



collections

Sample **Pacing** Guide

Grades 6–8

A decorative banner with a black background and orange borders at the top and bottom. On the left side, there is a stylized illustration of purple and white flowers. The word "collections" is written in a large, white, serif font across the center of the banner.

collections

Grades 6–8

Sample Pacing Guide

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Grade 8 Pacing Guide	18

collections

Collections Planning Template

Use the Quick Start Pacing Guide to determine the suggested number of days to dedicate to each text.

Pacing Guide: 4 Days	
First Read	<ul style="list-style-type: none"> • Read Text • Collaborative Discussion
Second Read	<ul style="list-style-type: none"> • Text-Dependent Questions from Teacher's Edition • Analyze the Text Questions in Student Edition • Homework—Select two to three questions from Teacher's Edition and Student Edition
Close Read Grammar Vocabulary	<ul style="list-style-type: none"> • Close Read Screencast(s), Close Read Application • Language Conventions application in Student Edition (if applicable) • Tier 2 Selection Vocabulary application in Student Edition • Homework—Grammar (English Workshop)
Performance Task	<ul style="list-style-type: none"> • Selection Performance Task
Pacing Guide: 3 Days	
First Read Second Read	<ul style="list-style-type: none"> • Read Text, Collaborative Discussion • Text-Dependent Questions from Teacher's Edition • Analyze the Text Questions in Student Edition
Close Read Vocabulary	<ul style="list-style-type: none"> • Close Read Screencast(s) • Close Read Application • Tier 2 Selection Vocabulary application in Student Edition
Grammar Performance Task	<ul style="list-style-type: none"> • Language Conventions application in Student Edition (if applicable) • Selection Performance Task • Homework—Grammar (English Workshop)
Pacing Guide: 2 Days	
First Read Second Read	<ul style="list-style-type: none"> • Read Text, Collaborative Discussion • Text-Dependent Questions from Teacher's Edition • Analyze the Text Questions in Student Edition
Grammar Vocabulary Performance Task	<ul style="list-style-type: none"> • Language Conventions application in Student Edition (if applicable) • Tier 2 Selection Vocabulary application in Student Edition • Selection Performance Task

Day 1	<p>Launch the Collection</p> <p>Preview Collection Image and Quote</p> <ul style="list-style-type: none"> Have students write two to three sentences about the image and quote <p>Assign FYI</p> <ul style="list-style-type: none"> Assign each group a different article (print or digital) Have them summarize the article in one to two sentences Ask students to connect the article to personal life and cite text evidence (4–6 sentences) Have students write a personal reflection (3 sentences) <p>Homework</p> <ul style="list-style-type: none"> Preview Performance Task and Academic Vocabulary
Day 2	<p>The Ravine</p> <p>Build Background</p> <ul style="list-style-type: none"> Read the Background, page 3 <p>Engage in First Read</p> <ul style="list-style-type: none"> Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher's Edition Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition <p>Assign Collaborative Discussion, page 12</p> <ul style="list-style-type: none"> Have students participate in groups of two or three <p>Engage in Second Read</p> <ul style="list-style-type: none"> Ask several lettered questions from Teacher's Edition Choose, copy, and display several Teacher's Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides Access via Teacher Resources > Guiding Questions by Collection <p>Assign Homework</p> <ul style="list-style-type: none"> Answer two Analyzing the Text questions, page 14
Day 3	<p>The Ravine</p> <p>Review the homework</p> <p>Discuss Strategies for Annotation</p> <ul style="list-style-type: none"> Pages 6, 10, 13, and 15 (model highlighting and annotating) <p>Watch Close Read Screencasts video, page 3</p> <ul style="list-style-type: none"> Assign Close Read Application <ul style="list-style-type: none"> Access via Browse menu; print or download and share via <i>Google Classroom</i> as a Word document or PDF Discuss Vocabulary Strategy: Using Context Clues, page 15 Engage in whole class discussion about Level Up Tutorial > Vocabulary Skills and Strategies > Using Context Clues Use practice questions at end of Level Up Tutorial as a formative assessment <p>Assign Homework</p> <ul style="list-style-type: none"> Complete Critical Vocabulary, page 15

<p>Day 4</p>	<p><i>The Ravine</i></p> <p>Discuss Language Conventions</p> <ul style="list-style-type: none">• Recognize Variations from Standard English, page 16 <p>Discuss Grammar Practice</p> <ul style="list-style-type: none">• English Workshop, pages 73 and 75<ul style="list-style-type: none">○ Access via Teacher Resources > English Workshop > Student Edition > Chapter 8: Language Workshops <p>Assign Performance Task</p> <ul style="list-style-type: none">• Page 14 <p>Assign Homework</p> <ul style="list-style-type: none">• Complete Grammar Practice: English Workshop, pages 74 and 76<ul style="list-style-type: none">○ Access via Teacher Resources > English Workshop > Student Edition > Chapter 8: Language Workshops
<p>Day 5</p>	<p><i>The Ravine</i></p> <p>Have students work on Performance Task</p> <ul style="list-style-type: none">• Page 14 <p>Assign Homework</p> <ul style="list-style-type: none">• Reread <i>The Ravine</i> and create three test questions for practice quiz

Day 6	<p><i>The Ravine</i></p> <p>Assign Extend and Reteach in Teacher's Edition</p> <ul style="list-style-type: none"> • Page 16a <p>Have students quiz one another in preparation for test</p> <ul style="list-style-type: none"> • Use the homework
Day 7	<p><i>The Ravine</i></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> • Paper and Pencil or Online <p>Have students complete Performance Task</p> <ul style="list-style-type: none"> • Page 14
Day 8	<p><i>from The Jumping Tree</i></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> • Engage in discussion on Challenge and Support Teacher's Edition, pages 16f and 16g
Day 9	<p><i>Fine?</i></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> • Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher's Edition • Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition <p>Assign Collaborative Discussion, page 32</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Assign Homework</p> <ul style="list-style-type: none"> • Answer two Analyzing the Text Questions, page 34
Day 10	<p><i>Fine?</i></p> <p>Review homework</p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher's Edition • Choose, copy, and display several Teacher's Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection • Discuss Strategies for Annotation, pages 25, 33, and 35 (model highlighting and annotating) <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"> • Greek Roots, page 35 • Engage in whole class discussion about Level Up Tutorial > Vocabulary Skills and Strategies > Greek and Latin Word Roots • Use practice questions at end of Level Up Tutorial as a formative assessment <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Critical Vocabulary, page 35

Day 11	<p><i>Fine?</i></p> <p>Discuss Language Conventions</p> <ul style="list-style-type: none"> • Commas and Dashes, page 36 <p>Assign Performance Task</p> <ul style="list-style-type: none"> • Page 34 <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Grammar Practice: English Workshop, pages 243 and 244 <ul style="list-style-type: none"> ○ Access via Teacher Resources > English Workshop > Student Edition > Chapter 20: Punctuation—End Marks and Commas
Day 12	<p><i>Fine?</i></p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> • Teacher’s Edition, page 36a <p>Have students work on Performance Task</p> <ul style="list-style-type: none"> • Page 34 <p>Assign Homework</p> <ul style="list-style-type: none"> • Create questions about the Academic Vocabulary
Day 13	<p><i>Fine?</i></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> • Paper and Pencil or Online
Day 14	<p><i>Life Doesn’t Frighten Me</i></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> • Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition • Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Assign Collaborative Discussion, page 38</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher’s Edition • Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Performance Task, page 40
Day 15	<p><i>Life Doesn’t Frighten Me</i></p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> • Teacher’s Edition, page 40a <p>Have students work on Performance Task</p> <ul style="list-style-type: none"> • Page 40

Day 16	<p><i>Fears and Phobias</i></p> <p>Build Background</p> <ul style="list-style-type: none"> • Read the Background, page 41 <p>Engage in First Read</p> <ul style="list-style-type: none"> • Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition • Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Assign Collaborative Discussion, page 46</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher’s Edition • Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete two Analyzing the Text questions, page 48
Day 17	<p><i>Fears and Phobias</i></p> <p>Discuss Strategies for Annotation, page 47 (model highlighting and annotating)</p> <p>Watch Close Read Screencasts video, page 44</p> <ul style="list-style-type: none"> • Assign Close Read Application <ul style="list-style-type: none"> ○ Access via Browse menu; print or download and share via <i>Google Classroom</i> as a Word document or PDF <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"> • Prefixes That Mean “Not,” page 49
Day 18	<p><i>Fears and Phobias</i></p> <p>Discuss Language Conventions</p> <ul style="list-style-type: none"> • Subjective and Objective Pronouns, page 50 <p>Discuss Grammar Practice</p> <ul style="list-style-type: none"> • English Workshop, page 103 <ul style="list-style-type: none"> ○ Access via Teacher Resources > English Workshop > Student Edition > Chapter 10: Parts of Speech—Nouns, Pronouns, and Adjectives <p>Assign Performance Task</p> <ul style="list-style-type: none"> • Page 48 <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Grammar Practice: English Workshop, page 104 <ul style="list-style-type: none"> ○ Access via Teacher Resources > English Workshop > Student Edition > Chapter 10: Parts of Speech—Nouns, Pronouns, and Adjectives

Day 19	<p><i>Fears and Phobias</i></p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none">• Teacher's Edition, page 50a <p>Assign Performance Task</p> <ul style="list-style-type: none">• Page 48 <p>Assign Homework</p> <ul style="list-style-type: none">• Reread <i>Fears and Phobias</i> and create three test questions, each on its own index card.
Day 20	<p><i>Face Your Fears: Choking Under Pressure Is Every Athlete's Worst Nightmare</i></p> <p>Assign Close Reader</p> <ul style="list-style-type: none">• Have students share questions from their homework <p>Assign Homework</p> <ul style="list-style-type: none">• Study for the test

Day 21	<p><i>Fears and Phobias</i></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> • Paper and Pencil or Online
Day 22	<p><i>In the Spotlight</i></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> • Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition • Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Assign Collaborative Discussion, page 54</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher’s Edition • Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection <p>Assign Homework</p> <ul style="list-style-type: none"> • Answer two Analyzing the Text Questions, page 56
Day 23	<p><i>In the Spotlight</i></p> <p>Discuss Strategies for Annotation</p> <ul style="list-style-type: none"> • Page 55 (model highlighting and annotating) <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"> • Suffixes That Form Nouns, page 57 <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Critical Vocabulary, page 57
Day 24	<p><i>In the Spotlight</i></p> <p>Discuss Language Conventions</p> <ul style="list-style-type: none"> • Possessive Pronouns, page 58 <p>Assign Performance Task</p> <ul style="list-style-type: none"> • Page 56 <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Performance Task, page 56
Day 25	<p><i>In the Spotlight</i></p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> • Teacher’s Edition, page 58a <p>Discuss Analyzing the Text questions</p> <ul style="list-style-type: none"> • Page 56 <p>Assign Homework</p> <ul style="list-style-type: none"> • Reread <i>Fears and Phobias</i> and create three test questions, each on its own index card

Day 26	<p><i>Face Your Fears and Scare the Phobia Out of Your Brain</i></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> • Have students share questions from homework <p>Assign Homework</p> <ul style="list-style-type: none"> • Study for the test
Day 27	<p><i>In the Spotlight</i></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> • Paper and Pencil or Online
Day 28	<p><i>Wired for Fear</i></p> <p>Build Background</p> <ul style="list-style-type: none"> • Read the Background, page 59 • Read Setting a Purpose, page 59 <p>Engage in First Read</p> <ul style="list-style-type: none"> • Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition • Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Assign Collaborative Discussion, page 60</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher’s Edition (A, B, C) • Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection
Day 29	<p><i>Wired for Fear</i></p> <p>Discuss Interpret Information</p> <ul style="list-style-type: none"> • Page 61 <p>Discuss Analyzing the Media questions</p> <ul style="list-style-type: none"> • Page 62
Day 30	<p><i>Wired for Fear</i></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> • Paper and Pencil or Online
Day 31–32	<p>Collection 1 Test</p>
Day 33–36	<p>Collection Performance Task A: Write a Short Story</p> <p>Use Interactive Lessons to support instruction</p>
Day 37–40	<p>Collection Performance Task B: Write an Expository Essay</p> <p>Use Interactive Lessons to support instruction</p>

Day 1	<p>Launch the Collection</p> <p>Preview Collection Image and Quote</p> <ul style="list-style-type: none"> • Have students write two or three sentences about the image and quote <p>Assign FYI</p> <ul style="list-style-type: none"> • Assign each group a different article (print or digital) • Have them summarize the article in one or two sentences • Ask students to connect the article to personal life and cite text evidence (4–6 sentences) • Have students write a personal reflection (3 sentences) <p>Assign Homework</p> <ul style="list-style-type: none"> • Preview Performance Task and Academic Vocabulary
Day 2	<p>Rogue Wave</p> <p>Build Background</p> <ul style="list-style-type: none"> • Read the Background, page 3 <p>Engage in First Read</p> <ul style="list-style-type: none"> • Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition (Teacher’s Edition) • Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Assign Collaborative Discussion, page 14</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete the odd Analyzing the Text Questions, page 16
Day 3	<p>Rogue Wave</p> <p>Review homework</p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher’s Edition • Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection • Discuss Strategies for Annotation, pages 7, 12, and 15 (model highlighting and annotating) <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete the even Analyzing the Text questions, page 16
Day 4	<p>Rogue Wave</p> <p>Review homework</p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher’s Edition • Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection • Discuss Strategies for Annotation, pages 7, 12, and 15 (model highlighting and annotating)

Day 5

Rogue Wave

Watch Close Read Screencasts videos, pages 5 and 7

- Assign Close Read Application
 - Access via Browse menu; print or download and share via *Google Classroom* as a Word document or PDF

Assign Homework

- Reread *Rogue Wave* and create three test questions for practice quiz

Day 6	<p>Rogue Wave</p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> Teacher’s Edition, page 18a <p>Assign Performance Task</p> <ul style="list-style-type: none"> Page 16 <p>Have students quiz one another in preparation for test</p> <ul style="list-style-type: none"> Use homework questions
Day 7	<p>Rogue Wave</p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> Paper and Pencil or Online <p>Big Things Come in Small Packages</p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> Pages 3–5
Day 8	<p>Big Things Come in Small Packages</p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> Pages 6–12 <p>Engage in discussion on Challenge and Support</p> <ul style="list-style-type: none"> Teacher’s Edition, pages 18h and 18i
Day 9	<p>Comparing Media: Covering Issues in the News</p> <p>Explain purpose of reading, <i>Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life</i></p> <ul style="list-style-type: none"> Read the Background, page 19 Read Setting a Purpose, page 19 <p>Engage in First Read</p> <ul style="list-style-type: none"> Have students work in pairs or small groups to read and summarize, <i>Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life</i> Have students use different colored pens or highlighters to differentiate contributions Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Engage in Second Read</p> <ul style="list-style-type: none"> Ask several lettered questions from Teacher’s Edition Discuss Strategies for Annotation, pages 21 and 23 (model highlighting and annotating) <p>Assign Homework</p> <ul style="list-style-type: none"> Complete Analyzing the Media Question 1, page 23

Day 10

Comparing Media: Covering Issues in the News

Engage in First Read

- Have students work in pairs or small groups to read and summarize *Ship of Fools*
- Have students use different colored pens or highlighters to differentiate contributions
- Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition

Engage in Second Read

- Ask several lettered questions from Teacher's Edition
- Discuss Strategies for Annotation, pages 26 and 27 (model highlighting and annotating)

Discuss Analyzing the Media questions

- Page 27

Day 11	<p>Comparing Media: Covering Issues in the News</p> <p>Watch <i>Was Abby Too Young to Sail?</i></p> <ul style="list-style-type: none"> • Page 28 <p>Assign Collaborative Discussion, page 28</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Discuss Analyzing the Media questions</p> <ul style="list-style-type: none"> • Pages 29 and 30 <p>Assign Homework</p> <ul style="list-style-type: none"> • Brainstorm ideas for Performance Task, page 30
Day 12	<p>Comparing Media: Covering Issues in the News</p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> • Teacher’s Edition, page 30a <p>Have students work on Performance Task</p> <ul style="list-style-type: none"> • Page 30 <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Applying Academic Vocabulary questions from Teacher’s Edition, pages 20 and 24
Day 13	<p>Comparing Media: Covering Issues in the News</p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> • Paper and Pencil or Online
Day 14	<p><i>Finding Your Everest</i></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> • Engage in discussion on Challenge and Support in Teacher’s Edition, page 30e
Day 15	<p><i>The Flight of Icarus</i></p> <p>Build Background</p> <ul style="list-style-type: none"> • Read the Background, page 31 <p>Engage in First Read</p> <ul style="list-style-type: none"> • Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition • Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Assign Collaborative Discussion, page 34</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Assign Homework</p> <ul style="list-style-type: none"> • Answer two Analyzing the Text questions of your choice, page 36

Day 16	<p><i>The Flight of Icarus</i></p> <p>Review homework</p> <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Performance Task, page 36
Day 17	<p><i>The Flight of Icarus</i></p> <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher’s Edition • Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection <p>Discuss Critical Vocabulary, page 37</p> <ul style="list-style-type: none"> • Discuss Vocabulary Strategy: Noun Suffixes <i>-ty</i> and <i>-ity</i> <p>Discuss Language Conventions</p> <ul style="list-style-type: none"> • Commas and Coordinate Adjectives, page 38 • Discuss Grammar Practice: English Workshop, pages 101–104 <ul style="list-style-type: none"> ○ Access via Teacher Resources > English Workshop > Student Edition > Chapter 11: Parts of Speech—Verbs and Adverbs
Day 18	<p><i>The Flight of Icarus</i></p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> • Teacher’s Edition, page 38a <p><i>Arachne</i></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> • Engage in discussion on Challenge and Support, Teacher’s Edition, pages 38f and 38g
Day 19	<p><i>Icarus’s Flight</i></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> • Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Assign Collaborative Discussion, page 40</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher’s Edition • Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection <p>Assign Homework</p> <ul style="list-style-type: none"> • Answer two Analyzing the Text questions, page 42

Day 20	<p><i>Icarus's Flight</i></p> <p>Review Homework</p> <p>Answer and discuss remaining Analyzing the Text questions</p> <ul style="list-style-type: none">• Page 42 <p>Assign Performance Task</p> <ul style="list-style-type: none">• Page 42
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<p>Day 21</p>	<p><i>Icarus’s Flight</i></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> • Paper and Pencil or Online <p><i>Women in Aviation</i></p> <p>Have students read and complete the Analyzing the Text Questions in small groups</p> <ul style="list-style-type: none"> • Page 50 <p>Discuss Critical Vocabulary, page 51</p> <ul style="list-style-type: none"> • Discuss Language Conventions: Subordinate Clauses, page 52 <p>Discuss Grammar Practice</p> <ul style="list-style-type: none"> • English Workshop, pages 151–152 <ul style="list-style-type: none"> ○ Access via Teacher Resources > English Workshop > Student Edition > Chapter 15: The Clause
<p>Day 22–23</p>	<p>Collection 1 Test</p>
<p>Day 24–28</p>	<p>Collection Performance Task A: Write a Short Story</p> <p>Use Interactive Lessons to support instruction</p>
<p>Day 29–33</p>	<p>Collection Performance Task B: Present an Oral Commentary</p> <p>Use Interactive Lessons to support instruction</p>

Day 1	<p>Launch the Collection</p> <p>Preview Collection Image and Quote</p> <ul style="list-style-type: none"> • Have students write two or three sentences about the image and quote <p>Assign FYI</p> <ul style="list-style-type: none"> • Assign each group a different article (print or digital) • Have them summarize the article in one or two sentences • Ask students to connect the article to personal life and cite text evidence (4–6 sentences) • Have students write a personal reflection (3 sentences) <p>Preview Performance Task</p> <p>Preview Academic Vocabulary</p>
Day 2	<p><i>My Favorite Chaperone</i></p> <p>Build Background</p> <ul style="list-style-type: none"> • Read the Background, page 3 <p>Engage in First Read</p> <ul style="list-style-type: none"> • Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition • Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Assign Collaborative Discussion, page 26</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Performance Task, page 28
Day 3	<p><i>My Favorite Chaperone</i></p> <p>Discuss two or three Analyzing the Text questions</p> <ul style="list-style-type: none"> • Page 28 <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher’s Edition • Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Critical Vocabulary, page 29

<p>Day 4</p>	<p><i>My Favorite Chaperone</i></p> <p>Discuss Strategies for Annotation</p> <ul style="list-style-type: none">• Pages 15 and 20 (model highlighting and annotating) <p>Watch Close Read Screencasts videos, pages 5 and 11</p> <ul style="list-style-type: none">• Assign Close Read Application<ul style="list-style-type: none">○ Access via Browse menu; print or download and share via <i>Google Classroom</i> as a Word document or PDF <p>Assign Homework</p> <ul style="list-style-type: none">• Reread selection and create three test questions
<p>Day 5</p>	<p><i>My Favorite Chaperone</i></p> <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none">• Context Clues, page 29• Engage in whole class discussion about Level Up Tutorial > Vocabulary Skills and Strategies > Using Context Clues• Use practice questions at end of Level Up Tutorial as a formative assessment <p>Discuss Language Conventions</p> <ul style="list-style-type: none">• Imperative Mood, page 30 <p>Discuss Strategies for Annotation</p> <ul style="list-style-type: none">• Page 29 (model highlighting and annotating)

Day 6	<p><i>My Favorite Chaperone</i></p> <p>Assign Extend and Reteach</p> <ul style="list-style-type: none"> Teacher’s Edition, page 30a <p>Have students quiz one another in preparation for test.</p> <ul style="list-style-type: none"> Use homework questions
Day 7	<p><i>My Favorite Chaperone</i></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> Paper and Pencil or Online
Day 8	<p><i>Golden Glass</i></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> Engage in discussion on Challenge and Support Teacher’s Edition, pages 30f and 30g
Day 9	<p><i>Bonne Année</i></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Assign Collaborative Discussion, page 36</p> <ul style="list-style-type: none"> Have students participate in groups of two or three <p>Engage in Second Read</p> <ul style="list-style-type: none"> Ask several lettered questions from Teacher’s Edition Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> Access via Teacher Resources > Guiding Questions by Collection <p>Assign Homework</p> <ul style="list-style-type: none"> Complete Performance Task, page 38
Day 10	<p><i>Bonne Année</i></p> <p>Have students review homework in small groups and choose one to share with class</p> <p>Discuss Strategies for Annotation</p> <ul style="list-style-type: none"> Pages 37 and 39 (model highlighting and annotating) <p>Discuss Vocabulary Strategy</p> <ul style="list-style-type: none"> Using a Glossary, page <p>Discuss Language Conventions</p> <ul style="list-style-type: none"> Participles, page 40 <p>Discuss Grammar Practice</p> <ul style="list-style-type: none"> English Workshop, pages 93–94 <ul style="list-style-type: none"> Access via Teacher Resources > English Workshop > Student Edition > Chapter 11: Parts of Speech—Nouns, Pronouns, and Adjectives <p>Assign Homework</p> <ul style="list-style-type: none"> Complete Critical Vocabulary, page 39

Day 11	<p>Bonne Année</p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> • Paper and Pencil or Online <p>A Place to Call Home</p> <p>Engage in First Read</p> <ul style="list-style-type: none"> • Remind students that audio is available through <i>my.hrw.com</i> and downloadable via HMH Player app <p>Assign Homework</p> <ul style="list-style-type: none"> • Finish reading
Day 12	<p>A Place to Call Home</p> <p>Assign Collaborative Discussion, page 49</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three • Have groups chart out ideas and responses <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask several lettered questions from Teacher's Edition • Choose, copy, and display several Teacher's Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection <p>Assign Homework</p> <ul style="list-style-type: none"> • Complete Critical Vocabulary, page 52
Day 13	<p>A Place to Call Home</p> <p>Discuss Analyzing the Text questions</p> <ul style="list-style-type: none"> • Page 51 <p>Discuss Strategies for Annotation</p> <ul style="list-style-type: none"> • Pages 45, 50, and 52 (model highlighting and annotating) <p>Discuss Vocabulary Strategy: Using Greek Prefixes</p> <ul style="list-style-type: none"> • Page 52 <p>Assign Performance Task</p> <ul style="list-style-type: none"> • Page 51
Day 14	<p>A Place to Call Home</p> <p>Have students work on Performance Task</p> <ul style="list-style-type: none"> • Page 51 <p>Assign Homework</p> <ul style="list-style-type: none"> • Reread selection and study for test

Day 15	<p><i>A Place to Call Home</i></p> <p>Assign Selection Test</p> <ul style="list-style-type: none">• Paper and Pencil or Online <p>Assign Extend and Reteach</p> <ul style="list-style-type: none">• Teacher's Edition, page 52a
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Day 16	<p><i>What to Bring</i></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> Engage in discussion on Challenge and Support in Teacher's Edition, page 52e
Day 17	<p><i>from The Latehomecomer</i></p> <p>Build Background</p> <ul style="list-style-type: none"> Read the Background, page 53 <p>Engage in First Read</p> <ul style="list-style-type: none"> Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher's Edition Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition <p>Assign Collaborative Discussion, page 66</p> <ul style="list-style-type: none"> Have students participate in groups of two or three <p>Assign Homework</p> <ul style="list-style-type: none"> Complete Critical Vocabulary, page 69
Day 18	<p><i>from The Latehomecomer</i></p> <p>Discuss two or three Analyzing the Text questions</p> <ul style="list-style-type: none"> Page 68 <p>Engage in Second Read</p> <ul style="list-style-type: none"> Ask several lettered questions from Teacher's Edition Choose, copy, and display several Teacher's Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> Access via Teacher Resources > Guiding Questions by Collection <p>Assign Homework</p> <ul style="list-style-type: none"> Answer two Analyzing the Text questions, page 68
Day 19	<p><i>from The Latehomecomer</i></p> <p>Discuss Language Conventions</p> <ul style="list-style-type: none"> Active and Passive Voice, page 70 <p>Assign Performance Task</p> <ul style="list-style-type: none"> Page 68
Day 20	<p><i>from The Latehomecomer</i></p> <p>Have students work on Performance Task</p> <ul style="list-style-type: none"> Page 68 <p>Assign Homework</p> <ul style="list-style-type: none"> Reread the selection

Day 21	<p>from <i>The Latehomecomer</i></p> <p>Discuss Strategies for Annotation</p> <ul style="list-style-type: none"> Pages 54, 58, 65, and 67 (model highlighting and annotating) <p>Watch Close Read Screencasts videos, pages 56 and 60</p> <ul style="list-style-type: none"> Assign Close Read Application <ul style="list-style-type: none"> Access via Browse menu; print or download and share via <i>Google Classroom</i> as a Word document or PDF <p>Assign Homework</p> <ul style="list-style-type: none"> Study for test
Day 22	<p>from <i>The Latehomecomer</i></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> Paper and Pencil or Online
Day 23	<p><i>Museum Indians</i></p> <p>Assign Close Reader</p> <ul style="list-style-type: none"> Engage in discussion on Challenge and Support in Teacher's Edition, pages 70f and 70g
Day 24	<p><i>New Immigrants Share Their Stories</i></p> <p>Build Background</p> <ul style="list-style-type: none"> Read the Background, page 71 Read Setting a Purpose, page 71 <p>Engage in First Read</p> <ul style="list-style-type: none"> Focus on Critical Vocabulary in margins of Teacher's Edition Incorporate Scaffolding for ELL Students support in margins of Teacher's Edition <p>Assign Collaborative Discussion, page 72</p> <ul style="list-style-type: none"> Have students participate in groups of two or three <p>Engage in Second Read</p> <ul style="list-style-type: none"> Ask lettered Question A from Teacher's Edition Discuss Analyzing the Media questions, page 74
Day 25	<p><i>New Immigrants Share Their Stories</i></p> <p>Discuss Creating a Video in Teacher's Edition</p> <ul style="list-style-type: none"> Page 74a <p>Assign Performance Task</p> <ul style="list-style-type: none"> Page 74

<p>Day 26</p>	<p><i>New Immigrants Share Their Stories</i></p> <p>Have students work on Performance Task</p> <ul style="list-style-type: none"> • Page 74
<p>Day 27</p>	<p><i>New Immigrants Share Their Stories</i></p> <p>Assign Selection Test</p> <ul style="list-style-type: none"> • Paper and Pencil or Online
<p>Day 28</p>	<p><i>The Powwow at the End of the World</i></p> <p>Engage in First Read</p> <ul style="list-style-type: none"> • Focus on Critical Vocabulary and Academic Vocabulary in margins of Teacher’s Edition • Incorporate Scaffolding for ELL Students support in margins of Teacher’s Edition <p>Assign Collaborative Discussion, page 76</p> <ul style="list-style-type: none"> • Have students participate in groups of two or three <p>Engage in Second Read</p> <ul style="list-style-type: none"> • Ask lettered Questions A, B, and C from Teacher’s Edition • Choose, copy, and display several Teacher’s Edition questions from the Collection Guiding Questions Word document onto PowerPoint slides <ul style="list-style-type: none"> ○ Access via Teacher Resources > Guiding Questions by Collection <p>Discuss Analyzing the Text questions</p> <ul style="list-style-type: none"> • Page 78
<p>Day 29</p>	<p><i>The Powwow at the End of the World</i></p> <p>Assign Performance Task</p> <ul style="list-style-type: none"> • Page 78
<p>Day 30–31</p>	<p>Collection 1 Test</p>
<p>Day 32–35</p>	<p>Performance Task A: Write an Expository Essay</p> <p>Use Interactive Lessons to support instruction</p>
<p>Day 36–40</p>	<p>Collection Performance Task B: Write a Personal Narrative</p> <p>Use Interactive Lessons to support instruction</p>