Prepare vocabulary and guide students through SE p. 105. Use highlighted vocabulary and guide students through the Comprehension Check, SE pp. 106–110.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Teach cite text evidence in *The Factory Girl’s Danger* and guide students through Comprehension Check, SE p. 112.
- **Instruction Coach** Reread *The Factory Girl’s Danger*, guiding students to cite text evidence as they read.

### LESSON FOCUS
LAFS: 7.RL.1.1, 7.RL.1.2, 7.RL.2.5, 68.RH.1.3, 7.SL.1.1
Instruction Coach

### Lesson 5: Reading Historical Texts
- **Student Edition pp. 106–112**
- **Teacher’s Manual pp. 86–88**

### Skills
- ✔ Text Structure: Cause and Effect
- ✔ Compare and Contrast Texts

### Share and Learn
**The Factory Girl’s Danger**

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 111–112.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 111. Point out that the questions involve using facts with supporting details.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 112.
Unit: Reading Historical Texts

LESSON FOCUS
LAFS: 68.RH.3.7
Support Coach
Lesson 9: Historical Texts
Teacher’s Manual pp. 185–186, 188–195
Skills
✓ Integrate Visual Information
✓ Recognize Historical Texts
✓ Close Reading
Who Was King Arthur?
Review Identify Steps in a Process, SE p. 219. Read the passage [first read]. Have students complete the relevant questions on the Close Reading Worksheet, SE p. 311.
DIFFERENTIATION OPTIONS
Support Coach Review Try It, SE p. 218. Reread Who Was King Arthur? with the first read annotations, showing students that these focus on integrating visual information.
Support Coach Use Supporting Struggling Learners scaffolding, TM pp. 186, 190. Help students understand the map visuals by reviewing the map keys and how the map relates to the text.
Alternative Support Coach Lesson Use Lesson 10: Primary and Secondary Sources.

LESSON FOCUS
LAFS: 68.RH.1.3
Support Coach
Lesson 9: Historical Texts
Student Edition pp. 219–227, 311–312
Teacher’s Manual 187–195
Skills
✓ Identify Steps in a Process
✓ Recognize Historical Texts
✓ Close Reading
Who Was King Arthur?
DIFFERENTIATION OPTIONS
Support Coach Review Try It, SE p. 219. Reread Who Was King Arthur? with the second read annotations, showing students that these focus on steps in a process. Guide students to complete the Close Reading Worksheet.

LESSON FOCUS
LAFS: 7.L.3.6, 68.RH.2.4, 7.W.3.9.b
Support Coach
Lesson 9: Historical Texts
Student Edition pp. 220–227, 311
Teacher’s Manual pp. 188–195
Skills
✓ Domain-Specific Vocabulary
✓ Close Reading
✓ Write about Historical Texts
Who Was King Arthur?
Read the passage [third read]. Then have students complete the Close Reading Worksheet. SE p. 311. Follow with Vocabulary, SE p. 327.
DIFFERENTIATION OPTIONS
Support Coach After discussing the third read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
Performance Coach Guide students through the Coached Example, SE pp. 94–98.
Performance Coach Use discussion questions, TE p. 30. Review the characteristics of historical texts. Have students write about specific characteristics in the passages they have read.
**Unit: Reading Historical Texts**

### Lesson 9: Historical Texts

#### Lesson Focus
- **LAFS:** 7.RI.2.4, 68.RH.2.4, 7.L.3.4.c, d
- **Skills**
  - Analyze Word Choice and Tone
  - Close Reading
  - Vocabulary, Domain-Specific Vocabulary
  - Using a Glossary
  - Understanding the steps in a social studies process
  - Recognizing structure.

#### Differentiation Options
- **Support Coach**
  - Review Try It, SE p. 229. Reread Child Monarchs with the **Second Read annotations**, showing students that these focus on analyzing word choice and tone. Guide students to complete the Close Reading Worksheet.
  - Use Supporting Struggling Learners scaffolding, TM pp. 198–201, to reread and discuss the passage. Review Vocabulary, SE p. 235.

- **Performance Coach**

### Differentiation Options
- **Support Coach**
  - Guide students through Respond to Text using support, TM pp. 204–205.

- **Support Coach**
  - Have students read **First Read** The Search for Atlantis, SE pp. 238–242.

- **Performance Coach**

### Differentiation Options
- **Support Coach**
  - Guide students through Respond to Text using support, TM pp. 204–205. Have them work with partners and write.

- **Support Coach**
  - Have students read **Second Read** The Search for Atlantis, SE pp. 238–242.

- **Performance Coach**

### Differentiation Options
- **Support Coach**
  - Have students read **Third Read** The Search for Atlantis and complete the Comprehension Check, SE pp. 238–244.

- **Support Coach**
  - Review answers to Quiz 9 with students.

### Differentiation Options
- **Performance Coach**
  - Do shared writing with students in Lesson Practice, SE pp. 99–105 (item 6) or pp. 127–133.

- **Support Coach**
  - Review answers to Quiz 9 with students.

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Non–Assessed Skills/Strategies ✔ Assessed Skills/Strategies
### Unit: Writing Informative Texts

#### LESSON FOCUS
**LAFS: 7.W.1.2.a-b**
**Instruction Coach**
**Lesson 10: Writing Informative Texts**
- Student Edition pp. 180–182
- Teacher’s Manual pp. 159–162
**Skills**
- Write an Informative Text
- Introduction, Headings, Conclusion
- Analyze a Mentor Text
- Read aloud the Mentor Text using the annotations. Help students analyze the text and mark up as noted.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Use notes, TM p. 158, to introduce the purpose and audience for an informative text.
- **Instruction Coach** Review World War II: British Home Front and identify and discuss the introduction, supporting details, and conclusion of that text.
- **Performance Coach** Have students read Lesson 14, Research Skills, SE pp. 208–210.
- **Support Coach** For additional support with this writing lesson, use Lesson 10, Primary and Secondary Sources.

#### LESSON FOCUS
**LAFS: 7.W.1.2.a–b**
**Instruction Coach**
**Lesson 10: Writing Informative Texts**
- Student Edition pp. 181–184
- Teacher’s Manual pp. 159–162
**Skills**
- Write an Informative Text
- Write an Informative Text
- Introduction, Headings, Conclusion
- Analyze a Mentor Text
- Read aloud the Mentor Text using the annotations. Help students analyze the text and mark up as noted.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Use the graphic on SE p. 180 to help students understand the characteristics and structure of informative text.
- **Instruction Coach** Have accelerating students identify the introduction, supporting details, and conclusion of the Mentor Text.
- **Performance Coach** Have students read Lesson 14, Research Skills, SE pp. 208–210.
- **Support Coach** For additional support with this writing lesson, use Lesson 10, Primary and Secondary Sources.

#### LESSON FOCUS
**LAFS: 7.W.1.2.a–b, 7.W.2.4**
**Instruction Coach**
**Lesson 10: Writing Informative Texts**
- Student Edition pp. 184–191
- Teacher’s Manual pp. 162–164
**Skills**
- Write an Informative Text
- Take Notes on Research
- Writing Process: Step 1
- After reviewing the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 185–186 using the annotations. Students complete SE p. 187.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Take a deeper dive into SE pp. 186–187 with students who need extra support as they use the research provided to complete Try It.
- **Instruction Coach** Have students work in pairs or small groups to generate questions about the origins of basketball. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 216–225.
## Unit: Writing Informative Texts

### Week 16

#### Day 1

- **LESSON FOCUS**
  - **Instruction Coach**
  - Lesson 10: Writing Informative Texts
    - **Skills**
      - ✔ Write an Informative Text
      - ✔ Using Transition Words and Phrases
    - **Writing Process:** Steps 3, 4
      - With students read the Writer's Craft section, SE p. 194. Have students share their efforts to use transition words and phrases. Then read SE pp. 196–199.
    - **DIFFERENTIATION OPTIONS**
      - **Instruction Coach**
        - For students who need extra support with SE pp. 198–199, spend less time on pp. 196–197. Model responses for Try It sections.
      - **Performance Coach**
        - Have students read Lesson 15, SE pp. 226–228.

#### Day 2

- **LESSON FOCUS**
  - **Instruction Coach**
  - Lesson 10: Writing Informative Texts
    - **Skills**
      - ✔ Revise an Informative Text
      - ✔ Word Choice and Style
    - **Writing Process:** Steps 4, 5
      - Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 200–201.
    - **DIFFERENTIATION OPTIONS**
      - **Instruction Coach**
        - Identify sentences that students should revise in order to improve the introduction, the supporting facts, and/or the conclusion. Provide students with support as they revise.
      - **Instruction Coach**
        - Use the Identify Formal Language activity, TM p. 170.

#### Day 3

- **LESSON FOCUS**
  - **Instruction Coach**
  - Lesson 10: Writing Informative Texts
    - **Skills**
      - ✔ Edit an Informative Text
      - ✔ Fixing Dangling Modifiers
    - **Writing Process:** Steps 5, 6
      - Read SE pp. 202–203. Provide time for students to finish revising and begin editing.
    - **DIFFERENTIATION OPTIONS**
      - **Instruction Coach**
        - Have students read aloud portions of their writing. Model Think Alouds about fixing dangling modifiers to demonstrate how to talk about writing.
      - **Performance Coach**
        - Have students do the Coached Example, SE pp. 229–231.

#### Day 4

- **LESSON FOCUS**
  - **Instruction Coach**
  - Lesson 10: Writing Informative Texts
    - **Skills**
      - ✔ Write an Informative Text
      - ✔ Fixing Dangling Modifiers
    - **Writing Process:** Steps 6, 7
      - Read SE pp. 204–205. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 206.
    - **DIFFERENTIATION OPTIONS**
      - **Instruction Coach**
        - Use SE pp. 194–204 as a springboard for students to discuss strategies for fixing dangling modifiers in their writing.
      - **Performance Coach**
        - Have accelerating students complete the Lesson Practice, SE pp. 232–239.

#### Day 5

- **PUBLISH OPTIONS:**
  - **Instruction Coach**
    - Teacher's Manual p. 172
    - Skills
      - ✔ Write an Informative Text
    - Writing Process: Step 7
      - This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.
  - **DIFFERENTIATION OPTIONS**
    - **Instruction Coach**
      - Students may use alternative media for their writing, especially if it includes images and text features.
    - **Performance Coach**
      - Have accelerating students complete the Lesson Practice, SE pp. 232–239.
## Unit: Reading Drama

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 7.RL.2.4, 7.RL.2.5, 7.RL.2.6, 7.W.2.4&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 6: Reading Drama&lt;br&gt;• Student Edition pp. 114–117, 120–126&lt;br&gt;• Teacher’s Manual pp. 92–95, 98–100&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✔ Dramatic Structure&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;Listen and Learn&lt;br&gt;Romeo and Juliet&lt;br&gt;Introduce reading drama and discuss questions, TM p. 91, focusing on the Essential Question, How does a drama convey a character’s thoughts and feelings in a ways that other forms of literature don’t? Then read Romeo and Juliet with students.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Instruction Coach Teach dramatic structure in Romeo and Juliet, noting how the play is divided into acts and scenes.&lt;br&gt;• Instruction Coach Reread Romeo and Juliet, and have students look for and identify examples of figurative language.&lt;br&gt;• Instruction Coach Introduce the Speaking and Listening Project for this unit, TM pp. 102–105. Explain that students will create podcasts of a play.</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 7.RL.2.4, 7.RL.2.5, 7.RL.2.6, 7.RL.1.1&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 6: Reading Drama&lt;br&gt;• Student Edition pp. 114–117, 120–126&lt;br&gt;• Teacher’s Manual pp. 92–95, 98–100&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✔ Characterization&lt;br&gt;✔ Tone&lt;br&gt;✔ Cite Textual Evidence&lt;br&gt;✔ Point of View&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;<strong>Dramatic Structure</strong>&lt;br&gt;Have students continue to read and discuss the drama. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 125–126.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Instruction Coach Teach tone and connotative meanings in Pygmalion and guide students through Comprehension Check, SE p. 126.&lt;br&gt;• Instruction Coach Teach vocabulary and guide students through Vocabulary, SE p. 119. Use highlighted words in Pygmalion to reinforce meanings.&lt;br&gt;• Performance Coach Have accelerating students read SE pp. 28–30 and identify the antiquated language used in Romeo and Juliet and Pygmalion.</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 7.RL.1.1, 7.RL.2.4, 7.RL.2.6, 7.W.2.4&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 6: Reading Drama&lt;br&gt;• Student Edition pp. 120–126&lt;br&gt;• Teacher’s Manual pp. 98–100&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✔ Characterization&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;<strong>Reread</strong>&lt;br&gt;Romeo and Juliet or Pygmalion&lt;br&gt;Have students choose a drama and write a paragraph responding to the question, How does a drama convey a character’s thoughts and feelings in a ways that other forms of literature don’t? Tell them to use two examples of characterization to support their response.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Instruction Coach Guide students through Anchor Standard Discussion Questions, SE p. 125. Point out that the first question is about author’s point of view; the second question is about characterization.&lt;br&gt;• Instruction Coach Have students work in pairs to complete the Comprehension Check, SE p. 126.</td>
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<td>Unit: Reading Drama</td>
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<td>LAFS: 7.RL.1.3</td>
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<td>Instruction Coach</td>
<td>Lesson 6: Reading Drama</td>
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<td>- Instruction Coach Independent Leveled Practice Resource Book, pp. 45–56</td>
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<td>- Instruction Coach Independent Leveled Practice Resource Book</td>
<td>Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.</td>
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<td>- Instruction Coach Independent Leveled Practice Resource Book</td>
<td>Have students identify dramatic structure and characterization and explain them to each other.</td>
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<td>Lesson 3: Drama</td>
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<td>- Teacher’s Manual pp. 49–50, 52–57</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<td>- Support Coach</td>
<td>Review Try It, SE p. 60. Reread The Lost River, Act I and the annotations, showing students that focus on cause and effect. Guide students to complete the Cause and Effect Chart.</td>
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<td>- Support Coach</td>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 50, 52, 55. Help students understand the cause and effect relationships in the drama.</td>
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<td>- Student Edition pp. 61–67, 288</td>
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<td>- Support Coach</td>
<td>Review Try It, SE p. 61. Reread The Lost River, Act I with the annotations, showing students that these focus on dramatic structure. Guide students to complete the Close Reading Worksheet.</td>
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<td>- Support Coach</td>
<td>Focus on reading aloud in The Lost River, Act I using Focus on Fluency and Supporting ELLs, TM pp. 53, 54. Preview Vocabulary, SE p. 67.</td>
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<td>- Support Coach</td>
<td>After discussing the annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.</td>
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<td>- Performance Coach</td>
<td>Guide students through the Coached Example, SE pp. 31–34.</td>
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<td>- Performance Coach</td>
<td>Use Discussion Questions, TE p. 10. Review the elements and structure of drama. Have students write about specific dramatic elements in the dramas they have read.</td>
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**Skills**
- Dramatic Structure
- Characterization
- Engage in Collaborative Discussion

**Read On Your Own**
The Torn Tapestry
Have students read the drama at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

**LESSON FOCUS**
LAFS: 7.RL.1.1, 7.RL.1.3

**Support Coach**
Lesson 3: Drama
- Teacher’s Manual pp. 49–50, 52–57
- Cause and Effect
- The Lost River, Act I
  - Discuss drama and the skills that will be reviewed, SE p. 59. Review Cause and Effect, SE p. 60. Read the passage **[first read]**. Have students complete the Cause and Effect Chart, SE p. 287.

**DIFFERENTIATION OPTIONS**
- Support Coach | Review Try It, SE p. 60. Reread The Lost River, Act I with the **first read annotations**, showing students that these focus on cause and effect. Guide students to complete the Cause and Effect Chart. |
- Support Coach | Use Supporting Struggling Learners scaffolding, TM pp. 50, 52, 55. Help students understand the cause and effect relationships in the drama. |

**LESSON FOCUS**
LAFS: 7.RL.2.5

**Support Coach**
Lesson 3: Drama
- Student Edition pp. 61–67, 288
- Teacher’s Manual pp. 51–57
- Dramatic Structure
- Recognize Drama
- Close Reading
- The Lost River, Act I
  - Read the drama **[second read]**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 288.

**DIFFERENTIATION OPTIONS**
- Support Coach | Review Try It, SE p. 61. Reread The Lost River, Act I with the **second read annotations**, showing students that these focus on dramatic structure. Guide students to complete the Close Reading Worksheet. |
- Support Coach | Focus on reading aloud in The Lost River, Act I using Focus on Fluency and Supporting ELLs, TM pp. 53, 54. Preview Vocabulary, SE p. 67. |

**LESSON FOCUS**
LAFS: 7.RL.1.3

**Support Coach**
Lesson 3: Drama
- Student Edition pp. 62–67, 288
- Teacher’s Manual pp. 52–57
- Synonyms and Antonyms
- Close Reading
- Write about Drama
- The Lost River, Act I
  - Read the drama **[third read]**. Then have students complete the Close Reading Worksheet, SE p. 288. Follow with Vocabulary, SE p. 67.

**DIFFERENTIATION OPTIONS**
- Support Coach | Use Supporting Struggling Learners, TM p. 58. Help students understand how text evidence can be used to explain a character’s feelings. |
## Unit: Reading Drama

### Week 19

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<tr>
<th>Day 1</th>
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<th>Day 4</th>
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#### Day 1

**LESSON FOCUS**

LAFS: 7.RL.1.3, 7.L.3.4.b  
Support Coach

**Lesson 3: Drama**

- **Student Edition pp. 69–77, 290**  
- **Teacher’s Manual pp. 59–67**  
- **Skills**  
  - Characterization  
  - Setting and Plot  
  - Greek and Latin Roots  
  - Close Reading

**The Lost River, Act 2**

- **Review Character, Setting, and Plot, SE p. 69.**  
- **Read the drama [second read].**

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
  - Review Try It, SE p. 69. Reread *The Lost River, Act 2* with the **second read** annotations, showing students that these focus on character, setting, and plot. Guide students to complete the Close Reading Worksheet.
  - **Support Coach**  
    - Use Supporting Struggling Learners scaffolding, TM pp. 59–61, 63 to reread and discuss the drama. Review Vocabulary, SE p. 77.

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
  - Guide students through Respond to Text using support, TM pp. 68–69.
  - **Support Coach**  
    - Have students read **[third read]** *Circle in the Woods*, SE pp. 80–84.
  - **Performance Coach**  
    - Use Language Spotlight, SE p. 30 and TE p. 12, to teach antiquated language. Have students choose a vocabulary word to write about.

#### Day 2

**LESSON FOCUS**

LAFS: 7.RL.1.3, 7.RL.2.5, 7.W.4.10  
Support Coach

**Lesson 3: Drama**

- **Student Edition pp. 78–84**  
- **Teacher’s Manual pp. 68–70**  
- **Skills**  
  - Characterization  
  - Setting and Plot  
  - Dramatic Structure  
  - Close Reading  
  - Write about Drama

**Respond to Text**

- **The Lost River, Act 2**  
- **Read the drama [third read].** Then have students complete the Close Reading Worksheet, SE p. 290. Follow with Respond to Text, SE p. 78.

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
  - Guide students through Respond to Text using support, TM pp. 68–69.
  - **Support Coach**  
    - Have students read **[second read]** *Circle in the Woods*, SE pp. 80–84.

#### Day 3

**LESSON FOCUS**

LAFS: 7.RL.1.3, 7.RL.2.4, 7.RL.2.5, 7.RL.2.6, 7.W.4.10, 7.L.3.5.c  
Support Coach

**Lesson 6: Reading Drama**

- **Student Edition p. 113**  
- **Teacher’s Manual p. 91**  
- **Skills**  
  - Dramatic Structure  
  - Characterization  
  - Tone  
  - Figurative Language  
  - Denotation/Connotation

**Listen and Learn**

- **Review and discuss the Essential Question on TM p. 91 and the following focus skills:**
  - **Quiz 3**
  - **Performance Coach**
    - Do shared writing with students in Lesson Practice, SE pp. 35–39 (item 6).
  - **Support Coach**
    - Review answers to Quiz 3 with students.
  - **Instruction Coach**
    - Speaking and Listening Project, TM pp. 102–105. Have students play their podcasts for the class.

**DIFFERENTIATION OPTIONS**

- **Performance Coach**
  - Do shared writing with students in Lesson Practice, SE pp. 35–39 (item 6).
- **Support Coach**
  - Review answers to Quiz 3 with students.
- **Instruction Coach**
  - Speaking and Listening Project, TM pp. 102–105. Have students play their podcasts for the class.
## Unit: Reading Poetry

### Lesson Focus

**LESSON FOCUS**  
LAFS: 7.RL.2.4, 7.RL.2.5, 7.SL.1.1  
**Instruction Coach**  
**Lesson 7: Reading Poetry**  
- Student Edition pp. 127–131  
- Teacher’s Manual pp. 107–111

#### Skills
- Poetic Structure
- Imagery
- Engage in Collaborative Discussion

#### Listen and Learn

- If/The Rhodora

**Day 4**  
- Introduce mood and tone and discuss questions, TM p. 107, focusing on the Essential Question, How can poetry use language to convey images and ideas more deeply and beautifully than can prose? Then read If and The Rhodora with students.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach poetic structure in If/The Rhodora. Then have students identify figurative language such as idioms and personification.
- **Instruction Coach** Reread If/The Rhodora and have students identify vocabulary words that convey images.
- **Instruction Coach** Reread If/The Rhodora and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### Lesson Focus

**LESSON FOCUS**  
LAFS: 7.RL.2.4, 7.RL.2.5, 7.SL.1.1  
**Instruction Coach**  
**Lesson 7: Reading Poetry**  
- Student Edition pp. 128–133  
- Teacher’s Manual pp. 108–113

#### Skills
- Poetic Structure
- Compare Poetic Structures
- Alliteration
- Engage in Collaborative Discussion

#### Listen and Learn

- If/The Rhodora

**Day 5**  
- Reread the poems with students using Think Alouds. Use the Poetic Structure Think Aloud to focus on the poetic structures.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach mood and tone and compare poetic structures in The Stolen Child and Voices of Earth and guide students through Comprehension Check, SE pp. 137–138.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 133. Use highlighted words in Stolen Child/Voices of Earth to reinforce meanings.
- **Instruction Coach** Teach alliteration and imagery, TM p. 111, to address techniques used in poetry.
- **Instruction Coach** Reread If/The Rhodora, SE pp. 127–131 noting the poetic structures.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 133.
- **Instruction Coach** Teach Reread If/The Rhodora and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### Lesson Focus

**LESSON FOCUS**  
LAFS: 7.RL.2.4, 7.RL.2.5, 7.SL.1.1  
**Instruction Coach**  
**Lesson 7: Reading Poetry**  
- Student Edition pp. 133–138  
- Teacher’s Manual pp. 113–116

#### Skills
- Mood and Tone
- Vocabulary
- Engage in Collaborative Discussion

#### Listen and Learn

- If/The Rhodora

**Day 1**  
- Have students continue to read and discuss the poems. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 137–138.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach mood and tone and compare poetic structures in The Stolen Child and Voices of Earth and guide students through Comprehension Check, SE pp. 138.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 133. Use highlighted words in Stolen Child/Voices of Earth to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 16–18, noting how poets use denotations and connotations to affect the mood and tone of a poem.

### Lesson Focus

**LESSON FOCUS**  
LAFS: 7.RL.1.1, 7.RL.2.4, 7.L.3.5, 7.SL.1.1  
**Instruction Coach**  
**Lesson 7: Reading Poetry**  
- Student Edition pp. 134–138  

#### Skills
- Poetic Structure
- Compare Poetic Structures
- Write about Poetry
- Engage in Collaborative Discussion

#### Listen and Learn

- If/The Rhodora and The Stolen Child/Voices of Earth

**Day 2**  
- Have students choose a poem and write a paragraph responding to the Essential Question, How can poetry use language to convey images and ideas more deeply and beautifully than can prose? Tell them to use two examples of poetic language to support their response.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 137. Point out that the first question is about mood and tone; the second question is about poetic structure.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 138 to compare the two poems.
### Unit: Reading Poetry

#### Lesson 7: Reading Poetry

**LESSON FOCUS**
LAFS: 7.RL.2.4, 7.RL.2.5, 7.SL.1.1

**Instruction Coach**

**Lesson 7: Reading Poetry**
- Instruction Coach Independent Leveled Practice Resource Book, pp. 57–62

**Skills**
- Poetic Structure
- Compare Poetic Structures
- Mood and Tone
- Engage in Collaborative Discussion

**Read On Your Own**
The Fool's Song/To Wish Myself Courage/Blizzard

Have students read the poems at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

**DIFFERENTIATION OPTIONS**
- Instruction Coach Independent Leveled Practice Resource Book Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
- Instruction Coach Independent Leveled Practice Resource Book Have students identify and compare poetic structures in the poems and explain them to each other.

#### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 88. Reread The Lake Isles of Innisfree/I wandered lonely as a cloud/The Cat and the Moon with the first read annotations, showing students that these focus on visualization. Guide students to complete the Visualization Chart.

- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 74. Help students understand how to visualize images in the poems.

- **Support Coach** Support Try It, SE p. 89. Reread The Lake Isles of Innisfree/I wandered lonely as a cloud/The Cat and the Moon with the second read annotations, showing students that these focus on rhyme, alliteration, and assonance. Guide students to complete the Visualization Chart.

- **Support Coach** Focus on rhyme, alliteration, and assonance in the poems using TM pp. 75 and 76 and Supporting ELLs, TM p. 77. Preview Vocabulary, SE p. 93.

- **Support Coach** After discussing the third read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.

- **Performance Coach** Have accelerating students work in pairs to do Lesson Practice, SE pp. 22–27.

- **Performance Coach** Use Discussion Questions, TE p. 6. Review the structure and characteristics of poetry. Have students write about specific characteristics in the poems they have read.

#### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 94. Reread The Ballad of King Arthur/Annabel Lee/Shall I compare thee to a summer's day?/The Oven Bird with the first read annotations, focusing on paraphrasing. Guide students to complete the Paraphrase Chart.

- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 80, 82, and 87. Help students understand that when paraphrasing, they use their own words to restate the poem.

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**Day 1**

- Review Visualize, SE p. 87. Read the poems. Then have students choose one of the poems and answer the questions in small groups.

**Day 2**

- Discuss poetry and the skills that will be reviewed, SE p. 77. Preview Vocabulary, SE p. 93. Have students complete the Close Reading Worksheet, SE p. 292. Follow with Vocabulary, SE p. 93.

**Day 3**

- Read rhyme, alliteration, and assonance in the poems. Then have students complete the Close Reading Worksheet, SE p. 292.

**Day 4**

- Have students identify and compare poetic structures in the poems they use their own words to restate the poem.

**Day 5**

- Engage in Collaborative Discussion

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**Unit: Reading Poetry**

**LESSON FOCUS**
LAFS: 7.RL.2.4, 7.RL.2.5, 7.L.3.4.a, 7.L.3.4.d

**Support Coach**

**Lesson 4: Poetry**
- Student Edition pp. 95–103, 294
- Teacher’s Manual pp. 82–89
- Skills
  - Poetic Structure: Narrative Poem and Sonnet
  - Using Context Clues
  - Close Reading
  - The Ballad of King Arthur/Annabel Lee/Shall I compare thee to a summer’s day/The Oven Bird
  - Review Poetic Structure, SE p. 95.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE pp. 95, Reread The Ballad of King Arthur/Annabel Lee/Shall I compare thee to a summer’s day/The Oven Bird
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 81, to reread and discuss the passage. Review Vocabulary, SE p. 103.
- **Performance Coach** Use Language Spotlight, SE p. 18 and TE p. 8, to teach denotations and connotations.

**LESSON FOCUS**
LAFS: 7.RL.2.5, 7.L.3.4.a, 7.L.3.4.d

**Support Coach**

**Lesson 4: Poetry**
- Student Edition pp. 96–110, 294
- Teacher’s Manual pp. 90–91
- Skills
  - Poetic Structure: Narrative Poem and Sonnet
  - Compare and Contrast Poetic Structures
  - Close Reading
  - Write about Poetry

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 90–91. Have them work with partners and write.
- **Support Coach** Have students read The Magnificent Bull/When I Was a Lad/To me, fair friend, you never can be old, SE pp. 106–110.
- **Performance Coach** Use

**LESSON FOCUS**
LAFS: 7.RL.2.5

**Support Coach**

**Lesson 4: Poetry**
- Student Edition pp. 104–110
- Teacher’s Manual pp. 90–91
- Skills
  - Poetic Structure: Narrative Poem and Sonnet
  - Compare and Contrast Poetic Structures
  - Close Reading
  - Write about Poetry

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students to the second read.
- **Support Coach** Have students read The Magnificent Bull/When I Was a Lad/To me, fair friend, you never can be old, SE pp. 106–110.
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 22–27 (item 6).
- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.
- **Support Coach** Review answers to Quiz 4 with students.

**DIFFERENTIATION OPTIONS**
- **Skills**
  - Imagery
  - Rhyme, Alliteration, Assonance
  - Explain Phrases and Clauses
  - Connotative Meanings
  - Using Context Clues
  - Compare/Contrast Poetic Structures

**Review**
LAFS: 7.RL.2.4, 7.RL.2.5, 7.RL.4.10, 7.L.3.5

**Instruction Coach**

**Lesson 4: Poetry**
- Student Edition p. 127
- Teacher’s Manual p. 107
- Skills
  - Poetic Structure
  - Compare Poetic Structures
  - Imagery
  - Mood and Tone
  - Figurative Language

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review and discuss the Essential Question on TM p. 107 and the following focus skills:
  - identifying poetic form and structure
  - comparing different types of poetic structures
  - identifying mood and tone in poetry
  - determining how figurative language can enhance a poem.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Have students complete Lesson Practice, SE pp. 22–26.

**Review and Assess Options**
- **Skills**
  - Imagery
  - Rhyme, Alliteration, Assonance
  - Explain Phrases and Clauses
  - Connotative Meanings
  - Using Context Clues
  - Compare/Contrast Poetic Structures

**Support Coach**

**Lesson 4: Poetry**
- Student Edition pp. 106–112
- Teacher’s Manual p. 92

**Read on Your Own**
The Magnificent Bull/When I Was a Lad/To me, fair friend, you never can be old
Review Comprehension Check, SE pp. 111–112. Have students share answers and discuss the text, pointing out evidence that they find.

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 22–27 (item 6).
- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.
- **Support Coach** Review answers to Quiz 4 with students.
# Unit: Writing Personal Narratives

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<td>✔ Engage in Collaborative Discussion</td>
<td>✔ Introduction, Body Paragraphs, Conclusion</td>
<td>✔ Descriptive Details</td>
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<td><strong>Instruction Coach</strong> Use notes, TM p. 58, to introduce the purpose and audience for writing a personal narrative.</td>
<td><strong>Instruction Coach</strong> Use the graphic on SE p. 70 to help students understand the characteristics and structure of a personal narrative.</td>
<td><strong>Instruction Coach</strong> Have accelerating students identify the introduction, body paragraphs, and conclusion of the Mentor Text.</td>
<td><strong>Instruction Coach</strong> Have pairs of students share their transitions in the Mentor Text and explain them to each other.</td>
<td><strong>Instruction Coach</strong> Take a deeper dive into SE pp. 76–77 with students who need extra support as they brainstorm ideas to complete Try It.</td>
</tr>
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<td><strong>Instruction Coach</strong> Review Narrative of the Life of Frederick Douglass, an American Slave, SE pp. 48–53, and identify and discuss the introduction, body, and conclusion of that text.</td>
<td><strong>Instruction Coach</strong> Have students complete SE p. 73.</td>
<td><strong>Instruction Coach</strong> Review the Writing Process, SE p. 74 for students who need extra support.</td>
<td><strong>Instruction Coach</strong> Have students complete the Create a Character Sketch activity, TM p. 62.</td>
<td><strong>Instruction Coach</strong> Have students complete the Try It. Use a Graphic Organizer for Brainstorming, SE p. 77.</td>
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**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Instruction Coach** Have students complete the Make Storyboards activity, TM p. 66.
# Unit: Writing Personal Narratives

**LESSON FOCUS**

**Instruction Coach**
Lesson 4: Writing Personal Narratives
- Student Edition pp. 80–85
- Teacher’s Manual pp. 65–68

**Skills**
- Write a Personal Narrative
- Introduction, Body Paragraphs, Conclusion
- Use Transition Words and Phrases

**Writing Process:** Steps 3, 4
With students read the Writer’s Craft section, SE p. 80. Have students share their efforts to use transition words and phrases. Then read SE pp. 82–84.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** For students who need extra support with SE pp. 84–85, spend less time on pp. 82–83. Model responses for Try It sections.
- **Performance Coach** Have students complete the Coached Example, SE pp. 195–198.

**LESSON FOCUS**

**Instruction Coach**
Lesson 4: Writing Personal Narratives
- Student Edition pp. 82–87
- Teacher’s Manual pp. 67–69

**Skills**
- Revise a Personal Narrative
- Complex Sentences

**Writing Process:** Steps 4, 5
Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 86–87

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Identify sentences that students should revise in order to improve using complex sentences to express ideas.
- **Instruction Coach** Have students complete the Express Ideas Clearly activity, TM p. 69.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 199–203.

**LESSON FOCUS**

**Instruction Coach**
Lesson 4: Writing Personal Narratives
- Student Edition pp. 88–91
- Teacher’s Manual pp. 69–70

**Skills**
- Write a Personal Narrative
- Use Commas and Coordinate Adjectives

**Writing Process:** Steps 5, 6
Read SE pp. 88–89. Provide time for students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about complex sentences and using commas and coordinate adjectives, to demonstrate how to express ideas when writing.

**LESSON FOCUS**

**Instruction Coach**
Lesson 4: Writing Personal Narratives
- Student Edition pp. 88–92
- Teacher’s Manual pp. 70–71

**Skills**
- Use Concise Language
- Use Complex Sentences

**Writing Process:** Steps 6, 7
Read SE pp. 90–91. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 92.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use SE pp. 80–90 as a springboard for students to discuss strategies for improving concise language and complex sentences in their writing.
- **Instruction Coach** Have students complete the Try It Language and Editing Practice SE, pp. 90–91, TM p. 70.

**PUBLISH AND ASSESS OPTIONS:**
**Instruction Coach**
Benchmark Assessment 2
- Teacher’s Manual p. 71

**Skills**
- Writing Personal Narratives

**Writing Process:** Step 7
This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Instruction Coach** Review answers to Benchmark Assessment 2 with students.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 199–204.
## Unit: Reading Persuasive Nonfiction

### Week 25

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<td>LAFS: 7.RI.1.1, 7.RI.3.8, 7.SL.1.1</td>
<td>LAFS: 7.RI.1.1, 7.RI.3.8, 68.RH.3.8, 68.RST.3.8, 7.W.2.4, 7.SL.1.1</td>
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<td>Listen and Learn NASA’s Recent Cancellation of Manned Missions</td>
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<td>Reread the passage with students using Think Alouds. Use the Arguments and Evidence Think Aloud to focus strategy instruction, TM pp. 176, 177, and 179. Then have students complete the Comprehension Check on pros and cons, SE p. 214.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<td>Introduce persuasive nonfiction and discuss questions, TM p. 175, focusing on the Essential Question, In what ways does persuasive writing appeal to our reason and our emotions? Then read NASA’s Recent Cancellation of Manned Missions with students.</td>
<td>NASA’s Recent Cancellations of Manned Missions</td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td><strong>Teach persuasive text in NASA’s Recent Cancellation of Manned Missions, noting and listing the different types of evidence authors use.</strong></td>
<td><strong>Reread NASA’s Recent Cancellation of Manned Missions, and have students identify vocabulary words that they do not understand.</strong></td>
<td><strong>Engage in Collaborative Discussion</strong></td>
<td><strong>Have students choose a passage and write a paragraph responding to the Essential Question, In what ways does persuasive writing appeal to our reason and our emotions? Tell them to use two examples of text features in their response.</strong></td>
<td><strong>Guide students through Anchor Standard Discussion Questions, SE p. 221. Point out that the first question is about author’s purpose; the second question is about argument and using text evidence.</strong></td>
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<td><strong>Reread and guide students through Comprehension Check, SE pp. 216–220.</strong></td>
<td><strong>Teach vocabulary and guide students through SE p. 215. Use highlighted words in Contact Sports and Concussions to reinforce meanings.</strong></td>
<td><strong>Have accelerating students work in pairs to do Lesson Practice, SE pp. 84–88.</strong></td>
<td><strong>Have students work in pairs to complete the Comprehension Check, SE p. 222.</strong></td>
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<tr>
<td><strong>Engage in Collaborative Discussion</strong></td>
<td><strong>Have students choose a passage and write a paragraph responding to the Essential Question, In what ways does persuasive writing appeal to our reason and our emotions? Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 221–222.</strong></td>
<td><strong>Have accelerating students work in pairs to do Lesson Practice, SE pp. 84–88.</strong></td>
<td><strong>Have students work in pairs to complete the Comprehension Check, SE p. 222.</strong></td>
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<td><strong>Teach types of evidence in Contact Sports and Concussions and guide students through Comprehension Check, SE p. 222.</strong></td>
<td><strong>Read and guide students to note persuasive techniques and types of evidence.</strong></td>
<td><strong>Engage in Collaborative Discussion</strong></td>
<td><strong>Guide students through Anchor Standard Discussion Questions, SE p. 221.</strong></td>
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<td><strong>Reread Contact Sports and Concussions, guiding students to note persuasive techniques and types of evidence.</strong></td>
<td><strong>Engage in Collaborative Discussion</strong></td>
<td><strong>Have accelerating students work in pairs to do Lesson Practice, SE pp. 84–88.</strong></td>
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<tr>
<td><strong>Reread Contact Sports and Concussions, and guide students as they compare primary and secondary sources.</strong></td>
<td><strong>Engage in Collaborative Discussion</strong></td>
<td><strong>Have accelerating students work in pairs to do Lesson Practice, SE pp. 84–88.</strong></td>
<td><strong>Have students work in pairs to complete the Comprehension Check, SE p. 222.</strong></td>
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### Unit: Reading Persuasive Nonfiction

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<tr>
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<td>• Teacher’s Manual pp. 141–142, 144–149</td>
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<tr>
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<tr>
<td>✔ Author’s Point of View</td>
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<td>✔ Close Reading</td>
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<tr>
<td>✔ RFIDs in Our Future</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<td>✔ Figurative Language: Allusion</td>
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<td>✔ Recognize Persuasive Nonfiction</td>
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### DIFFERENTIATION OPTIONS

- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.

- **Instruction Coach Independent Leveled Practice Resource Book** Have pairs of students identify the persuasive techniques the author presents. Have them compare and contrast the persuasive techniques in the previous selections they just read.

### DIFFERENTIATION OPTIONS

- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.

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- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.

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### Week 27: Unit: Reading Persuasive Nonfiction

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<td><strong>REVIEW</strong></td>
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<td>▶ Analyze Arguments</td>
<td>▶ Analyze Structure of a Persuasive Text</td>
<td>▶ Analyze Structure of a Persuasive Text</td>
<td>▶ Author’s Point of View</td>
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<td>▶ Use Word Relationships</td>
<td>▶ Analyze Arguments</td>
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<td>▶ Fact, Opinion, and Reasoned Judgment</td>
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<td>▶ Close Reading</td>
<td>▶ Compare and Contrast</td>
<td>▶ Compare and Contrast</td>
<td>▶ Compare and Contrast</td>
<td><strong>Performance Coach</strong></td>
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**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 177. Reread in Our Chips to the second read. Then have students complete the Close Reading Worksheet, SE p. 306. Follow with Respond to Text. Review Vocabulary, SE p. 183.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 152 and 155 to reread and discuss the passage. Review Vocabulary, SE p. 183.

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**LESSON FOCUS**

LAFS: 7.RI.2.6, 7.RI.3.8, 7.RI.3.9, 68.RH.2.6, 68.RH.3.7

- **Support Coach** Lesson 7: Persuasive Nonfiction
  - Teacher’s Manual pp. 152–160
  - Skilled
    - Analyze Arguments
    - Use Word Relationships
    - Close Reading

- **Support Coach** Cashing in Our Chips
  - Reread Understand GMOs, SE pp. 186–192.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 158–159.
- **Support Coach** Have students read text and complete Comprehension Check, SE pp. 186–192.
- **Performance Coach** Use Language Spotlight, SE p. 80 and TE p. 28, to teach persuasive language. Have students find examples of persuasive language in the selections.

---

**LESSON FOCUS**

LAFS: 7.RI.2.6, 7.RI.3.8, 7.RI.3.9, 68.RH.2.6, 68.RH.3.7

- **Support Coach** Lesson 7: Persuasive Nonfiction
  - Student Edition pp. 184–190
  - Teacher’s Manual pp. 158–160
  - Skilled
    - Analyze Structure of a Persuasive Text
    - Analyze Arguments
    - Compare and Contrast
    - Close Reading
    - Write about Persuasive Nonfiction

- **Support Coach** Respond to Text
  - Cashing in Our Chips
  - Reread and discuss the passage. Review Vocabulary, SE p. 184.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 158–159. Have them work with partners and write.
- **Support Coach** Have students read text and complete Comprehension Check, SE pp. 186–192.
- **Performance Coach** To review argument and support for a claim, have students complete Lesson Practice, SE pp. 84–88.

---

**LESSON FOCUS**

LAFS: 7.RI.2.6, 7.RI.3.8, 7.RI.3.9, 68.RH.2.6, 68.RH.3.7

- **Support Coach** Lesson 7: Persuasive Nonfiction
  - Student Edition pp. 207
  - Teacher’s Manual p. 175
  - Skilled
    - Point of View/Author’s Purpose
    - Persuasive Text/Techniques
    - Compare and Contrast
    - Argument/Evidence

- **Support Coach** Listen and Learn
  - Review and discuss the Essential Question and the following focus skills:
    - identifying author’s point of view and purpose
    - identifying persuasive techniques used in persuasive texts
    - comparing and contrasting texts.
    - evaluating evidence and analyzing arguments.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Have students read text and complete Comprehension Check, SE pp. 191–192. Have students share answers and discuss the text, pointing out evidence that they find.

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**LESSON FOCUS**

LAFS: 7.RI.1.1, 7.RI.2.4, 7.RI.2.6, 7.RI.3.8, 7.RI.3.9, 7.RI.4.10, 68.RH.2.6, 68.RH.3.7

- **Support Coach** Lesson 11: Reading Persuasive Nonfiction
  - Student Edition p. 207
  - Teacher’s Manual p. 175
  - Skilled
    - Point of View/Author’s Purpose
    - Persuasive Text/Techniques
    - Compare and Contrast
    - Argument/Evidence

- **Support Coach** Review with students. Read on Your Own GMOs vs. You/Understanding GMOs, SE pp. 186–192.

**DIFFERENTIATION OPTIONS**

- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 84–89 (item 6).
- **Support Coach** Review answers to Quiz 7 with students.
### Unit: Reading Scientific and Technical Texts

#### Lesson 9: Reading Scientific and Technical Texts

**LESSON FOCUS**
LAFS: 7.RI.2.5, 68.RST.2.5, 7.SL.1.1

**Instruction Coach**
Lesson 9: Reading Scientific and Technical Texts
- Student Edition pp. 163–169
- Teacher’s Manual pp. 139–146

**Skills**
- Text and Graphic Features: Diagrams
- Engage in Collaborative Discussion

**Listen and Learn**
Seeing the Light
Introduce scientific and technical texts and discuss questions, TM p. 139, focusing on the Essential Question, What graphic and textual features do scientific and technical writers use to communicate information? Then read Seeing the Light with students.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach text and graphic features in Seeing the Light, noting the features of diagrams.
- **Instruction Coach** Reread Seeing the Light, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Use Speaking and Listening Project, TM pp. 152–155, during this unit.

**LESSON FOCUS**
LAFS: 7.RI.1.2, 7.RI.2.4, 68.RST.1.3, 68.RST.2.4, 7.SL.1.1, 7.L.3.4.c, 7.L.3.6

**Instruction Coach**
Lesson 9: Reading Scientific and Technical Texts
- Student Edition pp. 171–176, 178
- Teacher’s Manual pp. 147–150

**Skills**
- Domain-Specific Vocabulary
- Text Structure
- Author’s Purpose
- Engage in Collaborative Discussion
- Write about Scientific and Technical Texts

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach domain-specific vocabulary in A Closer Look and guide students through Comprehension Check, SE p. 178.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 171. Use highlighted words in A Closer Look to reinforce meanings.
- **Performance Coach** Have accelerating students work in pairs to do Lesson Practice, SE pp. 114–118.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread A Closer Look guiding students to note the diagrams.
- **Instruction Coach** Reread Seeing the Light and guide students as they unpack the text features.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 177. Point out that the first question is about diagrams; the second question is about text features and structure.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 178.
### Unit: Reading Scientific and Technical Texts

#### Lesson Focus

**LAFS: 7.RI.1.1, 7.RI.1.2, 68.RST.1.2, 68.RST.1.1, 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 68.RST.3.8**

**Support Coach**

**Lesson 5: Scientific Texts**

- **Student Edition pp. 115–121, 296**
- **Teacher's Manual pp. 97–103**

**Skills**
- **Analyze Interactions**
- **Close Reading**

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 115. Reread *The Puzzling Platypus* with the *first read* annotations, showing students that these focus on central idea and supporting details. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Focus on domain-specific terms and concepts in *The Puzzling Platypus* using Word Study and Supporting ELLs, TM p. 100. Preview Vocabulary, SE p. 121.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Use Lesson 6: Technical Texts as an alternative or extension to this lesson.

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#### LESSON FOCUS

**LAFS: 7.RI.1.3**

**Support Coach**

**Lesson 5: Scientific Texts**

- **Student Edition pp. 116–121, 296**
- **Teacher's Manual pp. 98–103**

**Skills**
- **Use a Dictionary**
- **Close Reading**

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 116. Reread *The Puzzling Platypus* with the *second read* annotations, showing students that these focus on analyzing interactions. Guide students to complete the Close Reading Worksheet.

**DIFFERENTIATION OPTIONS**

- **Support Coach** After discussing the *third read* annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
- **Performance Coach** Guide students through the Coached Example, SE pp. 110–113.

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#### LESSON FOCUS

**LAFS: 7.RI.1.1, 7.L.3.4.c**

**Support Coach**

**Lesson 5: Scientific Texts**

- **Student Edition pp. 116–121, 296**
- **Teacher's Manual pp. 104, 106–111**

**Skills**
- **Summarize**

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 122. Reread *Discovering Deep-Sea Vents* with the *first read* annotations, focusing on summarizing. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Readers scaffolding, TM p. 107. Help students understand when summarizing, they should focus on the central idea.

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**Day 2**

**Day 3**

**Day 4**

**Day 5**

**Non-Assessed Skills/Strategies**

**Assessed Skills/Strategies**

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### Lesson 5: Scientific Texts

**Lesson Focus**

**LAFS:** 7.L.3.6, 68.RST.2.4, 68.RST.3.8

**Support Coach**

**Lesson 5: Scientific Texts**

- **Student Edition** pp. 123–129, 298
- **Teacher’s Manual** pp. 105–111

**Skills**

- Facts, Reasoned Judgments, and Speculation
- Domain-Specific Vocabulary
- Close Reading

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 123. Reread Discovering Deep-Sea Vents with the second read annotations, showing students that these focus on facts, reasoned judgments, and speculation. Guide students to complete the chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 105 and 106 to reread and discuss the passage. Review Vocabulary, SE p. 129.

**LESSON FOCUS**

**LAFS:** 7.RI.1.2, 7.RI.2.6, 68.RST.1.2, 68.RST.2.6, 68.RST.3.8

**Support Coach**

**Lesson 5: Scientific Texts**

- **Student Edition** pp. 124–136, 297
- **Teacher’s Manual** pp. 106–114

**Skills**

- Author’s Purpose
- Facts, Reasoned Judgments, and Speculation
- Summarize
- Close Reading
- Write about Scientific Texts

**DIFFERENTIATION OPTIONS**

- **Support Coach** Use Respond to Text: Discovering Deep-Sea Vents. Review the passage. Then have students complete the Close Reading Worksheet, SE p. 297. Follow with Respond to Text, SE p. 130.

**LESSON FOCUS**

**LAFS:** 7.RI.1.1, 7.RI.2.5, 7.RI.2.6, 7.L.3.1, 7.L.3.4, 7.L.3.6, 68.RST.1.1, 68.RST.1.3, 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 68.RST.3.8

**Instruction Coach**

**Lesson 9: Reading Scientific and Technical Texts**

- **Student Edition** p. 163
- **Teacher’s Manual** p. 139

**Skills**

- Author’s Purpose
- Facts, Reasoned Judgments, and Speculation
- Summarize
- Close Reading
- Write about Scientific Texts

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.

**LESSON FOCUS**

**LAFS:** 7.RI.1.1, 7.RI.2.5, 7.RI.2.6, 7.L.3.6, 68.RST.1.1, 68.RST.1.3, 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 68.RST.3.8

**Support Coach**

**Lesson 5: Scientific Texts**

- **Student Edition** pp. 130–136
- **Teacher’s Manual** pp. 112–114

**Skills**

- Author’s Purpose
- Facts, Reasoned Judgments, and Speculation
- Summarize
- Close Reading
- Write about Scientific Texts

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.

**LESSON FOCUS**

**LAFS:** 7.L.3.6, 68.RST.1.1, 68.RST.1.3, 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 68.RST.3.8

**Support Coach**

**Lesson 5: Scientific Texts**

- **Student Edition** pp. 130–136
- **Teacher’s Manual** pp. 112–114

**Skills**

- Author’s Purpose
- Facts, Reasoned Judgments, and Speculation
- Summarize
- Close Reading
- Write about Scientific Texts

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.

**LESSON FOCUS**

**LAFS:** 7.RI.1.1, 7.RI.2.5, 7.RI.2.6, 7.L.3.6, 68.RST.1.1, 68.RST.1.3, 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 68.RST.3.8

**Instruction Coach**

**Lesson 9: Reading Scientific and Technical Texts**

- **Student Edition** p. 163
- **Teacher’s Manual** p. 139

**Skills**

- Author’s Purpose
- Domain-Specific Vocabulary
- Graph Features
- Facts vs. Speculation
- Compare and Contrast

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.

**LESSON FOCUS**

**LAFS:** 7.RI.1.1, 7.RI.2.5, 7.RI.2.6, 7.L.3.6, 68.RST.1.1, 68.RST.1.3, 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 68.RST.3.8

**Support Coach**

**Lesson 5: Scientific Texts**

- **Student Edition** pp. 130–136
- **Teacher’s Manual** pp. 112–114

**Skills**

- Author’s Purpose
- Domain-Specific Vocabulary
- Graphic Features
- Facts vs. Speculation
- Compare and Contrast

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.

**LESSON FOCUS**

**LAFS:** 7.RI.1.1, 7.RI.2.5, 7.RI.2.6, 7.L.3.6, 68.RST.1.1, 68.RST.1.3, 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 68.RST.3.8

**Instruction Coach**

**Lesson 9: Reading Scientific and Technical Texts**

- **Student Edition** p. 163
- **Teacher’s Manual** p. 139

**Skills**

- Author’s Purpose
- Domain-Specific Vocabulary
- Use a Dictionary

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE pp. 114–119 (item 6).

**LESSON FOCUS**

**LAFS:** 7.RI.1.1, 7.RI.2.5, 7.RI.2.6, 7.L.3.6, 68.RST.1.1, 68.RST.1.3, 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 68.RST.3.8

**Instruction Coach**

**Lesson 5: Scientific Texts**

- **Student Edition** pp. 132–138
- **Teacher’s Manual** p. 114

**Skills**

- Central Idea and Supporting Details
- Analyze Interactions
- Facts, Reasoned Judgments, and Speculation
- Author’s Purpose
- Domain-Specific Vocabulary

**DIFFERENTIATION OPTIONS**

- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 114–119 (item 6).
- **Support Coach** Review answers to Quiz 5 with students.

**REVIEW AND ASSESS OPTIONS:**

- **Support Coach** Quiz 5
- **Instruction Coach** Speaking and Listening Project, TM pp. 152–155. Have students complete and present their surveys.
### Unit: Writing Opinion Pieces

#### Lesson 12: Writing Opinion Pieces

**LESSON FOCUS**
- **LAFS:** 7.W.1.1, 7.W.2.4, 7.W.2.5, 7.W.2.6

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**
- **Student Edition pp. 208–213, 223–224**
- **Teacher’s Manual pp. 189–190**

**Skills**
- ✔ Write an Opinion Piece
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use notes, TM p. 190, to introduce the purpose and audience for writing opinion pieces.
- **Instruction Coach** Review NASA’s Recent Cancellation of Manned Missions and identity and discuss the introduction, supporting reasons, and conclusion of that text.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use the graphic on SE p. 224 to help students understand the characteristics and structure of an opinion piece.
- **Instruction Coach** Have accelerating students identify the introduction, supporting reasons, and conclusion of the Mentor Text.
- **Instruction Coach** Introduce the Speaking and Listening Project, TM pp. 204–207.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Have pairs of students compare their answers to the Vocabulary Study and explain why they chose positive or negative connotations.
- **Instruction Coach** Review the Writing Process, SE p. 228 for students who need extra support.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Take a deeper dive into SE pp. 229–230 with students who need extra support as they develop a claim they will make and possible arguments to complete the Try It.
- **Instruction Coach** Have students complete the Know Your Topic activity, TM p. 194.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Instruction Coach** Continue working on Speaking and Listening Project, TM pp. 204–207.
## Unit: Writing Opinion Pieces

### LESSON FOCUS

**LAFS: 7.W.1.1.a–c, e, 7.W.2.4, 7.W.2.5, 7.W.2.6**

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**
- Student Edition pp. 234–239
- Teacher's Manual pp. 197–200

**Skills**
- ✔ Write an Opinion Piece
- ✔ Using Sentence Variation
- ✔ Organize Source Information

**Writing Process: Steps 3, 4**
With students read the Writer's Craft section, SE p. 234. Have students share their efforts to use linking words. Then read SE pp. 236–237.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - For students who need extra support with SE pp. 238–239, spend less time on pp. 236–237. Model responses for Try It sections.
  - Have students complete the Record Source Information activity, TM p. 198.
  - Have students complete the Coached Example, SE pp. 243–245.

### LESSON FOCUS

**LAFS: 7.W.1.1, 7.W.2.4, 7.W.2.5, 7.W.2.6, 7.L.3.5.c, 7.L.3.6**

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**
- Student Edition pp. 236–241
- Teacher's Manual pp. 201–202

**Skills**
- ✔ Revise an Opinion Piece
- ✔ Use Formal Language

**Writing Process: Steps 4, 5**
Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 240–241.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Do the Revise Informal Language activity, TM p. 201. Identify sentences that students should revise in order to improve the use of formal language. Provide students with support as they revise.
  - Have students complete the Lesson Practice, SE pp. 246–251.

### LESSON FOCUS

**LAFS: 7.W.2.4, 7.W.2.5, 7.W.2.6, 7.L.1.2.b**

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**
- Student Edition pp. 240–245

**Skills**
- ✔ Edit an Opinion Piece
- ✔ Using Correct Spelling

**Writing Process: Steps 5, 6**
Read SE pp. 242–243. Provide time for students to finish revising and begin editing.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Have students read aloud portions of their writing. Model Think Alouds about the claim/argument, the reasons, and/or the conclusion, to demonstrate how to talk about writing.
  - Continue Speaking and Listening Project, TM pp. 204–207.

### LESSON FOCUS


**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**
- Student Edition pp. 242–246

**Skills**
- ✔ Write an Opinion Piece
- ✔ Use Correct Spelling
- ✔ Use Formal Language

**Writing Process: Steps 6, 7**
Read SE pp. 244–245. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 246.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Use SE pp. 234–245 as a springboard for students to discuss strategies for improving specific sentences in their writing.
  - Complete Speaking and Listening Project, TM pp. 204–207.

### PUBLISH AND ASSESS OPTIONS:

**Instruction Coach**

**Benchmark Assessment 4**
- Teacher's Manual p. 203

**Skills**
- ✔ Write an Opinion Piece

**Writing Process: Step 7**
This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach**
  - Have accelerating students complete the Lesson Practice, SE pp. 246–255.

**Instruction Coach**

**Speaking and Listening Project, TM pp. 204–207.** Have students present their charts evaluating the political speech.