Program Overview

Welcome to Triumph Learning’s Coach® Common Core Suite Implementation and Pacing Guide! You have received this guide because you are using one or more of our Coach products: Common Core 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.

Common Core Coach

Instruction and Practice
Use Common Core 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
Digital Options for Blended Learning

**Readiness**
Teacher-driven Practice and Instructional Resources

*Readiness* is a digital resource library of proven Triumph Learning content that is aligned to Common Core. This online library enables teachers to choose among a variety of instructional approaches, guides interactive practice and discussion, assigns independent work that addresses the individual needs of students, and measures student progress with online assessments.

**Waggle**
Student-driven Adaptive Practice and Instruction

*Waggle* is Triumph Learning’s new interactive learning system where Common Core practice meets differentiated learning. This adaptive platform helps teachers to understand student performance in real time, enabling students to be immediately remediated or accelerated to meet their needs. *Waggle* includes a digital version of the Triumph Learning Common Core Suite print products.
Addressing Key Instructional Shifts in ELA

Regular practice with complex texts and their academic language

The CCSS call for increasingly complex texts, both literary and informational, as students progress through the grades, as well as for students to expand their vocabularies through direct instruction, reading, and conversation.

The Coach Common Core 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

The CCSS expect students to be able to answer questions that depend on careful reads of text, helping them develop “the skill, concentration, and stamina to read challenging texts with understanding.” (CCSS Appendix A)

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

Knowledge building through content-rich nonfiction

The CCSS state that students must be able to internalize information about the world if they are to be prepared for successful college, career, and life experiences.

The Coach Common Core 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.
Differentiating Learning

One way to differentiate learning in your classroom is to begin a lesson with the Common Core Coach materials. As you assess student needs, you can reach into the Suite for additional resources:

- Use **Support Coach** to scaffold comprehension skills and strategies.
- Use **Waggle** to provide adaptive practice that will individualize the pace at which students master the content.
- Use **Performance Coach** to reinforce skill development by introducing a variety of different examples and assessment formats.
- Use **Readiness** to provide above level and below level support and to provide different formats for practice.
# Coach® Common Core Suite Correlation

The chart below lists all of the Common Core Standards for the grade level and their correlations to coverage in the Coach® Common Core Suite. If you find that students are struggling with a particular standard, look to the lessons indicated in these Coach programs for review and remediation.

## Grade 7

### Common Core Standards

**Reading: Literature**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.7.1 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>
<td>L1, L10, L12</td>
</tr>
<tr>
<td>RL.7.2 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>
<td>L1, L4, L12</td>
</tr>
<tr>
<td>RL.7.3 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>
<td>L1, L3, L10, L12</td>
</tr>
<tr>
<td>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</td>
<td>L1, L6, L7</td>
<td>L1, L4</td>
<td>L2–L4, L12</td>
</tr>
<tr>
<td>RL.7.5 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>
<td>L2, L3</td>
</tr>
<tr>
<td>RL.7.6 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>
<td>L1, L4, L12</td>
</tr>
<tr>
<td>RL.7.7 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>
<td>TE: L3, L12</td>
</tr>
<tr>
<td>RL.7.8 (Not applicable to literature.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Grade 7

### Common Core Standards

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<thead>
<tr>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td><strong>RL.7.9</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>RL.7.10</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>
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### Reading: Informational Texts

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<tbody>
<tr>
<td><strong>RI.7.1</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>RI.7.2</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>RI.7.3</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>RI.7.4</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>RI.7.5</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>RI.7.6</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>RI.7.7</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>RI.7.8</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>
</tr>
<tr>
<td><strong>RI.7.9</strong></td>
<td>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</td>
<td>L3, L5, L11</td>
<td>L7</td>
<td>L6, L9, L10</td>
</tr>
<tr>
<td><strong>RI.7.10</strong></td>
<td>By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>L3, L5, L9, L11</td>
<td>L5, L6, L7, L8, L9, L10 TM: L5–L10</td>
<td>L5–L10, L14–L17</td>
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<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>L2, L12</td>
<td></td>
<td>L11, L16</td>
</tr>
<tr>
<td>W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</td>
<td>L2, L12</td>
<td></td>
<td>L11, L16</td>
</tr>
<tr>
<td>W.7.1.b 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></td>
<td>L11, L16</td>
</tr>
<tr>
<td>W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</td>
<td>L2, L12</td>
<td></td>
<td>L11, L16</td>
</tr>
<tr>
<td>W.7.1.d Establish and maintain a formal style.</td>
<td>L2, L12</td>
<td></td>
<td>L11</td>
</tr>
<tr>
<td>W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>L2, L12</td>
<td></td>
<td>L11, L16</td>
</tr>
<tr>
<td>W.7.2 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></td>
<td>L15</td>
</tr>
<tr>
<td>W.7.2.a 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></td>
<td>L11, L15 TE: L5, L7–L10</td>
</tr>
<tr>
<td>W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>L10</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td>W.7.2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>L10</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td>W.7.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>L10</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td>W.7.2.e Establish and maintain a formal style.</td>
<td>L10, L12</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td>W.7.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
<td>L10</td>
<td></td>
<td>L15</td>
</tr>
<tr>
<td>W.7.3 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></td>
<td>L11, L13</td>
</tr>
</tbody>
</table>
**W.7.3.a** 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.

**W.7.3.b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**W.7.3.c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**W.7.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**W.7.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

**W.7.4** 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.)

**W.7.5** 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.)

**W.7.6** 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.

**W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**W.7.8** 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.

**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.7.9.a** Apply grade 7 Reading standards to literature (e.g., “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”).
## Grade 7

### Common Core Standards

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<tr>
<td><strong>W.7.9.b</strong> 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>L16</td>
</tr>
<tr>
<td><strong>W.7.10</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>Throughout program (L1-L19)</td>
</tr>
</tbody>
</table>

### Speaking and Listening

<p>| Sl.7.1 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. | L1-L12 | TE: L18, L19 |
| Sl.7.1.a 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. | L1-L12 | TE: L1, L18, L19 |
| Sl.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | L1-L12 | TE: L1, L18, L19 |
| Sl.7.1.c 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. | L1-L12 | TE: L1, L18, L19 |
| Sl.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views. | L1-L12 | TE: L1, L18, L19 |
| Sl.7.2 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. | TM: L3, L12 | L18, L19 TE: L14, L15 |
| Sl.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | TM: L12 | L19 TE: L6, L16 |
| Sl.7.4 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. | TM: L9 | TE: L6, L15, L16 |</p>
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<tbody>
<tr>
<td>SL.7.5</td>
<td>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>
</tr>
<tr>
<td>SL.7.6</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></td>
<td>TE: L2, L4</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.7.1</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></td>
<td>L11–L17</td>
</tr>
<tr>
<td>L.7.1.a</td>
<td>Explain the function of phrases and clauses in general and their function in specific sentences.</td>
<td>L8</td>
<td></td>
<td>L11</td>
</tr>
<tr>
<td>L.7.1.b</td>
<td>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</td>
<td>L2, L4</td>
<td></td>
<td>L16</td>
</tr>
<tr>
<td>L.7.1.c</td>
<td>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
<td>L8, L10</td>
<td></td>
<td>L12, L17</td>
</tr>
<tr>
<td>L.7.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>L4, L12</td>
<td></td>
<td>L14, L17</td>
</tr>
<tr>
<td>L.7.2.a</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></td>
<td>L13, 17</td>
</tr>
<tr>
<td>L.7.2.b</td>
<td>Spell correctly.</td>
<td>L12</td>
<td></td>
<td>L11–L17</td>
</tr>
<tr>
<td>L.7.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>L2, L4, L8, L10, L12</td>
<td></td>
<td>L17</td>
</tr>
<tr>
<td>L.7.3.a</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></td>
<td>L17</td>
</tr>
<tr>
<td>L.7.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <em>grade 7 reading and content</em>, choosing flexibly from a range of strategies.</td>
<td>L1, L2, L4, L5, L9, L10, L12</td>
<td></td>
<td>L1, L3–L5, L18</td>
</tr>
<tr>
<td>L.7.4.a</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></td>
<td>L1, L3</td>
</tr>
<tr>
<td>L.7.4.b</td>
<td>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></td>
<td>L4–L5</td>
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## Grade 7

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<tr>
<td><strong>L.7.4.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>L.7.4.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>L.7.5</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>L3, L4, L6, L8, L12</td>
<td></td>
<td>L2–L4, L10</td>
</tr>
<tr>
<td><strong>L.7.5.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>L.7.5.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>L.7.5.c</strong> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</td>
<td>L3, L6, 12</td>
<td>L4, L10</td>
<td>L2</td>
</tr>
<tr>
<td><strong>L.7.6</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>
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### History/Social Studies

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</tr>
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<tbody>
<tr>
<td><strong>RH.7.1</strong> Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td>L3, L5</td>
<td>L10</td>
<td>L7</td>
</tr>
<tr>
<td><strong>RH.7.2</strong> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
<td>L5</td>
<td>L8</td>
<td>L5, L7, L9</td>
</tr>
<tr>
<td><strong>RH.7.3</strong> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</td>
<td>L5</td>
<td>L9</td>
<td>L7</td>
</tr>
<tr>
<td><strong>RH.7.4</strong> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
<td>L5</td>
<td>L9, L10</td>
<td>L7</td>
</tr>
<tr>
<td><strong>RH.7.5</strong> Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
<td>L5, L9</td>
<td>L10</td>
<td>L7</td>
</tr>
<tr>
<td><strong>RH.7.6</strong> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</td>
<td>L3, L11</td>
<td>L7</td>
<td>L7</td>
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</table>
### Grade 7

#### Common Core Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
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<tbody>
<tr>
<td>RH.7.7</td>
<td>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
<td>L5, L11</td>
<td>L9</td>
<td>L5, L7 TE: L14</td>
</tr>
<tr>
<td>RH.7.8</td>
<td>Distinguish among fact, opinion, and reasoned judgment in a text.</td>
<td>L5, L9, L11</td>
<td></td>
<td>L6</td>
</tr>
<tr>
<td>RH.7.9</td>
<td>Analyze the relationship between a primary and secondary source on the same topic.</td>
<td>L5, L11</td>
<td>L10</td>
<td>L7</td>
</tr>
<tr>
<td>RH.7.10</td>
<td>By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</td>
<td>L3, L5, L11</td>
<td></td>
<td>L7</td>
</tr>
</tbody>
</table>

#### Science and Technical Subjects

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RST.7.1</td>
<td>Cite specific textual evidence to support analysis of science and technical texts.</td>
<td>L9</td>
<td></td>
<td>L5, L8, L9</td>
</tr>
<tr>
<td>RST.7.2</td>
<td>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</td>
<td>L9</td>
<td>L5</td>
<td>L5, L9</td>
</tr>
<tr>
<td>RST.7.3</td>
<td>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</td>
<td>L9 TM: L6</td>
<td>L6</td>
<td>L8</td>
</tr>
<tr>
<td>RST.7.4</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
<td>L9</td>
<td>L5, L6</td>
<td>L8</td>
</tr>
<tr>
<td>RST.7.5</td>
<td>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</td>
<td>L9</td>
<td>L6</td>
<td>L8</td>
</tr>
<tr>
<td>RST.7.6</td>
<td>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</td>
<td>L9, L11</td>
<td>L5</td>
<td>L8</td>
</tr>
<tr>
<td>RST.7.7</td>
<td>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</td>
<td>L9, L11</td>
<td>L6</td>
<td>L5, L8</td>
</tr>
<tr>
<td>RST.7.8</td>
<td>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</td>
<td>L9, L11</td>
<td>L5</td>
<td>L8</td>
</tr>
<tr>
<td>RST.7.9</td>
<td>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</td>
<td>L9</td>
<td></td>
<td>L8 TE: L9</td>
</tr>
<tr>
<td>RST.7.10</td>
<td>By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</td>
<td>L9</td>
<td></td>
<td>L8</td>
</tr>
</tbody>
</table>
Using the Grade 7 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 Common Core Coach, Support Coach, and Performance Coach, as well as the additional support of Readiness content. See the Contents at right. Typically, reading units last 3 weeks and writing units last 2 weeks.

➤ Suggestions for Waggle practice goal assignments are listed for each week. Waggle reading goals are arranged in order of complexity, starting with goals that offer practice with the literal understanding of texts and ending with goals that offer practice with the higher-order analysis of texts. Waggle grammar and language goals are also arranged in order of complexity, starting with items that offer practice with grammar concepts and ending with items that offer practice with the application of grammar concepts.

➤ 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 Common Core Coach Benchmark Assessments and/or Support Coach for formative assessments.

➤ The sequence of topics is designed to address the content of the CCSS, but you can re-sequence the content to align with the curriculum maps used in your state or district.

➤ Optional Speaking and Listening Projects from Common Core Coach are suggested in some units. Alternative lessons from Common Core 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>Reading Persuasive Nonfiction</td>
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<td>11</td>
<td>Reading Scientific and Technical Texts</td>
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<td>12</td>
<td>Writing Opinion Pieces</td>
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</table>
## Unit: Reading Historical Fiction

### LESSON FOCUS
- **RL.7.1, SL.7.1**

#### Common Core 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

**Listen and Learn**
- Henry Speaks Out/Peace Will Be My Applause

Introduce historical fiction and discuss questions, TM p. 3, focusing on the Essential Question, How can historical fiction enrich our understanding of the past? Then read Henry Speaks Out/Peace Will Be My Applause with students.

### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Have students read Henry Speaks Out/Peace Will Be My Applause and identify why the first story is historical fiction.
  - Reread Henry Speaks Out/Peace Will Be My Applause and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
  - Readiness for Common Core

### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Reread Henry Speaks Out/Peace Will Be My Applause, and have students read the vocabulary words, SE p. 13.
  - Readiness for Common Core

### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Teach theme in Ready to Serve and have students complete the Comprehension Check, SE pp. 12-14.
  - Readiness for Common Core

### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Reread Ready to Serve, guiding students to note point of view.
  - Common Core 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.
  - Readiness for Common Core

### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Guide students through Anchor Standard Discussion Questions, SE p. 17. Point out that they must support their inferences with details from the text.
  - Common Core Coach
  - Have students work in pairs to complete the Comprehension Check, SE p. 18.
## Unit: Reading Historical Fiction

### Lesson 1: Reading Historical Fiction

#### Skills
- Theme
- Point of View
- Engage in Collaborative Discussion

#### Differentiation Options
- Common Core Coach Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
- Common Core Coach Independent Leveled Practice Resource Book: Have students find the theme of the story and explain it to each other.
- Readiness for Common Core

#### Lesson Focus
- RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10, SL.7.1

#### Resources
- Common Core Coach
- Teacher's Manual pp. 27–33
- Teacher's Manual pp. 28–33
- Teacher's Manual pp. 29–30
- Teacher's Manual pp. 30–31
- Teacher's Manual pp. 31–32
- Teacher's Manual pp. 32–33

#### Differentiation Options
- Common Core Coach Independent Leveled Practice Resource Book
  - LW.7.3, LW.7.4, LW.7.4.a, LW.7.4.d
  - Read the passage **first read**. Have students complete the Narrative Point of View, SE p. 283.

#### Assessment
- **Assessed Skills/Strategies**
- **Non-Assessed Skills/Strategies**

---

### Week 2

**Day 1**

- No goal assignment

**Day 2**

- **Lesson Focus**
  - RL.7.2
  - Common Core Support Coach
  - Lesson 2: Historical Fiction
  - Student Edition pp. 31–32, 34–38, 283
  - Teacher’s Manual pp. 25–26, 28–33

- **Skills**
  - Theme
  - Close Reading

- **Differentiation Options**
  - Common Core Coach Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Common Core Coach Independent Leveled Practice Resource Book: Have students find the theme of the story and explain it to each other.
  - Readiness for Common Core

---

**Day 3**

- **Lesson Focus**
  - RL.7.2
  - Common Core Support Coach
  - Lesson 2: Historical Fiction
  - Student Edition pp. 33–39, 284
  - Teacher’s Manual pp. 27–33

- **Skills**
  - Theme
  - Close Reading

- **Differentiation Options**
  - Common Core Coach Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Common Core Coach Independent Leveled Practice Resource Book: Have students find the theme of the story and explain it to each other.
  - Readiness for Common Core

---

**Day 4**

- **Lesson Focus**
  - RL.7.4, W.7.4, L.7.4.a, L.7.4.d
  - Common Core Support Coach
  - Lesson 2: Historical Fiction
  - Student Edition pp. 34–39, 284
  - Teacher’s Manual pp. 28–33

- **Skills**
  - Context Clues
  - Close Reading

- **Differentiation Options**
  - Common Core Coach Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Common Core Coach Independent Leveled Practice Resource Book: Have students find the theme of the story and explain it to each other.
  - Readiness for Common Core

---

**Day 5**

- **Lesson Focus**
  - RL.7.9
  - Common Core Support Coach
  - Lesson 2: Historical Fiction
  - Teacher’s Manual pp. 34, 36–43

- **Skills**
  - Compare and Contrast Historical Fiction and Nonfiction

- **Differentiation Options**
  - Common Core Coach Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Common Core Coach Independent Leveled Practice Resource Book: Have students find the theme of the story and explain it to each other.
  - Readiness for Common Core
### Unit: Reading Historical Fiction

#### Lesson Focus

**Lesson 1: Reading Historical Fiction**
- RL.7.9, L.7.3.a
- Common Core Support Coach
- **Lesson 2: Historical Fiction**
  - Student Edition pp. 41–49, 286
  - Teacher’s Manual pp. 35–43
  - Skills
    - Historical Fiction
    - Close Reading
- **Lesson 2: Historical Fiction**
  - Student Edition pp. 42–56, 286
  - Teacher’s Manual pp. 36–46
  - Skills
    - Compare and Contrast Historical Fiction and Nonfiction
    - Close Reading
    - Writing about Historical Fiction
- **Lesson 2: Historical Fiction**
  - Student Edition pp. 50–56
  - Teacher’s Manual pp. 44–46
  - Skills
    - Compare and Contrast Historical Fiction and Nonfiction
    - Narrative Point of View
    - Close Reading
    - Writing about Historical Fiction

#### Differentiation Options

- **Common Core Support Coach**
  - Review Try It, SE p. 41.
  - Reread The Summer Things Fell Apart/Hidden/Letter to a Granddaughter, SE pp. 50–51.
  - Vocabulary word to write about.
- **Reading for Common Core**
  - Establish historical context/setting.
- **Performance Coach**
  - Have students answer Lesson Practice question 6, p. 51, comparing the themes of a poem and a story.
- **Common Core Support Coach**
  - Review answers to Quiz 2 with students.
  - Readiness for Common Core

#### Review

- **Lesson 2: Historical Fiction**
  - Student Edition p. 5
  - Teacher’s Manual p. 3
  - Skills
    - Context Clues
    - Word Choice
    - Theme
    - Point of View
    - Compare and Contrast Genres
    - Character
    - Listen and Learn
- **Lesson 2: Historical Fiction**
  - Read SE p. 50 and discuss the writing task on p. 51 before students draft and complete their writing.

#### Differentiation Options

- **Common Core Support Coach**
  - Review SE p. 50 and discuss the Essential Question on TM p. 3 and the following focus skills:
    - using context clues to understand new and difficult words
    - understanding why authors use word choice to tell a story
    - identifying the theme expressed by the author
    - identifying point of view
    - comparing/contrasting genres
- **Performance Coach**
  - To review point of view and theme, have students complete Lesson Practice, SE pp. 46–50.
  - Readiness for Common Core

**Waggle™**

No goal assignment

- **Non-Assessed Skills/Strategies**
- **Assessed Skills/Strategies**
# Unit: Writing Fictional Narratives

## Lesson Focus

<table>
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<tr>
<th>LESSON FOCUS</th>
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<td><strong>Lesson 8: Writing Fictional Narratives</strong></td>
<td><strong>Student Edition p. 140–142</strong></td>
</tr>
<tr>
<td><strong>Common Core Coach</strong></td>
<td><strong>Teacher’s Manual pp. 120–122</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Write a Fictional Narrative</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Narrative Structure: Introduction, Plot/Conflict, Climax, Conclusion</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Analyze a Mentor Text</strong></td>
<td><strong>SE pp. 141-142, using the annotations. Help students analyze the text and mark up as noted.</strong></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Common Core Coach</strong> Use notes, TM p. 120, to introduce the purpose and audience for fictional narratives.</td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Common Core Coach</strong> Review Henry Speaks Out and identify and discuss the introduction, plot/conflict, climax, and conclusion.</td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Readiness for Common Core</strong></td>
<td><strong>●</strong></td>
</tr>
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## Lesson Focus

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<td><strong>Lesson 8: Writing Fictional Narratives</strong></td>
<td><strong>Student Edition p. 141–144</strong></td>
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<td><strong>Common Core Coach</strong></td>
<td><strong>Teacher’s Manual pp. 121–123</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Write a Fictional Narrative</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Figurative Language</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Narrative Structure: Introduction, Plot/Conflict, Climax, Conclusion</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Analyze a Mentor Text</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Common Core Coach</strong> Have pairs of students discuss the Think About It questions on SE p. 142.</td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Common Core Coach</strong></td>
<td><strong>Review the Writing Process SE, p. 144 for students who need extra support.</strong></td>
</tr>
<tr>
<td><strong>Performance Coach</strong> Use Discussion Questions, TM p. 50, to guide students who are unclear about the writing process.</td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Readiness for Common Core</strong></td>
<td><strong>●</strong></td>
</tr>
</tbody>
</table>

## Lesson Focus

<table>
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<td><strong>W.7.3, W.7.4, W.7.5, W.7.6</strong></td>
<td><strong>Common Core Coach</strong></td>
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<tr>
<td><strong>Lesson 8: Writing Fictional Narratives</strong></td>
<td><strong>Student Edition pp. 144–147</strong></td>
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<tr>
<td><strong>Common Core Coach</strong></td>
<td><strong>Teacher’s Manual pp. 124–125</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Write a Fictional Narrative</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Narrative Structure: Introduction, Plot/Conflict, Climax, Conclusion</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Develop Character</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Brainstorm Ideas</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Writing Process: Step 1</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Common Core Coach</strong> Have students work in pairs to discuss their narrative elements (SE p. 149) before they record them.</td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Performance Coach</strong> Have students read SE pp. 160–161.</td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Readiness for Common Core</strong></td>
<td><strong>●</strong></td>
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<td><strong>Common Core Coach</strong></td>
</tr>
<tr>
<td><strong>Lesson 8: Writing Fictional Narratives</strong></td>
<td><strong>Student Edition pp. 148–151</strong></td>
</tr>
<tr>
<td><strong>Common Core Coach</strong></td>
<td><strong>Teacher’s Manual pp. 126–128</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Write a Fictional Narrative</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Organize: Introduction, Plot/Conflict, Climax, Conclusion</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Writing Process: Steps 2, 3</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Common Core Coach</strong> Have students focus on traits of a fictional character.</td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Performance Coach</strong> Have students read SE pp. 160–161.</td>
<td><strong>●</strong></td>
</tr>
<tr>
<td><strong>Readiness for Common Core</strong></td>
<td><strong>●</strong></td>
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## Unit: Writing Fictional Narratives

### Week 5

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<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
</table>

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Common Core Coach** Use the Create Storyboards activity, TM p. 128 to help students focus on the sequence of events in their stories.
- **Performance Coach** Have students complete the Alouds about strong words and clauses activity, TM pp. 131 to help students focus on sensory words and phrases in their stories.
- **Readiness for Common Core** Discuss the publishing ideas, SE p. 162.

### Non-Assessed Skills/Strategies
- **Common Core 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.
- **Readiness for Common Core**
## Unit: Writing Fictional Narratives

### LESSON FOCUS

**W.7.3, W.7.4, W.7.5, W.7.6**

**Common Core 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

- **Common Core Coach** Students may use alternative media for their writing, especially if it includes images.
- **Common Core Coach** Some students may wish to work in groups to create scripts using their fictional narratives so that they can read their stories to other students.

### LESSON FOCUS

**W.7.1, W.7.4, W.7.5, W.7.6**

**Common Core 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

**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.

### LESSON FOCUS

**W.7.1, W.7.4, W.7.5, W.7.6**

**Common Core Performance Coach**

**Lesson 13: Write a Narrative**

- Student Edition pp. 195–198
- Teacher’s Edition p. 60

**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.

### LESSON FOCUS

**W.7.1, W.7.4, W.7.5, W.7.6**

**Common Core 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

**Lesson Practice**

Have students use the Reading Guide to complete the Lesson Practice.

### DIFFERENTIATION OPTIONS

- **Performance Coach** For extra support, use the Reading Guide to help students analyze the narrative. Have students annotate the passage as they read.

### LESSON FOCUS

**W.7.1, W.7.4, W.7.5, W.7.6**

**Common Core Performance Coach**

**Lesson 13: Write a Narrative**

- Student Edition pp. 172–175
- Teacher’s Edition pp. 172–175

**Skills**

✔ Write a Fictional Narrative

**Lesson Practice**

Have accelerating students do item 6, SE pp. 172–175.

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Have students complete and present the Speaking and Listening Project, TM pp. 134–137.

### PUBLISH OPTIONS:

**Common Core 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

- **Common Core 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.
- **Readiness for Common Core**

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**Waggle** 

**Goal** Informational Text Elements

✔ Non-Assessed Skills/Strategies
✔ Assessed Skills/Strategies
**Unit: Writing Responses to Literature**

**LESSON FOCUS**

**W.7.1, SL.7.1**

Common Core 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

**Essential Question**

Introduce writing responses to literature and discuss questions, TM p. 17, focusing on the Essential Question. How can exploring the setting or theme of a story help a reader better understand and appreciate it? Then read SE pp. 19–20 with students.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.
- **Common Core Coach** Review Ready to Serve and identify and discuss the elements of a response to literature.
- **Readiness for Common Core**

**LESSON FOCUS**

**W.7.1**

Common Core Coach

**Lesson 2: Writing Responses to Literature**

- Student Edition pp. 20–26
- Teacher’s Manual pp. 18–22

**Skills**

- Write a Response to Literature
- Text Structure: Introduction, Reasons, Conclusion
- Setting

**Difficult Text**

Analyze a Mentor Text

Read aloud the Mentor Text using the annotations. Help students analyze the text and mark up as noted.

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS**

**W.7.1, W.7.4, W.7.5, W.7.6, W.7.9.a, L.7.4.c**

Common Core Coach

**Lesson 2: Writing Responses to Literature**

- Student Edition pp. 20–28
- Teacher’s Manual pp. 16–24

**Skills**

- Write a Response to Literature
- Text Structure: Introduction, Reasons, Conclusion
- Setting
- Using Reference Materials

**Difficult Text**

Analyze a Mentor Text

Discuss the Think About It question, TM p. 22. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 27.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Use the Analyze Setting activity, TM p. 24, to help students focus on the setting of a passage.
- **Common Core Coach** Review the Writing Process, SE p. 28, for students who need extra support.
- **Readiness for Common Core**

**LESSON FOCUS**

**W.7.1, W.7.4, W.7.5, W.7.6, W.7.9.a**

Common Core Coach

**Lesson 2: Writing Responses to Literature**

- Student Edition pp. 28–31
- Teacher’s Manual pp. 24–25

**Skills**

- Write a Response to Literature
- Text Structure: Introduction, Reasons, Conclusion
- Thesis Statements

**Difficult Text**

Writing Process: Step 1

After reviewing the steps in the writing process, read the Writing Assignment, SE p. 28. Discuss the task along with the purpose and audience. Then guide students through SE pp. 29–30 using the annotations. Students complete SE pp. 29–31.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Take a deeper dive into SE pp. 30–31 with students who need extra support as they brainstorm ideas for a thesis, reasons, and supporting details to complete the Try It.
- **Common Core Coach** Have students work in pairs or small groups to brainstorm reasons and details and complete the Try It, SE p. 31.
- **Readiness for Common Core**

**LESSON FOCUS**

**W.7.1, W.7.4, W.7.5, W.7.6, W.7.9.a**

Common Core Coach

**Lesson 2: Writing Responses to Literature**

- Student Edition pp. 32–35
- Teacher’s Manual pp. 26–28

**Skills**

- Write a Response to Literature
- Organize Thesis Statement and Supporting Details

**Difficult Text**

Writing Process: Steps 2, 3

Read SE p. 32 with students to help them understand how the writer of the Mentor Text developed an introduction stating a thesis, reasons, supporting details, and a conclusion. Have them complete the Try It, SE p. 33. Then read and discuss the drafting process before students begin to write.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Common Core Coach** Use the Identify Strong Reasons activity, TM p. 28, to help students focus on the strongest reason that supports their thesis.
- **Readiness for Common Core**

**Waggle**

**Goal**

Informational Text Elements

- **Non-Assessed Skills/Strategies**
- **Assessed Skills/Strategies**
# Unit: Writing Responses to Literature

## LESSON FOCUS

**Week 8**

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<td>With students read the Writer’s Craft section, SE p. 34. Have students share their efforts to show clear relationships. Then read SE pp. 36–37.</td>
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<td>• Common Core Coach For students who need extra support with SE pp. 38–39, spend less time on pp. 36–37. Model responses for Try It sections.</td>
<td>• Common Core Coach Identify sentences that students may revise into complex sentences, using main and dependent clauses. Provide students with support as they revise.</td>
<td>• Common Core Coach Use the Combine Sentences activity, TM pp. 31, to help students focus on writing complex sentences.</td>
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### PUBLISH AND ASSESS OPTIONS:

- **Common Core Coach Benchmark Assessment 1** (also in Readiness)
  - Skills
    - ✔ Write a Response to Literature
    - ✔ Eliminate Wordiness and Redundancy
    - ✔ Use Concise Language
  - **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.

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**Waggle**

- **Goal** Parts of Speech

- ✔ Non-Assessed Skills/Strategies
- ✔ Assessed Skills/Strategies
### Unit: Reading Literary Nonfiction

#### LESSON FOCUS
- **RI.7.6, RH.6–8.9, SL.7.1**
- **Common Core Coach**

#### Lesson 3: Reading Literary Nonfiction
- **Skills**
  - Primary and Secondary Sources
  - Engage in Collaborative Discussion

**Listen and Learn**
- Introduce literary nonfiction and discuss the Essential Question, TM p. 35.

**Introduce**
- Literary nonfiction and secondary sources complement one another in helping us understand history? Then read Narrative of the Life of Frederick Douglass/Reconstruction with students.

#### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Teach reading literary nonfiction features in the passage, noting primary and secondary sources.

  - **Common Core Coach**
  - Introduce the Speaking and Listening Project, TM pp. 52–54, during this unit.

- **Common Core 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.

- **Readiness for Common Core**

#### LESSON FOCUS
- **RI.7.1, RI.7.4, RI.7.10, RH.6–8.1, RH.6–8.10, SL.7.1**
- **Common Core Coach**

#### Lesson 3: Reading Literary Nonfiction
- **Skills**
  - Compare and Contrast Texts
  - Evaluate Evidence
  - Engage in Collaborative Discussion

**Listen and Learn**
- Narrative of the Life of Frederick Douglass/Reconstruction.

- **Reread**
  - The passage with students using Think Alouds. Use Compare and Contrast Texts Think Aloud to focus strategy instruction, TM p. 45. Then have students complete the Comprehension Check on SE p. 58 to compare and contrast texts.

#### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Reread Narrative of the Life of Frederick Douglass/Reconstruction and Blood, Toil, Tears and Sweat: Address to Parliament on May 13, 1940/World War II: British Home Front.

- **Common Core Coach**
  - Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 67–68.

#### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Teach persuasive technique in Blood, Toil, Tears and Sweat and guide students through Comprehension Check, SE p. 68.

  - **Common Core Coach**
  - Teach vocabulary and guide students through SE p. 59. Use highlighted words in Blood, Toil, Tears and Sweat to reinforce meanings.

  - **Readiness for Common Core**

#### LESSON FOCUS
- **RI.7.2, RI.7.5, RI.7.6, RI.7.10, RH.6–8.6, RH.6–8.10, SL.7.1**
- **Common Core Coach**

#### Lesson 3: Reading Literary Nonfiction
- **Skills**
  - Main Idea, Inferences, and Supporting Details
  - Author’s Purpose
  - Engage in Collaborative Discussion

**Share and Learn**
- Blood, Toil, Tears and Sweat: Address to Parliament on May 13, 1940/World War II: British Home Front.

**Reread**
- Have students work in pairs to complete the Comprehension Check, SE pp. 67–70. Point out the questions that address main idea and details.

**Readiness for Common Core**

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# Unit: Reading Literary Nonfiction

## Lesson Focus

### Lesson 3: Reading Literary Nonfiction
- **Skills**
  - Cite Text Evidence
  - Author’s Point of View
  - Engage in Collaborative Discussion
- **Readiness for Common Core**
  - Non-Reviewed Skills
  - Common Core Coach
  - Common Core Support Coach

### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Independent Leveled Practice Resource Book: Have students cite text evidence that supports the author’s point of view and explain them to each other.
  - Readiness for Common Core

## Lesson Focus

### Lesson 8: Literary Nonfiction
- **Skills**
  - Evaluate Evidence and Claims
  - Recognize Literary Nonfiction
  - Close Reading
- **Readiness for Common Core**
  - Non-Reviewed Skills

### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Independent Leveled Practice Resource Book: Have students cite text evidence that supports the author’s point of view and explain them to each other.
  - Readiness for Common Core

## Lesson 8: Literary Nonfiction

### Lesson 8: Literary Nonfiction
- **Skills**
  - Greek and Latin Affixes
  - Write about Literary Nonfiction
  - Close Reading

### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Independent Leveled Practice Resource Book: Have students cite text evidence that supports the author’s point of view and explain them to each other.
  - Readiness for Common Core

## Lesson Focus

### Lesson 8: Literary Nonfiction
- **Skills**
  - Reading Literary Nonfiction
  - Analyzing Supporting Details

### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Independent Leveled Practice Resource Book: Have students cite text evidence that supports the author’s point of view and explain them to each other.
  - Readiness for Common Core

## Lesson Focus

### Lesson 8: Literary Nonfiction
- **Skills**
  - Reading Literary Nonfiction
  - Analyzing Supporting Details

### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Independent Leveled Practice Resource Book: Have students cite text evidence that supports the author’s point of view and explain them to each other.
  - Readiness for Common Core
# Unit: Reading Literary Nonfiction

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### Common Core 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**

#### Talking the Talk

**Review Analyze Development of Central Ideas, SE p. 203.** Read the passage **[second read]**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 310, and Vocabulary, SE p. 209.

#### Differentiation Options

- **Common Core Support Coach**
  - Review Try It, SE p. 203.
  - Reread the passage **[second read]**. Then have students complete the Close Reading Worksheet.
  - **Performance Coach**
    - Have students read **Lesson 10, SE pp. 134–137**.
    - **Readiness for Common Core**

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### Common Core 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**

#### Respond to Text

**Review SE p. 210 and discuss the writing task on p. 211 before students draft and complete their writing.**

#### Differentiation Options

- **Common Core Support Coach**
  - Guide students through **Respond to Text using support, TM pp. 180–181**.
  - Have them work with partners and write.
  - **Common Core Support Coach**
    - Have students read **Sign, Baby, Sign!, SE pp. 212–214**.
  - **Performance Coach**
    - Have accelerating students work in pairs to do Coached Example, SE pp. 138–141.
    - **Readiness for Common Core**

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### Common Core 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**

#### Listen and Learn

**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

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

### Review and Assess Options

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### Common Core 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).
- **Common Core Support Coach**
  - Review answers to Quiz 8 with students.
- **Common Core Coach**
  - Have students complete and present the Speaking and Listening Project, TM pp. 52–54.
  - **Readiness for Common Core**

### Waggle

- **Goal** Literary Structure

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

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<tr>
<td><strong>Listen and Learn</strong></td>
<td><strong>Guarding the Coast/Women in the U.S. Coast Guard</strong></td>
<td><strong>Guarding the Coast/Women in the U.S. Coast Guard</strong></td>
<td><strong>Share and Learn</strong></td>
<td><strong>Reread and Discuss</strong></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td><strong>Reread with students using Think Alouds. Use the Chronological Order Think Aloud to focus strategy instruction,</strong> TM p. 77. Then have students complete the Comprehension Check on Chronological Order, SE p. 104.</td>
<td><strong>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.</strong></td>
<td><strong>Guarding the Coast/Women in the U.S. Coast Guard and The Factory Girl’s Danger. Have students choose a passage and write a paragraph responding to the Essential Question. How does historical nonfiction contribute to our understanding of the present? Tell them to use two examples of text structures in their response.</strong></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>Common Core Coach</strong> Teach historical text features in Guarding the Coast, noting the text structure, chronological order.</td>
<td><strong>Common Core Coach</strong> Reread Guarding the Coast, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td><strong>Rule</strong></td>
<td><strong>Common Core Coach</strong> Reread The Factory Girl’s Danger, guiding students to cite text evidence as they read.</td>
</tr>
<tr>
<td><strong>Readiness for Common Core</strong></td>
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</tr>
</tbody>
</table>

#### Waggle Goal: Informational Text Structure

**Non-Assessed Skills/Strategies**
- Readiness for Common Core

**Assessed Skills/Strategies**
- Text Structure: Chronological Order
- Integrate Visual Information
- Text Structure: Cause and Effect
- Readiness for Common Core
Unit: Reading Historical Texts

LESSON FOCUS

Reading Historical Texts

**LESSON FOCUS**

**Day 2**

**LESSON FOCUS**

**RH.6-8.7**

**Common Core Support Coach**

**Lesson 9: Historical Texts**

- **Student Edition** pp. 217–218, 220–226, 311
- **Teacher’s Manual** pp. 185–186, 188–195

**Skills**

- **Text Structure**
- **Integrate Visual Information**
- **Recognize Historical Texts**
- **Close Reading**

**Who Was King Arthur?**

- **Discuss historical texts and the skills that will be reviewed, SE p. 217.**
- **Review Integrate Visual Information, SE p. 218.**
- **Read the passage (first read).**

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**

**Review Try It, SE p. 218.**

**Who Was King Arthur?**

- **Review Try It, SE p. 218.**
- **Reread Who Was King Arthur? with the annotations, showing students that these focus on integrating visual information.**
- **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.**

**Readiness for Common Core**

Waggle

**Goal**

Informational Text Structure
# Unit: Reading Historical Texts

## Lesson Focus

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson Focus</th>
<th>Common Core Support Coach</th>
<th>Lesson 9: Historical Texts</th>
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<td>1</td>
<td>RI.7.4, RH.6-8.4, L.7.A.c, d</td>
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<td><strong>Lesson 9: Historical Texts</strong></td>
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<td><strong>Lesson 9: Historical Texts</strong></td>
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<td><strong>Lesson 9: Historical Texts</strong></td>
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<td><strong>Common Core Support Coach</strong></td>
<td><strong>Lesson 9: Historical Texts</strong></td>
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<td>5</td>
<td>RI.7.3, RI.7.4, RI.7.5, RI.7.10, L.7.4.c, L.7.6, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.7, RH.6-8.8, RH.6-8.9</td>
<td><strong>Common Core Support Coach</strong></td>
<td><strong>Lesson 5: Reading Historical Texts</strong></td>
</tr>
</tbody>
</table>

### Differentiation Options

**Common Core 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.
- **Readiness for Common Core Core:**
  - **Child Monarchs:** Review Analyze Word Choice and Tone, SE p. 229. Read the passage **(second read)**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 314, and Vocabulary, SE p. 235.

**DIFFERENTIATION OPTIONS**

- **Common Core 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.
- **Readiness for Common Core Core:**
  - **Child Monarchs:** Review Analyze Word Choice and Tone, SE p. 229. Read the passage **(second read)**. Then have students complete the Close Reading Worksheet, SE p. 314. Follow with Respond to Text, SE p. 236.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **Guide students through:** Respond to Text using support, TM pp. 204–205.
- **Use:** Language Spotlight, SE p. 93 and TE p. 32, to teach domain-specific vocabulary. Have accelerating students read Lesson 9, SE pp. 120–122.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **Guide students through:** Respond to Text using support, TM pp. 204–205. Have them work with partners and write.
- **Show examples:** The Search for Atlantis, SE pp. 238–242.
- **Use:** Language Spotlight, SE p. 93 and TE p. 32, to teach domain-specific vocabulary. Have accelerating students read Lesson 9, SE pp. 120–122.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **Guide students through:** Respond to Text using support, TM pp. 204–205. Have them work with partners and write.
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- **Common Core Support Coach**
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**DIFFERENTIATION OPTIONS**

- **Performance Coach**
  - **Use:** Language Spotlight, SE p. 93 and TE p. 32, to teach domain-specific vocabulary. Have accelerating students read Lesson 9, SE pp. 120–122.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
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**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **Guide students through:** Respond to Text using support, TM pp. 204–205. Have them work with partners and write.
- **Show examples:** The Search for Atlantis, SE pp. 238–242.

**DIFFERENTIATION OPTIONS**

- **Performance Coach**
  - **Do shared writing with students in Lesson Practice:** SE pp. 99–105 (item 6) or pp. 127–133.
- **Common Core Support Coach**
  - **Review answers to Quiz 9:** SE pp. 123–126.
## Week 15

### Unit: Writing Informative Texts

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<tr>
<th>Day 1</th>
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<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.7.2, SL.7.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 10: Writing Informative Texts&lt;br&gt;Skills &lt;br&gt;- Write an Informative Text&lt;br&gt;- Engage in Collaborative Discussion&lt;br&gt;Essential Question&lt;br&gt;Introduce writing informative texts and discuss questions, TM p. 157, focusing on the Essential Question. What are some of the ways a writer can inform the reader about a topic effectively? Then read SE p. 180 with students.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.7.2.a-b&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 10: Writing Informative Texts&lt;br&gt;Skills &lt;br&gt;- Write an Informative Text&lt;br&gt;- Introduction, Headings, Conclusion&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;- <strong>Common Core Coach</strong> Use the graphic on SE p. 180 to help students understand the characteristics and structure of informative text.&lt;br&gt;- <strong>Common Core Coach</strong> Have accelerating students identify the introduction, supporting details, and conclusion of the Mentor Text.&lt;br&gt;- <strong>Performance Coach</strong> Have students read Lesson 14, Research Skills, SE pp. 200–210.&lt;br&gt;- <strong>Readiness for Common Core</strong></td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.7.2.a–b, W.7.4&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 10: Writing Informative Texts&lt;br&gt;Skills &lt;br&gt;- Write an Informative Text&lt;br&gt;- Word Roots and Affixes&lt;br&gt;- Main Idea and Supporting Details&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;- <strong>Common Core Coach</strong> Review the Writing Process, SE p. 184 for students who need extra support.&lt;br&gt;- <strong>Performance Coach</strong> Have students do the Coached Example, pp. 211–215.&lt;br&gt;- <strong>Readiness for Common Core</strong></td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.7.2.a, W.7.4&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 10: Writing Informative Texts&lt;br&gt;Skills &lt;br&gt;- Write an Informative Text&lt;br&gt;- Take Notes on Research&lt;br&gt;- Writing Process: Step 1&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;- <strong>Common Core Coach</strong> 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.&lt;br&gt;- <strong>Common Core Coach</strong> 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.&lt;br&gt;- <strong>Common Core Coach</strong> Use the Know Your Audience activity, TM p. 162, and the Avoid Research Traps activity, TM p. 164 to help students focus on their research.&lt;br&gt;- <strong>Readiness for Common Core</strong></td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.7.3.a–b, W.7.4, W.7.5, W.7.6, W.7.9.b, W.7.10&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 10: Writing Informative Texts&lt;br&gt;Skills &lt;br&gt;- Write an Informative Text&lt;br&gt;- Organize an Informative Text&lt;br&gt;- Writing Process: Steps 2, 3&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;- <strong>Common Core Coach</strong> Allow time for students to draft independently or in pairs. Conference with students who need extra support.&lt;br&gt;- <strong>Performance Coach</strong> Have students complete the Lesson Practice, SE pp. 216–225.&lt;br&gt;- <strong>Readiness for Common Core</strong></td>
</tr>
</tbody>
</table>

**Waggle** ▶ Goal Sentences

- Non-Assessed Skills/Strategies
- Assessed Skills/Strategies

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## Unit: Writing Informative Texts

### LESSON FOCUS
- **Common Core Coach**
- **Lesson 10: Writing Informative Texts**
  - Student Edition pp. 194–199
  - Teacher’s Manual pp. 166-169

### 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
- **Common Core 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.
  - **Readiness for Common Core**

### LESSON FOCUS
- **W.7.2, W.7.4, W.7.5, W.7.6, W.7.9.b, L.7.3.a, L.7.6**
- **Common Core Coach**
- **Lesson 10: Writing Informative Texts**
  - Student Edition pp. 200–201
  - Teacher’s Manual pp. 168-170

### 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
- **Common Core 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.
  - **Common Core Coach**
    - Use the Identify Formal Language activity, TM p. 170.
  - **Readiness for Common Core**

### LESSON FOCUS
- **W.7.2, W.7.4, W.7.5, W.7.6, L.7.1.c, L.7.4.b, L.7.6**
- **Common Core Coach**
- **Lesson 10: Writing Informative Texts**
  - Student Edition pp. 200–205
  - Teacher’s Manual pp. 170-171

### 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
- **Common Core 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.

### LESSON FOCUS
- **W.7.2, W.7.4, W.7.5, W.7.6, W.7.9.b, W.7.10, L.7.1.c, L.7.3.a, L.7.6**
- **Common Core Coach**
- **Lesson 10: Writing Informative Texts**
  - Student Edition pp. 202–206
  - Teacher’s Manual pp. 171-173

### 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
- **Common Core 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.

### PUBLISH OPTIONS:
- **Common Core 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
- **Common Core Coach**
  - For students who need extra support, review phrases, clauses, and misplaced and dangling modifiers, SE p. 159.
- **Readiness for Common Core**

### Waggle
- Goal: Literary Style

✔ Non-Assessed Skills/Strategies ✔ Assessed Skills/Strategies
### Unit: Reading Drama

#### LESSON FOCUS
- **RL.7.3, RL.7.5, SL.7.1**
- **Common Core Coach**
- **Lesson 6: Reading Drama**
- **Teacher's Manual pp. 97–100**

**Skills**
- **Dramatic Structure**
- **Characterization**
- **Denotation and Connotation**
- **Vocabulary**
- **Engage in Collaborative Discussion**

**Listen and Learn**
- **Romeo and Juliet**
- 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 way that other forms of literature don’t? Then read Romeo and Juliet with students.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Teach dramatic structure in Romeo and Juliet, noting how the play is divided into acts and scenes.
- **Common Core Coach** Reread Romeo and Juliet, and have students look for and identify examples of figurative language.
- **Common Core Coach** Introduce the Speaking and Listening Project for this unit, TM pp. 102–105. Explain that students will create podcasts of a play.
- **Readiness for Common Core**

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#### LESSON FOCUS
- **RL.7.3, RL.7.5, SL.7.1**
- **Common Core Coach**
- **Lesson 6: Reading Drama**
- **Teacher’s Manual pp. 92–96**

**Skills**
- **Characterization**
- **Tone**
- **Vocabulary**
- **Tone**
- **Vocabulary**
- **Engage in Collaborative Discussion**

**Listen and Learn**
- **Romeo and Juliet**
- Reread the drama with students using Think Alouds. Use the Characterization Think Aloud to focus strategy instruction, TM p. 93. Then have students complete the Comprehension Check on characterization, SE p. 118.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Teach dramatic structure in Romeo and Juliet, SE pp. 114–117, noting dramatic structure and figurative language.
- **Common Core Coach** Preview and teach the vocabulary words, SE p. 118.
- **Common Core Coach** Teach students to use highlighted words in PYGMAION to reinforce meanings.
- **Common Core Coach** Have accelerating students work in pairs to complete the Comprehension Check, SE p. 125–126.
- **Readiness for Common Core**

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#### LESSON FOCUS
- **RL.7.3, RL.7.4, SL.7.1, L.7.5c**
- **Common Core Coach**
- **Lesson 6: Reading Drama**
- **Student Edition pp. 113–117**
- **Teacher’s Manual pp. 99–100**

**Skills**
- **Characterization**
- **Denotation and Connotation**
- **Vocabulary**
- **Engage in Collaborative Discussion**

**Listen and Learn**
- **Romeo and Juliet**
- Preview Vocabulary, SE p. 119. Then have students read and discuss the drama, SE pp. 120–124.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Teach students to use highlighted words in PYGMAION to reinforce meanings.
- **Common Core Coach** Have accelerating students work in pairs to complete the Comprehension Check, SE p. 125–126.
- **Readiness for Common Core**

---

#### LESSON FOCUS
- **RL.7.1, RL.7.3, RL.7.6, SL.7.1**
- **Common Core Coach**
- **Lesson 6: Reading Drama**
- **Teacher’s Manual pp. 98–100**
- **Student Edition pp. 120–126**

**Skills**
- **Characterization**
- **Denotation and Connotation**
- **Vocabulary**
- **Engage in Collaborative Discussion**

**Listen and Learn**
- **Pygmalion**
- 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.

**DIFFERENTIATION OPTIONS**
- **Common Core 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.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 126.

---

#### LESSON FOCUS
- **RL.7.5, RL.7.6, W.7.4**
- **Common Core Coach**
- **Lesson 6: Reading Drama**
- **Teacher’s Manual pp. 98–99**
- **Student Edition pp. 120–126**

**Skills**
- **Characterization**
- **Tone**
- **Cite Textual Evidence**
- **Point of View**
- **Engage in Collaborative Discussion**

**Listen and Learn**
- **Pygmalion**
- 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 way that other forms of literature don’t? Tell them to use two examples of characterization to support their response.

**DIFFERENTIATION OPTIONS**
- **Common Core 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.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 126.

---

**Waggle**
- **Goal: Literary Style**
## Unit: Reading Drama

### Lesson 1: Reading Drama

**LESSON FOCUS**
- RL.7.3, RL.7.4, RL.7.5, RL.7.6, SL.7.1
- Common Core Coach
- Lesson 6: Reading Drama

**Skills**
- Dramatic Structure
- Characterization
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- Common Core Coach Independent Leveled Practice Resource Book
- Have students read the drama at their level and answer the questions independently. Then have them discuss the questions and their answers in small groups.

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

**DIFFERENTIATION OPTIONS**
- Common Core Coach Independent Leveled Practice Resource Book
- Have students identify dramatic structure and characterization and explain them to each other.

**Readiness for Common Core**

**REVIEW**
- Dr. Seuss's The Lorax

**Goal**
- Informational Text Style

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### Lesson 2: Reading Drama

**LESSON FOCUS**
- RL.7.3
- Common Core Support Coach
- Lesson 3: Drama

**Skills**
- Cause and Effect

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach
- Independent Leveled Practice Resource Book
- Have students complete theClose Reading Worksheet, SE p. 287.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach
- Independent Leveled Practice Resource Book
- Guide students through the Close Reading Example, SE pp. 31–34.

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### Lesson 3: Reading Drama

**LESSON FOCUS**
- RL.7.5
- Common Core Support Coach
- Lesson 3: Drama

**Skills**
- Recognize Drama
- Close Reading

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach
- Independent Leveled Practice Resource Book
- 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.

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### Lesson 4: Reading Drama

**LESSON FOCUS**
- RL.7.5, L.7.5.b
- Common Core Support Coach
- Lesson 3: Drama

**Skills**
- Synonyms and Antonyms
- Close Reading

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach
- Independent Leveled Practice Resource Book
- Focus on dramatic elements in the dramas they have read.

---

### Lesson 5: Reading Drama

**LESSON FOCUS**
- RL.7.1, RL.7.3
- Common Core Support Coach
- Lesson 3: Drama

**Skills**
- Characterization

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach
- Independent Leveled Practice Resource Book
- Focus on citing textual evidence. Guide students to complete the Cite Textual Evidence Chart.
## Week 19

### Day 1

**Unit:** Reading Drama

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<tr>
<td>RL.7.3, L.7.4.b</td>
<td>RL.7.1, RL.7.3</td>
<td>RL.7.3, RL.7.5, W.7.4</td>
<td>RL.7.3, RL.7.5, W.7.4</td>
<td>RL.7.3, RL.7.4, RL.7.5, RL.7.6, W.7.10, L.7.5.c</td>
</tr>
<tr>
<td>Review Try It, SE p. 69. Reread The Lost River, Act 2 Read the drama (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 290. Follow with Respond to Text, SE p. 78.</td>
<td>Student Edition pp. 70–84, 290</td>
<td>Student Edition pp. 78–84</td>
<td>Student Edition p. 113</td>
<td>Teacher’s Manual p. 70</td>
</tr>
<tr>
<td>• Characterization</td>
<td>• Setting and Plot</td>
<td>• Characterization</td>
<td>• Understanding figurative language and connotation</td>
<td>• Understanding figurative language and connotation</td>
</tr>
<tr>
<td>• Close Reading</td>
<td>• Close Reading</td>
<td>• Close Reading</td>
<td>• Tone</td>
<td>• Tone</td>
</tr>
<tr>
<td>• Write about Drama</td>
<td>• Write about Drama</td>
<td>• Write about Drama</td>
<td>• Figurative Language</td>
<td>• Figurative Language</td>
</tr>
<tr>
<td>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.</td>
<td>Respond to Text using support, TM pp. 68–69. Have them work with partners and write.</td>
<td>Review SE p. 78 and discuss the writing task on p. 79 before students draft and complete their writing.</td>
<td>Review and discuss the Essential Question on TM p. 91 and the following focus skills: • identifying dramatic structure • understanding how characterization adds to the meaning of a drama • identifying the tone in a drama • understanding figurative language and connotation</td>
<td>Review answers to Quiz 3 with students.</td>
</tr>
<tr>
<td>Differentiation Options</td>
<td>Differentiation Options</td>
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<td>Differentiation Options</td>
<td>Differentiation Options</td>
</tr>
<tr>
<td>• Common Core Support Coach Guide students through Respond to Text using support, TM pp. 68–69.</td>
<td>• Common Core Support Coach Guide students through Respond to Text using support, TM pp. 68–69. Have them work with partners and write.</td>
<td>• Common Core Support Coach Guide students through Respond to Text using support, TM pp. 68–69. Have them work with partners and write.</td>
<td>• Performance Coach Do shared writing with students in Lesson Practice, SE pp. 35–39 (item 6).</td>
<td>• Common Core Support Coach Review answers to Quiz 3 with students.</td>
</tr>
<tr>
<td>• Common Core Support Coach Have students read (first read) Circle in the Woods, SE pp. 80–84.</td>
<td>• Common Core Support Coach Have students read (second read) Circle in the Woods, SE pp. 80–84.</td>
<td>• Common Core Support Coach Have students read (third read) Circle in the Woods, SE pp. 80–84.</td>
<td>• Common Core Support Coach Review answers to Quiz 3 with students.</td>
<td>• Common Core Support Coach Speaking and Listening Project, TM pp. 102–103. Have students play their podcasts for the class.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Readiness for Common Core</td>
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</tr>
</tbody>
</table>

### Day 2

- **Review**
- **Lesson 5: Reading Drama**
- **Skills**
  - Characterization
  - Setting and Plot
  - Greek and Latin Roots
- **Readiness for Common Core**
  - Denotation/Connotation
  - Language Spotlight
  - Meaning of a Drama
  - Setting and Plot
  - Close Reading
  - Close Reading
  - Write about Drama
- **Differentiation Options**
  - Common Core Support Coach
  - Guiding students through Respond to Text using support, TM pp. 68–69. Have them work with partners and write.
  - Common Core Support Coach
  - Guiding students through Respond to Text using support, TM pp. 68–69. Have them work with partners and write.
  - Common Core Support Coach
  - Guiding students through Respond to Text using support, TM pp. 68–69. Have them work with partners and write.
  - Performance Coach
  - Do shared writing with students in Lesson Practice, SE pp. 35–39 (item 6).
  - Common Core Support Coach
  - Review answers to Quiz 3 with students.
  - Common Core Support Coach
  - Speaking and Listening Project, TM pp. 102–103. Have students play their podcasts for the class.

### Day 3

- **Review**
- **Lesson 6: Reading Drama**
- **Skills**
  - Dramatic Structure
  - Characterization
  - Setting and Plot
  - Synonyms and Antonyms
  - Greek and Latin Roots
- **Readiness for Common Core**
  - Greek and Latin Roots
  - Reading Comprehension
  - Vocabulary
  - Vocabulary
  - Vocabulary
  - Vocabulary
- **Differentiation Options**
  - Performance Coach
  - Do shared writing with students in Lesson Practice, SE pp. 35–39 (item 6).
  - Common Core Support Coach
  - Review answers to Quiz 3 with students.
  - Common Core Support Coach
  - Speaking and Listening Project, TM pp. 102–103. Have students play their podcasts for the class.
  - Common Core Support Coach
  - Speaking and Listening Project, TM pp. 102–103. Have students play their podcasts for the class.

### Day 4

- **Review**
- **Lesson 7: Reading Drama**
- **Skills**
  - Characterization
  - Setting and Plot
  - Greek and Latin Roots
- **Readiness for Common Core**
  - Language Spotlight
  - Meaning of a Drama
  - Setting and Plot
  - Close Reading
  - Close Reading
  - Write about Drama
- **Differentiation Options**
  - Common Core Support Coach
  - Guiding students through Respond to Text using support, TM pp. 68–69. Have them work with partners and write.
  - Common Core Support Coach
  - Guiding students through Respond to Text using support, TM pp. 68–69. Have them work with partners and write.
  - Common Core Support Coach
  - Guiding students through Respond to Text using support, TM pp. 68–69. Have them work with partners and write.
  - Performance Coach
  - Do shared writing with students in Lesson Practice, SE pp. 35–39 (item 6).
  - Common Core Support Coach
  - Review answers to Quiz 3 with students.
  - Common Core Support Coach
  - Speaking and Listening Project, TM pp. 102–103. Have students play their podcasts for the class.

### Day 5

- **Review**
- **Lesson 8: Reading Drama**
- **Skills**
  - Dramatic Structure
  - Characterization
  - Setting and Plot
  - Synonyms and Antonyms
  - Greek and Latin Roots
- **Readiness for Common Core**
  - Greek and Latin Roots
  - Reading Comprehension
  - Vocabulary
  - Vocabulary
  - Vocabulary
  - Vocabulary
- **Differentiation Options**
  - Performance Coach
  - Do shared writing with students in Lesson Practice, SE pp. 35–39 (item 6).
  - Common Core Support Coach
  - Review answers to Quiz 3 with students.
  - Common Core Support Coach
  - Speaking and Listening Project, TM pp. 102–103. Have students play their podcasts for the class.

### Waggle

- **Goal:** Informational Text Style

- **Non-Assessed Skills/Strategies:**
  - Assessed Skills/Strategies
**Unit: Reading Poetry**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tr>
<td><strong>LESSON FOCUS</strong></td>
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<td>✓ Engage in Collaborative Discussion</td>
<td>✓ Engage in Collaborative Discussion</td>
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</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS**

**Skills**

- **Mood and Tone**
- **Vocabulary**
- **Figurative Language**
- **Cite Details to Support Conclusions**

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Reread **If/The Rhodora**, SE pp. 132. Then have students complete the Comprehension Check on structural elements, SE p. 132.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Teach mood and tone and compare poetic structures in **The Stolen Child/Voices of Earth**. Then have students read and discuss the poems, SE pp. 134–136.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Teach mood and tone and compare poetic structures in **The Stolen Child/Voices of Earth**. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 137–138.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Guide students through the Coached Example, SE pp. 19–21.

**DIFFERENTIATION OPTIONS**

- **Common Core 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.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 138 to compare the two poems.

**Waggle**

- Goal Paragraphs

| ✔ Non-Assessed Skills/Strategies | ✔ Assessed Skills/Strategies | 21 |
### UNIT: Reading Poetry

#### LESSON FOCUS

**Lesson 7: Reading Poetry**

- **Common Core Coach**
  - Common Core Support Coach
  - Lesson 7: Reading Poetry
- **Skills**
  - Poetic Structure
  - Compare Poetic Structures
  - Mood and Tone
  - Engage in Collaborative Discussion
  - Read On Your Own

**Skills**

- Visualize: Imagery
- Recognize Poetry
- The Lake Isles of Innisfree/I wandered lonely as a cloud/The Cat and the Moon
- Discuss poetry and the skills that will be reviewed, SE p. 87. Review Visualize, SE p. 88. Read the poems **(first read)**. Have students complete the Visualization Chart, SE p. 291.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach**
  - Independent Leveled Practice Resource Book
  - Have students choose one word and write about its meaning in the text.
  - Differentiation Options
    - **Common Core Coach**
      - Independent Leveled Practice Resource Book
      - Have students identify and compare poetic structures in the poems and explain them to each other.
      - **Readiness for Common Core**
        - **Skills**
          - Rhyme, Alliteration, Assonance
          - Denotation and Connotation
          - Close Reading
          - The Lake Isles of Innisfree/I wandered lonely as a cloud/The Cat and the Moon
          - Review the poems **(second read)**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 292.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach**
  - Independent Leveled Practice Resource Book
  - **Skills**
    - Phrase: Explain Phrases or Clauses
    - Poetic Structure
    - The Ballad of King Arthur/Annabel Lee/Shall I compare thee to a summer’s day?/The Oven Bird
    - Read the poems **(third read)**. Have students complete the Paraphrase Chart, SE p. 293.

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**Waggle ➤ Goal Paragraphs**

- **Non-Assessed Skills/Strategies**
- **Assessed Skills/Strategies**
## Unit: Reading Poetry

### Lesson 4: Poetry

**Common Core Support Coach**
- **Lesson 4: Poetry**
- **Skills**
  - Poetic Structure: Narrative Poem and Sonnet
  - Using Context Clues
  - Close Reading

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Review Try It, SE p. 95. Read the poems (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 294, and Vocabulary, SE p. 103.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Review SE p. 104 and discuss the writing task on p. 105 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Guide students through Respond to Text using support, TM pp. 90–91. Have them work with partners and write.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Have students read (third read) The Magnificent Bull/When I Was a Lad/To me, fair friend, you never can be old, SE pp. 106–110.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Guide students through Respond to Text using support, TM pp. 90–91. Have them work with partners and write.

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

**DIFFERENTIATION OPTIONS**
- **Performance Coach**
  - Do shared writing with students in Lesson Practice, SE pp. 22–27 (item 6). Review answers to Benchmark Assessment 3 with students.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Review answers to Quiz 4 with students.
### Unit: Writing Personal Narratives

#### Lesson Focus

**W.7.3, SL.7.1**

**Common Core Coach**

**Lesson 4: Writing Personal Narratives**
- Student Edition pp. 48–53, 69–70
- Teacher’s Manual pp. 57–58
- Skills
  - Writing a Personal Narrative
  - Engage in Collaborative Discussion
- Essential Question
  - Introduce writing personal narratives and discuss questions, TM p. 57, focusing on the Essential Question. What makes a personal narrative engaging and effective? Then read SE p. 70 with students.

#### Differentiation Options

**Common Core Coach**
- Use notes, TM p. 58, to introduce the purpose and audience for writing a personal narrative.
- **Common Core Coach**
  - 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.
- **Readiness for Common Core**

#### Lesson Focus

**W.7.3**

**Common Core Coach**

**Lesson 4: Writing Personal Narratives**
- Student Edition pp. 70–72
- Teacher’s Manual pp. 58–60
- Skills
  - Writing a Personal Narrative
  - Introduction, Body Paragraphs, Conclusion
  - Descriptive Details
- **Differentiation Options**
  - **Common Core Coach**
    - Use the graphic on SE p. 70 to help students understand the characteristics and structure of a personal narrative.
  - **Common Core Coach**
    - Have accelerating students identify the introduction, body paragraphs, and conclusion of the Mentor Text.
  - **Readiness for Common Core**

#### Lesson Focus

**W.7.3, W.7.4, W.7.5, W.7.6, L.7.4.a**

**Common Core Coach**

**Lesson 4: Writing Personal Narratives**
- Student Edition pp. 71–74
- Teacher’s Manual pp. 59–61
- Skills
  - Writing a Personal Narrative
  - Transitions
  - Point of View
  - Context Clues
- **Differentiation Options**
  - **Common Core Coach**
    - Have pairs of students share the transition words they circled in the Mentor Text and explain them to each other.
  - **Common Core Coach**
    - Review the Writing Process, SE p. 74 for students who need extra support.
  - **Readiness for Common Core**

#### Lesson Focus

**W.7.3, W.7.4, W.7.5, W.7.6, SL.7.1**

**Common Core Coach**

**Lesson 4: Writing Personal Narratives**
- Student Edition pp. 74–77
- Teacher’s Manual pp. 62–63
- Skills
  - Writing a Personal Narrative
  - Topic and Significance
  - Descriptive Details
  - Brainstorm a Topic
- **Differentiation Options**
  - **Common Core Coach**
    - Take a deeper dive into SE pp. 76–77 with students who need extra support as they brainstorm ideas to complete Try It.
  - **Common Core Coach**
    - Have students complete the Try It. Use a Graphic Organizer for Brainstorming, SE p. 77.
  - **Common Core Coach**
    - Have students complete the Make Storyboards activity, TM p. 62.
  - **Readiness for Common Core**

#### Lesson Focus

**W.7.3, W.7.4, W.7.5, W.7.6**

**Common Core Coach**

**Lesson 4: Writing Personal Narratives**
- Student Edition pp. 78–81
- Teacher’s Manual pp. 64–66
- Skills
  - Write a Personal Narrative
  - Organize: Introduction, Body Paragraphs, Conclusion
- **Differentiation Options**
  - **Common Core Coach**
    - Allow time for students to draft independently or in pairs. Conference with students who need extra support.
  - **Common Core Coach**
    - Have students complete the Create a Character Sketch activity, TM p. 66.
  - **Readiness for Common Core**

#### Non-Assessed Skills/Strategies

- Vocabulary Study
- brainstorms for study. Then read the Writing Process: Step 1 After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 75–76 using the annotations. Students complete SE p. 77.

#### Assessed Skills/Strategies

- Editing/Proofreading
- Vocabulary Study
- Brainstorms for study. Then read the Writing Process: Step 1 After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 75–76 using the annotations. Students complete SE p. 77.

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**Unit: Writing Personal Narratives**

<table>
<thead>
<tr>
<th>Lesson Focus</th>
<th>Common Core Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>✔ Write a Personal Narrative</td>
<td></td>
</tr>
<tr>
<td>✔ Introduction, Body Paragraphs, Conclusion</td>
<td></td>
</tr>
<tr>
<td>✔ Use Transition Words and Phrases</td>
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</tr>
<tr>
<td><strong>Writing Process:</strong> Steps 3, 4</td>
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</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

- **Common Core 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.
- **Readiness for Common Core**

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<tbody>
<tr>
<td><strong>Skills</strong></td>
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</tr>
<tr>
<td>✔ Revise a Personal Narrative</td>
<td></td>
</tr>
<tr>
<td>✔ Complex Sentences</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Process:</strong> Steps 4, 5</td>
<td></td>
</tr>
<tr>
<td>Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 86–87</td>
<td></td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

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

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<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>✔ Use Commas and Coordinate Adjectives</td>
<td></td>
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<tr>
<td><strong>Writing Process:</strong> Steps 5, 6</td>
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</tr>
<tr>
<td>Read SE pp. 88–89. Provide time for students to finish revising and begin editing.</td>
<td></td>
</tr>
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</table>

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Review answers to Benchmark Assessment 2 with students.
- **Common Core Coach** Use SE pp. 80–90 as a springboard for students to discuss strategies for improving concise language and complex sentences in their writing.
- **Common Core Coach** Have students complete the Try It Language and Editing Practice SE, pp. 90–91, TM p. 70.
- **Readiness for Common Core**

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<td>✔ Use Complex Sentences</td>
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**Publish and Assess Options:**

- **Common Core Coach** Benchmark Assessment 2 (also in Readiness)
- **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**

- **Common Core Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Common Core Coach** Have accelerating students complete the Lesson Practice, SE pp. 199–204.
- **Readiness for Common Core**

---

**Goal:** Informational Text Analysis

✔ Non-Assessed Skills/Strategies ✔ Assessed Skills/Strategies
## LESSON FOCUS
### RI.7.1, RH.6–8.8, SL.7.1

**Common Core Coach**

**Lesson 11: Reading Persuasive Nonfiction**

- Student Edition pp. 208–215
- Teacher’s Manual pp. 176–183

**Skills**

- Persuasive Text
- Types of Evidence
- Argument
- Evidence

### LEARNING RESOURCES

- **Listen and Learn**
  - NASA’s Recent Cancellation of Manned Missions: 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.

### DIFFERENTIATION OPTIONS

- **Common Core Coach**
  - Teach persuasive text in NASA’s Recent Cancellation of Manned Missions, noting and listing the different types of evidence authors use.
  - Reread NASA’s Recent Cancellation of Manned Missions, and have students identify vocabulary words that they do not understand.
  - **Readiness for Common Core**

### LEARNING OBJECTIVES

- **LEARNING OBJECTIVES**
  - **Common Core Coach**
    - Teach types of evidence in Contact Sports and Concussions and guide students through Comprehension Check, SE p. 222.
  - **Common Core Coach**
    - Teach vocabulary and guide students through SE p. 215. Use highlighted words in Contact Sports and Concussions to reinforce meanings.
  - **Common Core Coach**
    - Have accelerating students work in pairs to do Lesson Practice, SE pp. 84–88.

### TEACHING STRATEGIES

- **TEACHING STRATEGIES**
  - **Common Core Coach**
    - 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.

### ASSESSMENT

- **Assessment**
  - **Common Core Coach**
    - Have students work in pairs to complete the Comprehension Check, SE p. 222.
  - **Readiness for Common Core**
## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS
- **RI.7.2, RI.7.6, RH.6-8, RI.7.9, SL.7.1**
- **Common Core Coach**
- **Lesson 11: Reading Persuasive Nonfiction**
  - **Skills**
    - Persuasive Text
    - Persuasive Techniques
    - Compare and Contrast Texts
    - Engage in Collaborative Discussion
  - **Read On Your Own**
  - **Changing the Laws for Teenage Driving**
  - **Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in groups.**

### DIFFERENTIATION OPTIONS
- **Common Core Coach Independent Leveled Practice Resource Book**
  - **Teach challenging vocabulary.** Then have students choose one word and write about its meaning in the text.
  - **Common Core 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.**
  - **Readiness for Common Core**

### LESSON FOCUS
- **RI.7.6, RH.6-8.6**
- **Common Core Support Coach**
  - **Lesson 7: Persuasive Nonfiction**
    - **Skills**
      - Author’s Point of View
      - RFIDs in Our Future
        - **Discuss persuasive text and the skills that will be reviewed,** SE p. 167. **Practice Author’s Point of View,** SE p. 168. **Read the passage** (first read). Have students complete the Author’s Point of View Chart, SE p. 303.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach**
  - **Review Try It,** SE p. 168. **Reread RFIDs in Our Future with the first read annotations,** showing students that these focus on author’s point of view. Guide students to complete the Author’s Point of View Chart.
  - **Common Core Support Coach**
  - **Use Supporting Struggling Learners scaffolding,** TM pp. 142, 144, and 146. **Help students understand that sometimes authors leave out facts or information that might not support their point of view.**
  - **Readiness for Common Core**

### LESSON FOCUS
- **RI.7.8, RH.6-8.8**
- **Common Core Support Coach**
  - **Lesson 7: Persuasive Nonfiction**
    - **Skills**
      - Fact, Opinion, and Reasoned Judgment
      - Close Reading
      - RFIDs in Our Future
        - **Review Fact, Opinion, and Reasoned Judgment,** SE p. 169. **Read the passage** (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 304.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach**
  - **Review Try It,** SE p. 169. **Reread RFIDs in Our Future with the second read annotations,** showing students that these focus on fact, opinion, and reasoned judgment. Guide students to complete the Close Reading Worksheet.
  - **Common Core Support Coach**
  - **Focus on fluency in RFIDs in Our Future using TM p. 145 and Supporting ELLs, TM p. 147. Preview Vocabulary.** SE p. 175.
  - **Readiness for Common Core**

### LESSON FOCUS
- **RI.7.4, L.7.5**
- **Common Core Support Coach**
  - **Lesson 7: Persuasive Nonfiction**
    - **Skills**
      - Figurative Language: Allusion
      - Close Reading
      - RFIDs in Our Future
        - **Read the passage** (third read). Then have students complete the Close Reading Worksheet, SE p. 304. **Follow with Vocabulary,** SE p. 175.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach**
  - **Review Try It,** SE p. 169. **Reread RFIDs in Our Future with the third read annotations,** showing students that these focus on fact, opinion, and reasoned judgment. Guide students to complete the Close Reading Worksheet.
  - **Common Core Support Coach**
  - **Focus on fluency in RFIDs in Our Future using TM p. 145 and Supporting ELLs, TM p. 147. Preview Vocabulary.** SE p. 175.
  - **Readiness for Common Core**

### LESSON FOCUS
- **RI.7.7, RI.7.8, RI.7.9**
- **Common Core Support Coach**
  - **Lesson 7: Persuasive Nonfiction**
    - **Skills**
      - Compare and Contrast
      - Recognize Persuasive Nonfiction
      - Cashing in Our Chips

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach**
  - **Review Try It,** SE p. 176. **Reread Cashing in Our Chips with the first read annotations,** focusing on comparing and contrasting. Guide students to complete the Venn Diagram Chart.
  - **Common Core Support Coach**
  - **Use Supporting Struggling Learners scaffolding,** TM pp. 150 and 154. **Help students compare and contrast Cashing in Our Chips by comparing the persuasive techniques with RFIDs in Our Future.**
  - **Readiness for Common Core**

### Waggle
- **Goal**
  - Write About Literature

- **Non-Assessed Skills/Strategies**
- **Assessed Skills/Strategies**
Unit: Reading Persuasive Nonfiction

LESSON FOCUS
RI.7.6, RI.7.8, RI.7.9, RH.6-8.6, RH.6-8.7
Common Core Support Coach
Lesson 7: Persuasive Nonfiction
• Student Edition pp. 177–183, 306
• Teacher’s Manual pp. 151–157
Skills
✓ Analyze Arguments
✓ Use Word Relationships
✓ Close Reading
Cashing in Our Chips
Review Analyze Arguments, SE p. 177. Read the passage [Second read]. Then have students complete the relevant questions on the Close Reading Worksheet, p. 306, and Vocabulary, p. 183.

DIFFERENTIATION OPTIONS
• Common Core Support Coach
  Review Try It, SE p. 177. Reread Cashing in Our Chips with the second read annotations, showing students that these focus on analyzing arguments. Guide students to complete the Close Reading Worksheet.
• Common Core Support Coach
  Use Supporting Struggling Learners scaffolding, TM pp. 152 and 155 to reread and discuss the passage. Review Vocabulary, SE p. 183.
• Readiness for Common Core

LESSON FOCUS
RI.7.6, RI.7.8, RI.7.9, RH.6-8.7, RH.6-8.8, W.7.4
Common Core Support Coach
Lesson 7: Persuasive Nonfiction
• Student Edition pp. 184–190, 306
• Teacher’s Manual pp. 152–160
Skills
✓ Analyze Structure of a Persuasive Text
✓ Analyze Arguments
✓ Compare and Contrast
✓ Close Reading
• Close Reading
Respond to Text
Cashing in Our Chips
Review SE p. 184 and discuss the writing task on p. 185 before students draft and complete their writing.

DIFFERENTIATION OPTIONS
• Common Core Support Coach
  Guide students through Respond to Text using support, TM pp. 158–159.
• Common Core Support Coach
  Have students read [First read] GMOs vs. You/Understanding GMOs, SE pp. 186–190.
• 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.
• Readiness for Common Core

LESSON FOCUS
RI.7.6, RI.7.8, RI.7.9, RH.6-8.7, RH.6-8.8, W.7.4
Common Core Support Coach
Lesson 7: Persuasive Nonfiction
• Student Edition pp. 184–190
• Teacher’s Manual pp. 158–160
Skills
✓ Analyze Structure of a Persuasive Text
✓ Analyze Arguments
✓ Compare and Contrast
✓ Close Reading
✓ Write about Persuasive Nonfiction
Respond to Text
Cashing in Our Chips
Review SE p. 184 and discuss the writing task on p. 185 before students draft and complete their writing.

DIFFERENTIATION OPTIONS
• Common Core Support Coach
  Guide students through Respond to Text using support, TM pp. 158–159. Have them work with partners and write.
• Common Core Support Coach
  Have students read [Second read] GMOs vs. You/Understanding GMOs, SE pp. 186–190.
• Readiness for Common Core

LESSON FOCUS
RI.7.6, RI.7.8, RI.7.9, RH.6-8.7, RH.6-8.8, W.7.4
Common Core Support Coach
Lesson 7: Persuasive Nonfiction
• Student Edition p. 207
• Teacher’s Manual p. 175
Skills
✓ Point of View/Author’s Purpose
✓ Persuasive Text/Techniques
✓ Compare and Contrast Texts
✓ Argument/Evidence
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
• Common Core Support Coach
  Guide students through responding Text with students in Lesson Practice, SE pp. 186–192
• Read on Your Own
  GMOs vs. You/Understanding GMOs
• Review Comprehension Check, SE p. 191–192. 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. 84–89 (item 6).
• Common Core Support Coach
  Review answers to Quiz 7 with students.
• Readiness for Common Core

Waggle • Goal Write About Literature

✓ Non-Assessed Skills/Strategies  ✓ Assessed Skills/Strategies
# Unit: Reading Scientific and Technical Texts

## Day 1

**LESSON FOCUS**
RI.7.5, RST.6-8.5, SL.7.1  

**Common Core 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

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

## Day 2

**LESSON FOCUS**
RI.7.5, RI.7.8, RST.6-8.6, RST.6-8.7, RST.6-8.8, SL.7.1  

**Common Core Coach** 
Lesson 9: Reading Scientific and Technical Texts
- Student Edition pp. 164–170
- Teacher’s Manual pp. 140–146

**Skills**
- Text and Graphic Features: Diagrams
- Fact vs. Speculation
- Chronological Order
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Teach text and graphic features in Seeing the Light. Use Fact vs. Speculation and Chronological Order to focus strategy instruction, TM pp. 143–144. Then have students complete the Comprehension Check on chronological order, SE p. 170.

## Day 3

**LESSON FOCUS**
RI.7.2, RI.7.4, RST.6-8.3, RST.6-8.4, SL.7.1, L.7.4.c, L.7.6  

**Common Core 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
- Main Idea

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Teach domain-specific vocabulary in A Closer Look and guide students through Comprehension Check, SE p. 178.

## Day 4

**LESSON FOCUS**
RI.7.1, RI.7.5, RST.6-8.7, SL.7.1  

**Common Core Coach** 
Lesson 9: Reading Scientific and Technical Texts
- Student Edition pp. 172–178
- Teacher’s Manual pp. 147–150

**Skills**
- Graphic Features: Diagrams
- Text Structure
- Author’s Purpose
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Reread Seeing the Light and A Closer Look. Have students choose a passage and write a paragraph responding to the Essential Question. Then have students find the first question is about diagrams; the second question is about text features and structure.

**DIFFERENTIATION OPTIONS**
- **Common Core 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.
- **Common Core Coach** Have students work in pairs to do Lesson Practice, SE pp. 114–118.
- **Readiness for Common Core**

## Day 5

**LESSON FOCUS**
RI.7.1, RI.7.5, RST.6-8.7, RST.6-8.9, W.7.4, SL.7.1  

**Common Core Coach** 
Lesson 9: Reading Scientific and Technical Texts
- Teacher’s Manual pp. 140–145, 148–150

**Skills**
- Text and Graphic Features
- Write about Scientific and Technical Texts
- Engage in Collaborative Discussion

**Reread** Seeing the Light and A Closer Look. Have students choose a passage and write a paragraph responding to the Essential Question. What graphic and textual features do scientific and technical writers use to communicate information? Then have students find the first question is about diagrams; the second question is about text features and structure.

**DIFFERENTIATION OPTIONS**
- **Common Core 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.
- **Common Core Coach** Have students work in pairs to do Lesson Practice, SE pp. 114–118.
- **Readiness for Common Core**

**Goal** Write About Literature
**Unit: Reading Scientific and Technical Texts**

### LESSON FOCUS

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#### DIFFERENTIATION OPTIONS

- **Common Core Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
- **Common Core Coach Independent Leveled Practice Resource Book** Have students identify cause and effect and show the relationships between text features in the main text and explain them to each other.
- **Readiness for Common Core**

#### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Review Try It**, SE p. 114. Reread The Puzzling Platypus with the **first read** annotations, showing students that these focus on analyzing interactions. Guide students to complete the Close Reading Worksheet.
- **Common Core Support Coach Use Supporting Struggling Learners scaffolding, TM pp. 96 and 101.** Help students understand the organization of The Puzzling Platypus by guiding them through the text features.
- **Common Core Support Coach Use Lesson 6: Technical Texts as an alternative or extension to this lesson.**

#### DIFFERENTIATION OPTIONS

- **Common Core 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 Use Discussion Questions, TE p. 34. Review the characteristics of scientific and technical texts. Have students write about specific characteristics in the passages they have read.**
- **Readiness for Common Core Use Supporting Struggling Readers scaffolding, TM p. 107. Help students understand when summarizing, they should focus on the central idea.**

#### DIFFERENTIATION OPTIONS

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

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**Waggle**

Goal Write About Informational Text

✓ Non-Assessed Skills/Strategies  ✔ Assessed Skills/Strategies
LESSON FOCUS
L.7.6, RST.6–8.4, RST.6–8.8
Common Core 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
Discovering Deep-Sea Vents
- Student Edition pp. 122–123, 297
- Teacher’s Manual pp. 106–114
Skills
✔ Author’s Purpose
✔ Facts, Reasoned Judgments, and Speculation
✔ Summarize
✔ Close Reading
- Write about Scientific Texts
- Respond to Text
Discovering Deep-Sea Vents
- Read the passage (second read).
- Then have students complete the Facts, Reasoned Judgments, and Speculation Chart, SE p. 298, and Vocabulary, SE p. 129.

DIFFERENTIATION OPTIONS
- Common Core 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.
- Common Core Support Coach
  - Use Supporting Struggling Learners scaffolding, TM pp. 105 and 106 to reread and discuss the passage. Review Vocabulary, SE p. 129.
- Readiness for Common Core

LESSON FOCUS
RI.7.2, RI.7.6, RST.6–8.2, RST.6–8.6, RST.6–8.8
Common Core 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
- Respond to Text
Discovering Deep-Sea Vents
- Read the passage (second read). Then have students complete the Close Reading Worksheet, SE p. 297. Follow with Respond to Text, SE p. 130.

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  - Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.
- Common Core Support Coach
  - Have students read (first read) The Large Hadron Collider, SE pp. 132–136.
- Performance Coach
  - Use Language Spotlight, SE p. 109 and TE p. 35, to teach symbols and key terms. Have students choose a domain-specific term to write about.
- Readiness for Common Core

LESSON FOCUS
RI.7.2, RI.7.6, RST.6–8.2, RST.6–8.6, RST.6–8.8
Common Core 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
- Respond to Text
Review SE p. 130 and discuss the writing task on p. 131 before students draft and complete their writing.

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  - Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.
- Common Core Support Coach
- Readiness for Common Core

LESSON FOCUS
Common Core Support Coach
Lesson 9: Reading Scientific and Technical Texts
- Student Edition p. 163
- Teacher’s Manual p. 139
Skills
✔ Chronological Order
✔ Domain-Specific Vocabulary
✔ Graphic Features
✔ Facts vs. Speculation
✔ Compare and Contrast

Listen and Learn
- Review and discuss the Essential Question and the following focus skills:
  - understanding chronological order
  - understanding domain-specific vocabulary, science symbols, and diagrams
  - differentiating between facts, reasoned judgment, and speculation

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  - Have students read (third read) The Large Hadron Collider and complete Comprehension Check, SE pp. 132–138.
- Performance Coach
  - To review scientific text features, have students complete Lesson Practice, SE pp. 114–118.
- Readiness for Common Core

REVIEW AND ASSESS OPTIONS:
- Common Core Support Coach
  - Quiz 5 (also in Readiness)
- Common Core Support Coach
  - Review Comprehension Check, SE pp. 137–138. 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. 114–119 (item 6).
- Common Core Support Coach
  - Review answers to Quiz 5 with students.
- Common Core Support Coach
  - Speaking and Listening Project, TM pp. 152–155. Have students complete and present their surveys.
- Readiness for Common Core

Waggle
Goal: Write About Informational Text

✔ Non-Assessed Skills/Strategies
✔ Assessed Skills/Strategies
## Unit: Writing Opinion Pieces

### LESSON FOCUS

- **W.7.1, SL.7.1**
- **Common Core Coach**
- **Lesson 12: Writing Opinion Pieces**
  - **Skills**
    - Write an Opinion Piece
    - Claim/Argument
    - Supporting Reasons
  - **DIRECTIONS OPTIONS**
    - **Common Core Coach** Use the graphic on SE p. 224 to help students understand the characteristics and structure of an opinion piece.
    - **Common Core Coach** Have students compare their answers to the Vocabulary Study and explain why they chose positive or negative connotations.
    - **Common Core Coach** Review the Writing Process, SE p. 228 for students who need extra support.
    - **Readiness for Common Core**

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Use the graphic on SE p. 224 to help students understand the characteristics and structure of an opinion piece.
- **Common Core Coach** Have students compare their answers to the Vocabulary Study and explain why they chose positive or negative connotations.
- **Readiness for Common Core**

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Use the graphic on SE p. 224 to help students understand the characteristics and structure of an opinion piece.
- **Common Core Coach** Have students compare their answers to the Vocabulary Study and explain why they chose positive or negative connotations.
- **Readiness for Common Core**

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Use the graphic on SE p. 224 to help students understand the characteristics and structure of an opinion piece.
- **Common Core Coach** Have students compare their answers to the Vocabulary Study and explain why they chose positive or negative connotations.
- **Readiness for Common Core**

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Use the graphic on SE p. 224 to help students understand the characteristics and structure of an opinion piece.
- **Common Core Coach** Have students compare their answers to the Vocabulary Study and explain why they chose positive or negative connotations.
- **Readiness for Common Core**

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Use the graphic on SE p. 224 to help students understand the characteristics and structure of an opinion piece.
- **Common Core Coach** Have students compare their answers to the Vocabulary Study and explain why they chose positive or negative connotations.
- **Readiness for Common Core**

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### Waggle

- **Goal** Write About Informational Text

- **Non-Assessed Skills/Strategies**
  - **Assessed Skills/Strategies**
Unit: Writing Opinion Pieces

LESSON FOCUS
W.7.1.a–c, e, W.7.4, W.7.5, W.7.6
Common Core 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
- Common Core Coach Have students complete the Record Source Information activity, TM p. 198.
- Performance Coach Have students complete the Coach ed Example, SE pp. 243–245.
- Readiness for Common Core

LESSON FOCUS
W.7.4, W.7.5, W.7.6, L.7.2.b
Common Core Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 240–241
- Teacher’s Manual pp. 201–202
Skills
✔ Edit an Opinion Piece
✔ Use Formal Language
Writing Process: Steps 5, 6
Read SE pp. 242–243. Provide time for students to finish revising and begin editing.

DIFFERENTIATION OPTIONS
- Common Core 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.
- Common Core Coach Continue Speaking and Listening Project, TM pp. 204–207.
- Readiness for Common Core

LESSON FOCUS
W.7.4, W.7.5, W.7.6, L.7.5.c, L.7.6
Common Core Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 242–245
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
- Common Core 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.
- Common Core Coach Speaking and Listening Project, TM pp. 204–207. Have students present their charts evaluating the political speech.
- Readiness for Common Core

LESSON FOCUS
W.7.1.d, W.7.4, W.7.5, W.7.6, W.7.10, L.7.2.b, L.7.3.a, L.7.4.d, L.7.5.c, L.7.6
Common Core Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 242–246
Skills
✔ Write an Opinion Piece
✔ Use Correct Spelling
✔ Use Formal Language
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
- Common Core 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.
- Common Core Coach Speaking and Listening Project, TM pp. 204–207. Have students present their charts evaluating the political speech.
- Readiness for Common Core

PUBLISH AND ASSESS OPTIONS:
- Common Core Coach Benchmark Assessment 4 (also in Readiness)
- 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
- Common Core 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.
- Common Core Coach Speaking and Listening Project, TM pp. 204–207. Have students present their charts evaluating the political speech.
- Readiness for Common Core

Waggle® No goal assignment

✔ Non-Assessed Skills/Strategies ✔ Assessed Skills/Strategies