

Instructor Manuals and Student Books

ETC:

- (A)** Establish the Course Year 1
- (B)** Establish the Course End Year 1
- (C)** Establish the Course Year 2
- (D)** Establish the Course End Year 2

TPS: The Prediction Strategy

PS: Possible Selves for Readers

TBS: The Bridging Strategy

SS: Summarization Strategy

SI: Strategy Integration

PASS: The PASS Strategy

VP: Vocabulary Process

TPSSB: The Prediction Strategy Student Book

TBSRW: The Bridging Strategy Reading Workout

SSSB: Summarization Strategy Student Book

Reading: Literature

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ETC (A) L2, p. 38

ETC (A) Book Study Option L18–23, p.55–63 **ETC (C)** L5–9, p.95–96

ETC (D) Book Study Option L1–4, p.109

TPS L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p.107

TPS Book Study Option L3, p. 32; L4, p. 46 L5, p. 56; L6, p 66; L7, p. 76; L8, p. 95; L10, p.107

PS L1, p. 5; L2, p. 12

TBS L2, p. 9; L15, p.158; L20, p.191

SI L1–5, p. 3–70

SI Book Study Option L2–5, p.17–70

SS L2, p.20; L3, p.32; L4, p. 48; L5, p. 70

PASS L1, p.3; L2, p.14; L4, p. 34; L6, p.57

TPSSB Passages A1A–6E; Comprehension Tests A1A–6E

TBSRW Scrimmage A1A–6E

SSSB A1A–6E

<p>2. 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.</p>	<p>ETC (A) Book Study Option L18–23, p.55–63 ETC (C) Book Study Option L5–9, p. 95–95 ETC (D) Book Study Option L1–4, p. 109 TPS L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p. 107 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 PS L1, p. 5; L2, p. 12 TBS L2, p. 9; L15, p. 158; L20, p. 191 SI L1–5, p. 3–70 SI Book Study Option L2–5, p. 17–70 SS L2, p. 20; L3, p. 32; L4, p. 48; L5, p. 70 PASS L1, p. 3; L2, p. 14; L4, p. 34; L6, p. 57 TPSSB Passages A1A–6E; Comprehension Tests A1A–6E TBSRW Scrimmage A1A–6E SSSB A1A–6E</p>
<p>3. 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).</p>	<p>ETC (A) Book Study Option L18–23, p. 55–63 ETC (C) Book Study Option L5–9, p. 95–95 ETC (D) Book Study Option L1–4, p. 109</p> <p>TPS L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p. 107 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 TBS L2, p. 9; L15, p. 158; L20, p. 191 SI L1–5, p. 3–70 SI Book Study Option L2–5, p. 17–70 SS L2, p. 20; L3, p. 32; L4, p. 48; L5, p. 70 PASS L1, p. 3; L2, p. 14; L4, p. 34; L6, p. 57. TPSSB Passages A1A–6E; Comprehension Tests A1A–6E; PS L1, p. 5; L2, p. 12 TBSRW Scrimmage A1A–6E SSSB A1A–6E</p>

Craft and Structure	
<p>4. 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.</p>	<p>ETC (A) L4–23, p. 4–41 ETC(B) L1–4, p. 68 ETC (C) L2–15, p. 89–101 ETC (D) L1–4, p. 109 TPS L1–10, p. 2–107 TBS L1–20, p1–198 SI L1–5, p3–70 SS L1–10, p. 1–122 PASS L1–6, p3–57 VP begins in ETC (A) L6, p45 and every lesson of ETC:B,C,D; TPS; PS; TBS; SI; SS; PASS TBSRW Scrimmages A1A–6E; TPSSB A1A–6E;</p>
<p>5. 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.</p>	<p>ETC (A) Book Study Option L18–23, p. 55–63 ETC (C) Book Study Option L5–9, p. 95–96 ETC (D) Book Study Option L1–4, p. 109</p> <p>TPS L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p. 107 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 PS L1, p. 5; L2, p. 12; TBS L2, p. 9; L15, p. 158; L20, p. 191 SI Book Study Option L2–5, p. 17–70 SS L2, p. 20; L3, p. 32; L4, p. 48; L5, p. 70 PASS L1, p. 3; L2, p. 14; L4, p. 34; L6, p. 57 TPSSB Passages A1A–6E; Comprehension Tests A1A–6E TBSRW Scrimmage A1A–6E; SI L1–5, p. 3–70 SSSB A1A–6E</p>

<p>6. 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.</p>	<p>ETC (A) Book Study Option L18–23, p. 55–63 ETC (C) Book Study Option L5–9, p. 95–96 ETC (D) Book Study Option L1–4, p. 109 TPS L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p. 107 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 PS L1, p. 5; L2, p. 12; TBS L2, p. 9; L15, p. 158; L20, p. 191 SI L1–5, p. 3–70 SI Book Study Option L2–5, p. 17–70 SS L2, p. 20; L3, p. 32; L4, p. 48; L5, p. 70 PASS L1, p. 3; L2, p. 14; L4, p. 34; L6, p. 57; TPSSB Passages A1A–6E; Comprehension Tests A1A–6E TBSRW Scrimmage A1A–6E SSSB A1A–6E</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. 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).</p>	<p>ETC (A) Book Study Option L18–23, p. 55–63 ETC (B) Book Study Option L1–4, p. 68 ETC (C) Book Study Option L5–9, p. 89–101 ETC (D) Book Study Option L1–4, p. 109 TPS L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p. 107 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 PS L1, p. 5; L2, p. 12 TBS L2, p. 9; L15, p. 158; L20, p. 191 TPSSB Passages A1A–6E; Comprehension Tests A1A–6E TBSRW Scrimmage A1A–6E; SI L1–5, p. 3–70</p>

<p>8. 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.</p>	<p>ETC (A) Book Study Option L18–23, p. 55–63 ETC (C) L2–15, p. 89–101; ETC (C) Book Study Option 5–9, p. 95–96 ETC (D) Book Study Option L1–4, p. 109 TPS L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p. 107 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 TBS L2, p. 9; L15, p. 158; L20, p. 191 SI L1–5, p. 3–70 SI Book Study Option L2–5, p. 17–70 SS L2, p. 20; L3, p. 32; L4, p. 48; L5, p. 70 PASS L1, p. 3; L2, p. 14; L4, p. 34; L6, p. 57 TPSSB Passages A1A–6E; Comprehension Tests A1A–6E; PS L1, p. 5; L2, p. 12 TBSRW Scrimmage A1A–6E SSSB A1A–6E</p>
<p>9. 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.</p>	<p>ETC (A) Book Study Option L18–23, p. 55–63; ETC (C) Book Study Option L5–9, p. 95–96; ETC (D) Book Study Option L1–4, p. 109 TPS L2, p. 21; L4, p. 46; L5, p. 56; L6, p. 66; L10, p. 107 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 PS L1, p. 5; L2, p. 12 TBS L2, p. 9; L15, p. 158; L20, p. 191 SI L1–5, p. 3–70 SI Book Study Option L2–5, p. 17–70; SS L2, p. 20; L3, p. 32; L4, p. 48; L5, p. 70 PASS L1, p. 3; L2, p. 14; L4, p. 34; L6, p. 57 TPSSB Passages A1A–6E; Comprehension Tests A1A–6E TBSRW Scrimmage A1A–6E SSSB A1A–6E</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. 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.</p>	<p>ETC (A) Book Study Option L18–23, p. 55–63 ETC (B) L1–4, p. 68 Posttest Assessments ETC (D) L1–4, p. 109 Posttest Assessments ETC (D) Book Study Option 1–4, p. 109 PASS L5, p. 47 Book Study Option PASS L6, p. 57 Posttest Assessments</p>

Speaking and Listening	
Comprehension and Collaboration	
<p>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.</p>	<p>ETC (A) L4–23, p. 4–41 ETC (B) L1–4, p. 68 ETC (C) L2–15, p. 89–101 ETC (D) L1–4, p. 109 TPS L1–10, p. 2–107 PS L1–6, p 5–43 TBS L1–20, p1–198 SI L1–5, p3–70 SS L1–10, p. 1–122 PASS L1–6, p3–57 TPSSB Passages A1A–6E TBSRW: 1A–6E SSSB: Passages A1A–6E</p>
<p>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.</p>	<p>ETC (A) Book Study Option L18–23, p. 55–63 ETC (C) Book Study Option L5–9, p. 95–95 ETC (D) 10–11, p. 114 ETC (D) L1–4, p. 109 PS L2–6, p. 12–43 TPS L2–10, p. 21–107 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 TBS Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193 SI Book Study Option L2, p17; L3, p34; L4, p52 SS Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122 TPSSB Passages A1A–6E; PS L1–6, p 5–43</p>
<p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>ETC (A) L5, p. 43; L18, p. 55 ETC (C) L1, p. 87; L2, p. 89; L3, p. 91 TPS L2–10, p. 21–107 TBS L1, p. 5</p>

<p>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.</p>	<p>ETC (A) Book Study Option L18–23, p. 55–63; ETC (C) Book Study Option L5–9, p. 95–95; ETC (D) L1–4, p. 109 TPS L2–10, p. 21–107 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 PS L1–6, p 5–43 TBS Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193 SI Book Study Option L2, p17; L3, p34; L4, p52 SS Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122 TPSSB Passages A1A–6E</p>
<p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Thinking Reading: ETC (A) L4–23, p. 4–41 ETC (B) L1–4, p. 68 ETC (C) L2–15, p. 89–101 ETC (D) L1–4, p. 109 TPS L1–10, p. 2–107 TPSSB Passages A1A–6E PS L1–6, p 5–43 TBS L1–20, p1–198 SI L1–5, p3–70 SS L1–10, p. 1–122 PASS L1–6, p3–57 TBSRW: 1A–6E SSSB Passages A1A–6E</p>
<p>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.</p>	<p>ETC (A) Book Study Option L18–23, p. 55–63; ETC (C) Book Study Option L5–9, p. 95–95; ETC (D) Book Study Option L1–4, p. 109 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 PS L1–6, p 5–43 TBS Book Study Options L6, p. 67; L10, p. 111; L15, p. 158; L18, p. 181; L20, p. 193 SI Book Study Option L2, p17; L3, p. 34; L4, p. 52 SS Book Study Options L5, p. 70; L6, p. 84; L7, p. 97, L8, p. 110; L10, p. 122</p>

<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>ETC (A) L4–23, p. 4–41 ETC (B) L1–4, p. 68 ETC (C) L2–15, p. 89–101 ETC (D) L1–4, p. 109 TPS L1–10, p. 2–107 TPS Book Study Option L3, p. 32; L4, p. 46; L5, p. 56; L6, p. 66; L7, p. 76; L8, p. 95; L10, p. 107 PS L1–6, p 5–43 TBS L1–20, p1–198 SI L1–5, p3–70 SS L1–10, p. 1–122 PASS L1–6, p3–57 TPSSB Passages A1A–6E TBSRW: 1A–6E SSSB Passages A1A–6E</p>
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Language: Vocabulary Acquisition and Use

<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>ETC (A) L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 ETC (C) L3–9, p. 77–84 ETC–Vocabulary, p. 137–149 ETC–Book Study, p. 156, 159</p> <p>Online Vocabulary Module – ETC–Vocabulary Process</p>
<p>A. 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.</p>	<p>ETC (A) L3–9(Vocab), p 16–26; L10–13(Book Study), p. 28–34 ETC (C) L3–9, p. 77–84 ETC–Vocabulary, p. 1377–149 ETC–Book Study, p. 156, 159</p> <p>Online Vocabulary Module – ETC–Vocabulary Process</p>

<p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>	<p>ETC (A) L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 ETC (C) L3–9, p. 77–84 ETC–Vocabulary, p. 1377–149 ETC–Book Study, p. 156, 159</p> <p>Online Vocabulary Module – ETC–Vocabulary Process</p>
<p>C. 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.</p>	<p>ETC (A) L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 ETC (C) L3–9, p. 77–84 ETC–Vocabulary, p. 1377–149 ETC–Book Study, p. 156, 159</p> <p>Online Vocabulary Module – ETC–Vocabulary Process</p>
<p>D. 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).</p>	<p>ETC (A) L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 ETC (C) L3–9, p. 77–84 ETC–Vocabulary, p. 1377–149 ETC–Book Study, p. 156, 159</p> <p>Online Vocabulary Module – ETC–Vocabulary Process</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>ETC (A) L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 ETC (C) L3–9, p. 77–84 ETC–Vocabulary, p. 1377–149 ETC–Book Study, p. 156, 159</p> <p>Online Vocabulary Module – ETC–Vocabulary Process</p>

<p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p>ETC (A) L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 ETC (C) L3–9, p. 77–84 ETC–Vocabulary, p. 1377–149 ETC–Book Study, p. 156, 159</p> <p>Online Vocabulary Module – ETC–Vocabulary Process</p>
<p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<p>ETC (A) L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 ETC (C) L3–9, p. 77–84 ETC–Vocabulary, p. 1377–149 ETC–Book Study, p. 156, 159</p> <p>Online Vocabulary Module – ETC–Vocabulary Process</p>
<p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p>ETC (A) L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 ETC (C) L3–9, p. 77–84 ETC–Vocabulary, p. 1377–149 ETC–Book Study, p. 156, 159</p> <p>Online Vocabulary Module – ETC–Vocabulary Process</p>
<p>6. 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.</p>	<p>ETC (A) L3–9 (Vocab), p 16–26; L10–13 (Book Study), p. 28–34 ETC (C) L3–9, p. 77–84 ETC–Vocabulary, p. 1377–149 ETC–Book Study, p. 156, 159</p> <p>Online Vocabulary Module – ETC–Vocabulary Process</p>