Module Title: COLLECTION 1 – BOLD ACTIONS

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

Thematic Overview:

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

Module Objectives:

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

Essential Questions:

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

Academic Vocabulary:

Aspect, cultural, evaluate, resource, text

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

	needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. ***CC.1.4.7.U*** *Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.* ***CC.1.4.7.V*** *Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.* ***CC.1.4.7.W*** *Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.* ***CC.1.4.7.X*** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*	
1.3 Reading Literature	***1.5 Speaking and Listening***	
CC.1.3.7.A *Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.* ***CC.1.3.7.B*** *Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text."* ***CC.1.3.7.C*** *Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.* ***CC.1.3.7.E*** *Analyze how the structure or form of a text contributes to its meaning.* ***CC.1.3.7.F*** *Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.*	***CC.1.5.7.C*** *Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.* ***CC.1.5.7.D*** *Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.* ***CC.1.5.7.E*** *Adapt speech to a variety of contexts and tasks."* ***CC.1.5.7.F*** *Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.*	

Text Sets:

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

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

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

HMH & Teacher-Created Sample Activities:
- Short Response
- Dig Deeper
- Level Up tutorial > Setting: Effect on Plot
- IWB Lesson: Plot and Conflict

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

HMH & Teacher-Created Sample Activities:
- Collaborative Discussion Activity
- Analyzing the Text: Structure
- Guiding Questions

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

HMH & Teacher-Created Sample Activities:
- Collaborative Discussion Activity
- Analyzing the Text: Structure
- Guiding Questions

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

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

Grammar Assessment:
- Teacher Created Skill Assessment

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

HMH & Teacher-Created Sample Activities:
- Collaborative Discussion Activity
- Analyzing the Text: Structure
- Guiding Questions
- Media Activity: Blogs

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

HMH & Teacher-Created Sample Activities:
- Short Response
- Dig Deeper

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

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

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

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

HMH & Teacher-Created Sample Activities:
- Short Response
- Dig Deeper

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

HMH & Teacher-Created Sample Activities:

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

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

Supporting Media: The History Channel Video "Bessie Coleman"

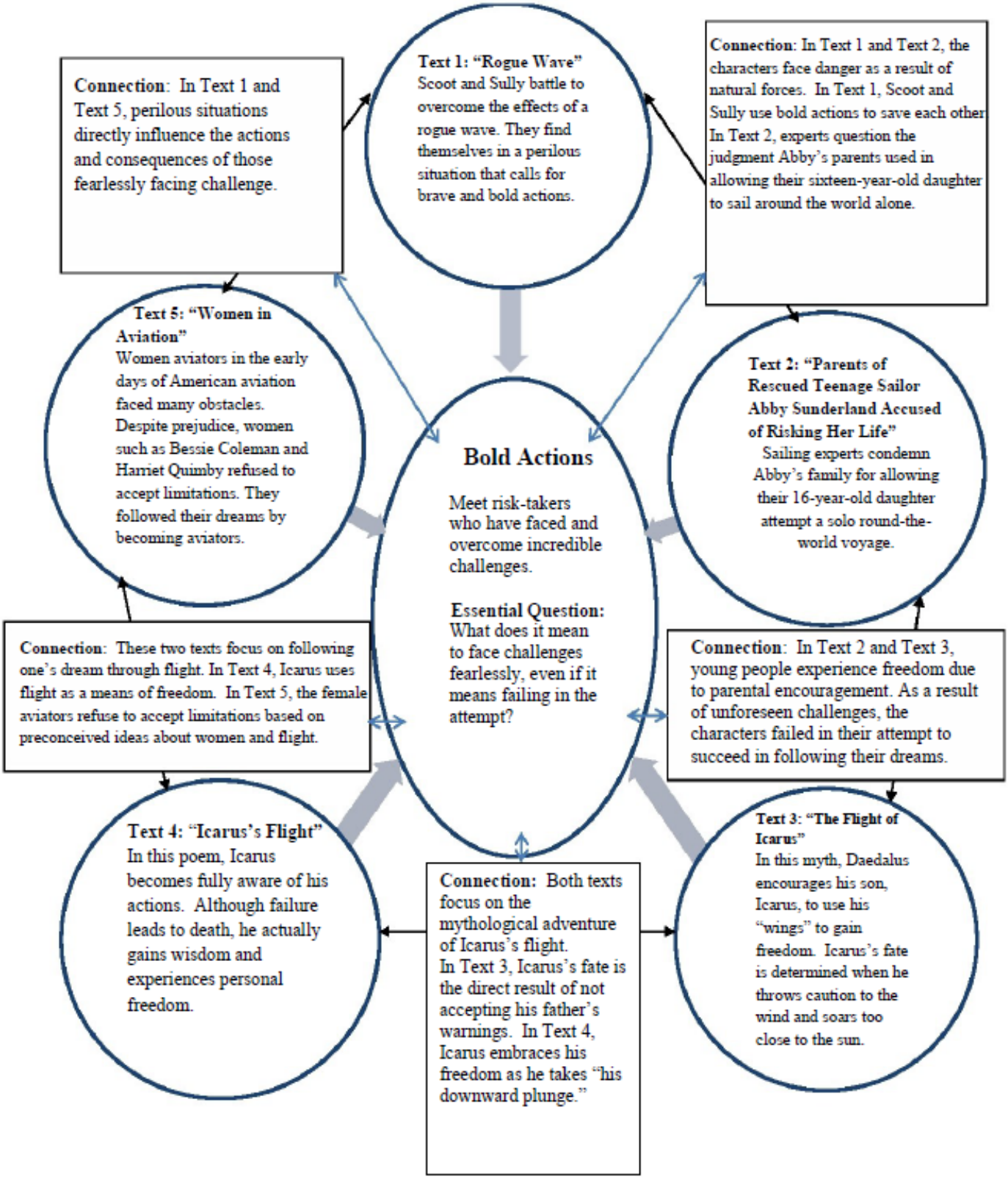
HMH & Teacher-Created Sample Activities:

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

Thematic Map Follows:

Teacher Version

Collection 1 – Bold Actions



Module Title: COLLECTION 2 – PERCEPTION & REALITY

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

Thematic Overview:

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

Module Objectives:

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

Essential Questions:

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

Academic Vocabulary:

Abnormal, feature, focus, perceive, task

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

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

	credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation." **CC.1.4.7.X** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."	
1.2 Reading Literature	***1.4 Speaking and Listening***	
CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text." **CC.1.3.7.C** Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. **CC.1.3.7.E** Analyze how the structure or form of a text contributes to its meaning. **CC.1.3.7.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. **CC.1.3.7.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.5.7.A** Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. **CC.1.5.7.C** Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **CC.1.5.7.D** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CC.1.5.7.E** Adapt speech to a variety of contexts and tasks." **CC.1.5.7.F** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	

Text Sets:

*** ANCHOR TEXT**

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

HMH & Teacher-Created Sample Activities:

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

*** CLOSE READER**

Text: Short Story: "Heartbeat" by David Yoo

HMH & Teacher-Created Sample Activities:

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

*** COMPARE TEXTS**

Text 1: Poem: "The Song of Wandering Aengus" by W.B. Yeats

Text 2: "Sonnet 43" by William Shakespeare

Supporting Media: Biography Channel Video *Biography: William Shakespeare*

HMH & Teacher-Created Sample Activities:

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

Selection Assessments:

- Selection Tests
- Selection Performance Tasks
  Writing: Character Profile, Character Analysis
  Speaking: Dramatic Reading, Discussion
  Media: Poster

Unit Assessments:

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

Grammar Assessment:

- Teacher Created Skill Assessment

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

Supporting Media: History Channel Video *Steve Cohen's Lost Magic*

HMH & Teacher-Created Sample Activities:
- Collaborative Discussion
- Guiding Questions
- Analyze Structure: Text Features
- Summarize the Text
- Level-Up Tutorial: Informational Text

*** CLOSE READER**

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

HMH & Teacher-Created Sample Activities:
- Short Response
- "To Challenge Students" Activity
- Dig Deeper

Text: Public Art by Julian Beever *Pavement Chalk Art*

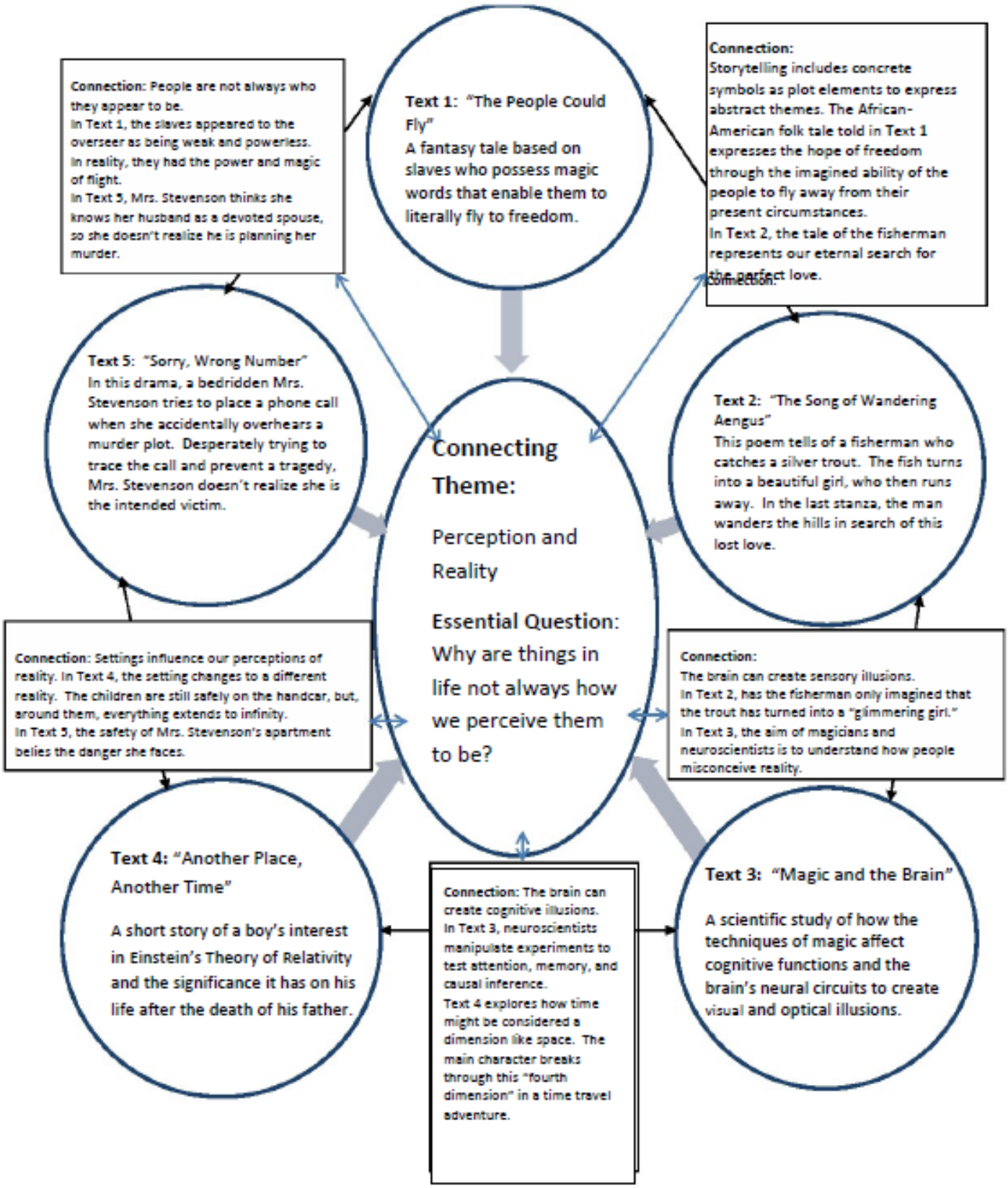
HMH & Teacher-Created Sample Activities:
- Collaborative Discussion
- Guiding Questions
- Interactive Graphic Organizer: Analyze Media> Perspective and Illusion

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

HMH & Teacher-Created Sample Activities:
- Collaborative Discussion
- Guiding Questions
- Determining Meanings of Words and Phrases
- Analyze Story Elements: Character
- Level-Up Tutorial: Methods of Characterization

*** ANCHOR TEXT** **Text**: Drama: *Sorry, Wrong Number* by Lucille Fletcher **HMH & Teacher-Created Sample Activities:** • Close Read Screencast • Modeled Discussion • Interactive Graphic Organizer: Venn Diagram • Level UP Tutorial: Elements of Drama	
*** CLOSE READER** **Texts**: Novel Excerpt: from *A Christmas Carol* by Charles Dickens Drama Excerpt by Israel Horovitz Graphic Story by Marvel Comics **HMH & Teacher-Created Sample Activities**: • Short Response • "To Challenge Students" Activity • Dig Deeper	

Thematic Connections Map follows:

Teacher Version

Collection 2 - Perception and Reality