



## ***Common Core Support Coach, ELA Grade 7*** **Summer School Pacing Guide**

To the Teacher...

The lessons and activities chosen for this Pacing Guide are those that we recommend as areas of focus within the *Common Core Support Coach* ELA curriculum. It is designed for 18 days of instruction, so if your summer school program is shorter or longer, you can implement more or less of the options. Depending on whether you wish to gather more comparative data on student's pre- and post-program performance, or gather formative data during the program, you can rely on either the *Support Coach* Practice Tests or the Lesson Quizzes for assessment data.

The needs of each class are different, so incorporate the parts of the lessons (e.g. multiple reads) that you see working most effectively for your students.

Have a wonderful summer program!

**Common Core Support Coach, ELA Grade 7  
Summer School Pacing Guide  
(18 Days, 90-minute sessions)**

Day 1	Day 2	Day 3	Day 4
<p>Administer the <i>Support Coach</i> Practice Test 1 as pretest. (Note: you may wish to administer the test for 30 minutes on Day 1 and 30 minutes for Day 2. If so, use the remaining time to begin Lesson 1.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 1: Traditional Literature</b> (pp. 5-30) Share the purpose of the text. Prepare for the <b>First Read</b> of “The Boy Who Dreamed Too Much” by modeling Practice the Skill on p. 6. Have students complete p. 279 as they read with you. <b>Second Read</b> - Teach Practice the Skill on p. 7 and reread the story with students, focusing on the <b>green sidebars</b>. Discuss the skills learned to check for progress. Have students complete the top portion of p. 280. (60 min.)</p> <p><b>Vocabulary</b> p. 13: Context Clues (15 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 1</b> - Review the skills learned and used. <b>Third Read</b> – have students focus on the <b>blue sidebars</b> pp. 8-12 and discuss. After reading, have students complete p. 280 and discuss in pairs their thoughts and markings of the text. <b>First Read</b> - “The Blue Jackal,” pp. 16-20. Introduce Practice the Skill on p. 14. With students and while reading, call attention to the sidebars with think-alouds. Then have students complete p. 281. (75 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 1</b> – Prepare for the <b>Second Read</b> by leading Practice the Skill on p. 15. Then read aloud with volunteers. As they read, have students work on p. 282 and follow the <b>green sidebars</b> to monitor the text. <b>Third Read</b> – Have students read independently for the third read of pp. 16-20. They should complete p. 268 as they discuss the <b>blue sidebars</b> with partners. Then have students complete and discuss pp. 23-24. (60 min.)</p> <p><b>Vocabulary</b> p. 21: Using a Thesaurus (15 min.)</p>

Day 5	Day 6	Day 7	Day 8
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 1</b> – Have students read the Read On Your Own selection for close reading. Have them complete the comprehension check questions to see if skills and strategies are mastered. <i>(55 min.)</i></p> <p><b>Fluency</b> (Fluency section located in back of Teacher’s Manual.) Work with one student at a time. Follow the same process for 3-4 students. <i>(20 min.)</i></p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 1.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 4: Poetry</b> (pp. 87-112) <b>First Read</b> - Lead Practice the Skill on p. 88. With students, read “The Lake Isle of Innisfree,” “I Wandered Lonely as a Cloud,” and “The Cat and the Moon” (pp. 90-92). Have students complete the Visualization Chart on p. 291. <b>Second Read</b> - Model Practice the Skill on p. 89. Guide students to reread the passage and complete the second read portion of p. 292. <i>(55 min.)</i></p> <p><b>Fluency</b> Work with one student at a time. Follow the same process for 3-4 students while others do the Vocabulary activity. <i>(20 min.)</i></p> <p><b>Vocabulary</b> p. 93: Denotation and Connotation <i>(20 min.)</i></p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 4</b> – Have small groups do the <b>Third Read</b> aloud and complete p. 292. Have them discuss third read challenges and information with partners. Review skills and strategies used. <i>(60 min.)</i></p> <p><b>Vocabulary</b> p. 93: Using Word Relationships <i>(15 min.)</i></p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 4</b> - “The Ballad of King Arthur,” “Annabel Lee,” “Shall I compare thee to a summer’s day?” and “The Oven Bird” (pp. 96-102). For the <b>First Read</b>, model Practice the Skill on p. 94. Read the poems with students and practice the skill. Have students complete p. 293. <b>Second Read</b> - Model Practice the Skill on p. 95 and have students complete p. 294 as they read. <i>(60 min.)</i></p> <p><b>Vocabulary</b> p. 175: Figurative Language Allusion <i>(15 min.)</i></p>

Day 9	Day 10	Day 11	Day 12
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 4</b> – Have students do a <b>Third Read</b> for critical thinking and complete p. 294. Have students review the poetic structure of the selections. <b>Lesson 7: Persuasive Nonfiction</b> <b>First Read</b> - “RFIDs in Our Future,” pp. 167-174. Model Practice the Skill on p. 168. Have students read with you and complete p. 303. (75 min.)</p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 4.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 7</b> – Prepare for <b>Second Read</b> by leading Practice the Skill on p. 177. Read with students, then have pairs complete the top portion of p. 306. <b>Third Read</b> (critical thinking) – Have students read using the skills they’ve learned. Then have them complete questions on the bottom of p. 306. (75 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 7 – First Read</b> of “Cashing in Our Chips,” pp. 178-182. Lead Practice the Skill on p. 176. Then, as a group, read the passage and discuss sidebars. <b>Second Read</b> – Model Practice the Skill on p. 177. Have students reread the selection with you and complete p. 307. (60 min.)</p> <p><b>Vocabulary</b> p. 183: Use Word Relationships to Understand Words (15 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 7 – Third Read</b> of “Cashing in Our Chips.” Have students read for critical thinking and discuss the <b>blue sidebars</b> as a group. Have students complete the questions on p. 306. Then, students complete the skill sheet on Argument (p. 185) and reflect on their reading gains. (60 min.)</p> <p><b>Fluency</b> Your choice of lesson. Work with one student at a time. Follow the same process for 3-4 students while others do the Vocabulary activity. (20 min.)</p>

Day 13	Day 14	Day 15	Day 16
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 7</b> – Have students read the Read On Your Own selection “GMOs vs. You,” pp. 186-192. Students should apply the skills they’ve learned as they read multiple times. Move around the classroom to reteach and reinforce as necessary. (55 min.)</p> <p><b>Fluency</b> Your choice of lesson. Work with one student at a time. Follow the same process for 3-4 students while others do the Vocabulary activity. (20 min.)</p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 7.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 9: Historical Texts</b> (pp. 217-244) <b>First Read</b> – “Who Was King Arthur?” Begin with Practice the Skill on p. 218. Read aloud with students and discuss the sidebars. Have students complete p. 311. (55 min.)</p> <p><b>Fluency</b> Work with one student at a time. Follow the same process for 3-4 students while others do the Vocabulary activity. (20 min.)</p> <p><b>Vocabulary</b> p. 227: Domain-Specific Vocabulary (20 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 9</b> – Lead the <b>Second Read</b> of “Who Was King Arthur?” Begin with Practice the Skill on p. 219. Have students read with you and complete the second read portion of p. 312. <b>Third Read</b> – Have students read for critical thinking, discuss the <b>blue sidebars</b>, and complete p. 312. (75 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 9</b> – Do the <b>First Read</b> of “Child Monarch,” pp. 230-234. Lead the lesson with Practice the Skill on p. 228. Have students read the passage with you and complete p. 313. <b>Second Read</b> – Begin with Practice the Skill. Then have students read and complete the <b>green sidebars</b> and p. 314. Review the strategies and skills gained thus far during the summer session. (60 min.)</p> <p><b>Vocabulary</b> p. 235: Definitions in Dictionaries (15 min.)</p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 9.</p>

Day 17	Day 18
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Practice Test 2</b> – Have students complete half of the Assessment. <i>(45 min.)</i></p> <p>Options:</p> <ul style="list-style-type: none"> <li>• Have students choose a passage in the book to read independently.</li> <li>• Have students write in their journal about one skill they've learned.</li> <li>• Have students in small groups select and practice a selection from the Drama lesson. If time allows, have each group present for the rest of the class. <i>(30 min.)</i></li> </ul>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Practice Test 2</b> – Have students complete the remainder of the Assessment. <i>(45 min.)</i></p> <p>Options:</p> <ul style="list-style-type: none"> <li>• Have students choose a passage in the book to read independently.</li> <li>• Have students write in their journal about one skill they've learned.</li> <li>• Have students in small groups select and practice a selection from the Drama lesson. If time allows, have each group present for the rest of the class. <i>(30 min.)</i></li> </ul>