

Program Overview

Discover where literacy can take
you and your 6–12 students



SUMMiT!

Grades 6–8

Soar!

Grades 9–12

Welcome to *McGraw Hill Literacy*

McGraw Hill Literacy expands the narrative of effective literacy instruction by providing each student and teacher with a continuous, personalized K–12 journey—where every page unlocks new possibilities, and every word reveals new ways to express ideas, emotions, and opinions.

SUMMiT!

Grades 6–8, launches the ascent toward a deeper, more sophisticated understanding of literacy, empowering students to learn about the world and themselves along the way.

Soar!

Grades 9–12, prepares students to reach their full potential as thinkers, communicators, and collaborators, further strengthening their literacy skills and expanding the well of knowledge they need to thrive in the outside world.



Where Will Literacy Take You?

Drawing on research findings and insights from renowned literacy experts and thousands of teachers, students, and administrators nationwide, *Summit!* and *Soar!* are thoughtfully designed to promote critical thinking, academic proficiency, and self-efficacy.

Through these findings, field tests, and feedback opportunities, we've zeroed in on what secondary students and teachers like you need from their literacy curriculum, resulting in **five key areas of focus** that guide *McGraw Hill Literacy: Summit!* and *Soar!*.



1 Instruction Rooted in the Science of Literacy

Rest assured that the instructional model and valuable instructional moments are supported by the latest research and our expert authorship team. Continuous teacher feedback further informed our approach, ensuring that *Summit!* and *Soar!* effectively put research into practice in real classrooms.



Scan to learn more about the **Science of Literacy**.

2 Just-in-Time Data to Inform Your Instruction

Adaptive technology and data analytics do the heavy lifting for you, determining what students know and where they need additional support. These insights empower you to make continuous course corrections that optimize learning and steer your classroom toward success.

3 Personalized Journeys for You and Your Students

Summit! and *Soar!* serve up personalized learning recommendations for each student in a variety of ways. In addition, every teacher—from newcomers to seasoned veterans—receives a tailored professional learning journey that guides them through how to use the program and offers powerful, research-based approaches to literacy.

4 Motivational, Student-Centric Learning Opportunities

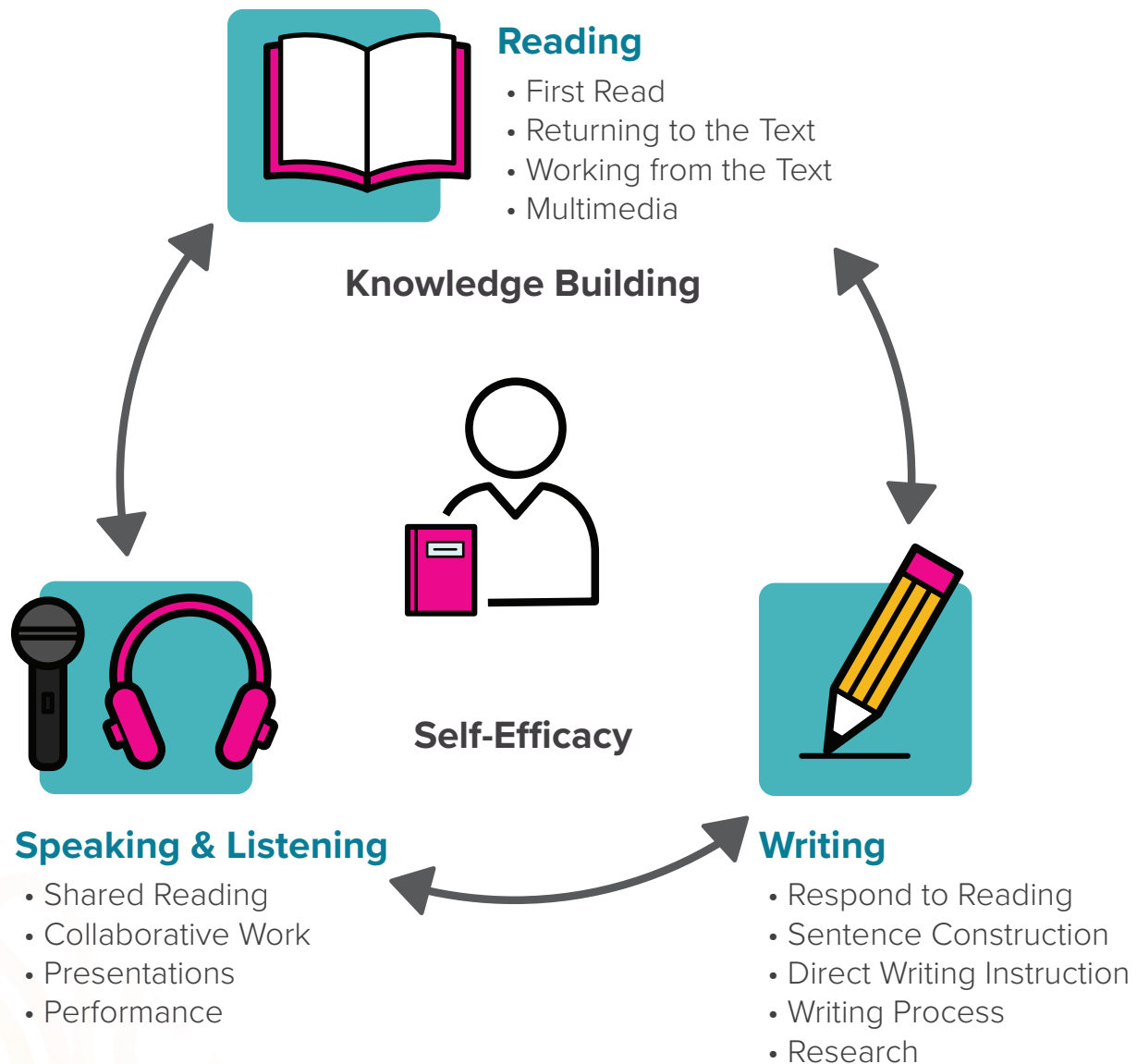
Summit! and *Soar!* cultivate students' intrinsic motivation with relevant content, engaged goal setting, constructive feedback, and empowered collaboration. Opportunities to exercise choice and view progress make the learning journey meaningful.

5 Variety, Quality, and Relevance of Texts

Summit! and *Soar!* expose students to an array of diverse, high-quality, relevant texts, building their analytical skills, cultural awareness, and an appreciation for the power of language and literacy.

Integrated Literacy Instruction

Grounded in Wiggins and McTighe's Understanding by Design (UbD) framework, *Summit!* and *Soar!* move fluidly between reading, writing, speaking, and listening to promote deep, contextualized learning. Furthermore, the student and text are at the heart of instruction, helping each learner build knowledge and engage in meaningful literacy activities. This integrated approach reflects current research emphasizing that literacy skills grow stronger when taught in connection.



Connect Ideas Across Grades

Each thematic unit is aligned with grade-level standards and balances foundational skill-building with advanced literacy instruction.

GRADE 6	Unit 1	Stories of Change	
	Unit 2		
	Unit 3	The Power of Change	
	Unit 4		
	Unit 5	Changing Perspectives	
	Unit 6		
	Unit 7	A Change of Scene	
	Unit 8		

GRADE 7	Unit 1	The Choices We Make	
	Unit 2		
	Unit 3	What Influences My Choices?	
	Unit 4		
	Unit 5	Choices and Consequences	
	Unit 6		
	Unit 7	How We Choose to Act	
	Unit 8		

GRADE 8	Unit 1	The Challenge of Heroism	
	Unit 2		
	Unit 3	The Challenge of Utopia	
	Unit 4		
	Unit 5	The Challenge to Make a Difference	
	Unit 6		
	Unit 7	The Challenge of Comedy	
	Unit 8		

GRADE 9	Unit 1	It's All in the Details	
	Unit 2	Word Play	
	Unit 3	Prove It!	
	Unit 4	Setting the Scene	

GRADE 10	Unit 1	Making the Case	
	Unit 2	Persuasive Fiction	
	Unit 3	Join the Conversation	
	Unit 4	Universal Themes	

GRADE 11	Unit 1	The American Dream	
	Unit 2	The Power of Persuasion	
	Unit 3	American Forums	
	Unit 4	An American Journey	

GRADE 12	Unit 1	Perception is Everything	
	Unit 2	The Collective Perspective	
	Unit 3	Evolving Perspectives	
	Unit 4	Creating Perspectives	

Personalize Student Learning Like Never Before

McGraw Hill Literacy is more than just a curriculum—it's a complete learning ecosystem personalized to meet each student's needs.



Access Rich Data in Real Time

As students answer questions digitally, real-time data from **Interim Assessments**, **Daily Formative Assessment**, **Summative Assessment**, and **Personalized Practice** flows into the program's data system, generating powerful insights.

Formative Assessment

Using real-time insights, *Summit!* and *Soar!* generate recommendations to meet each student's needs. Teachers can easily assign supplemental activities, ensuring all learners have access to grade-level content.

Summative Assessment

Comprehensive periodic checks collect essential data on student and class-level performance and growth, informing long-term planning and differentiation strategies.

An embedded culminating performance task allows students to apply the standards and skills they've learned throughout the unit.



Power Personalized Learning Paths

Rich data automatically generates individualized learning paths for each student and assigns recommendations. As a result, students receive the support they need while teachers save valuable planning time.

As students' needs evolve, the program updates in real time, using adaptive technology to deliver relevant content. This helps teachers provide support where needed and offer enrichment for those ready to advance.



Flexible, Text-Based Instruction

Summit! and *Soar!* take a personalized approach to instruction, giving you the freedom to teach by the book or forge your own path—all while ensuring you’re on track to meet essential skills and standards.

Customize Your Learning Journey

Authentic text selections expose students to a wide range of genres and perspectives. Within each unit, students encounter texts that challenge them to think critically, analyze deeply, and respond thoughtfully.

Teach your way with the option to customize everything from short activities to full-length novels. Once you’ve chosen the path that fits your students, the learning journey will unfold with intention.

Robust Novel Study	Applied Literacy Activities	Flexible Novel Units	Choice Activities
Designed to significantly elevate students’ reading comprehension and sharpen their critical thinking skills at every grade level.	Can be taught at each grade level as a stand-alone unit or paired with existing units to build in connections to science and humanities.	Empowers teachers to select alternative texts fully aligned with the prescribed Novel Study, enhancing curricular adaptability and rigor.	Allows teachers to incorporate contemporary, culturally relevant texts by diverse authors, promoting student belonging and broadening perspectives.

Writing

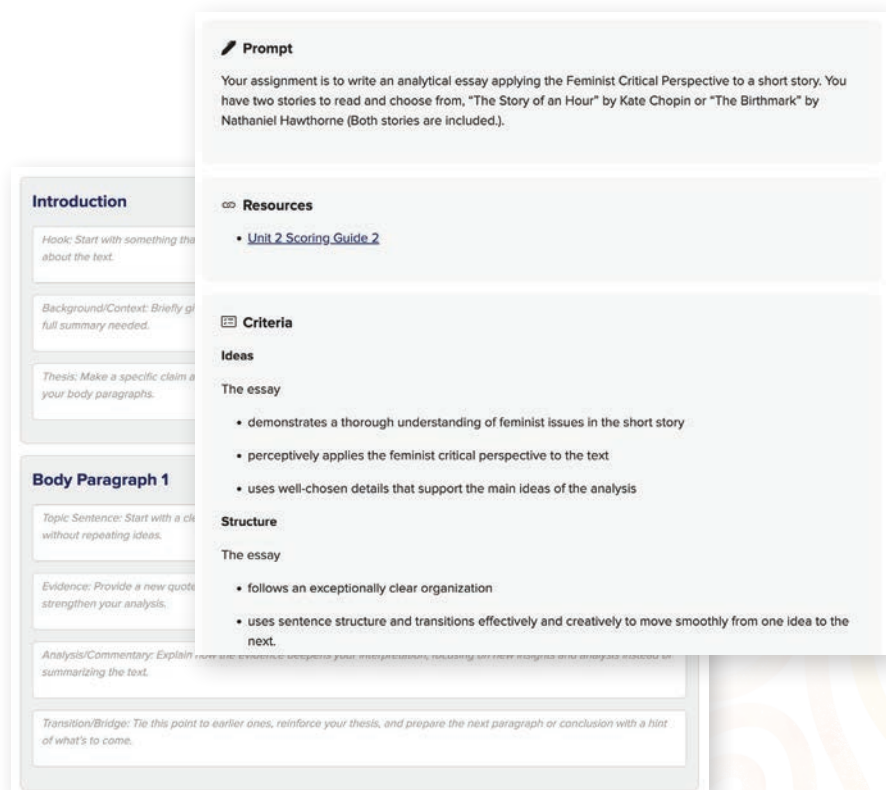
Writing and thinking go hand in hand; they're how students organize and refine their thoughts to deepen their comprehension and knowledge. *Summit!* and *Soar!* reinforce this connection by incorporating writing in every activity, prompting students to draft, revise, and respond to and analyze text to enhance their understanding and prepare for embedded assessments.

The program integrates grammar as part of a comprehensive approach to reading, writing, speaking, and listening. It also provides Language Checkpoints featuring full-length, text-centered lessons focused on essential grammar concepts aligned to grade-level standards.

The McGraw Hill Digital Writing Experience

Academic writing is tough! Help your writers in Grades 6–12 break it down into clear, manageable parts in the Digital Writing Experience. Using templates, frames, and other scaffolds, the Digital Writing Experience helps students understand the essential structures of academic writing and build up to applying them independently.

- **Templates** are dynamic, allowing students to add and rearrange components as needed—supporting the recursive nature of the writing process.
- **Built-in peer review** encourages meaningful feedback and stronger final drafts.
- **An integrated AI Writing Assistant** offers real-time guidance to clarify ideas, strengthen structure, and build writing confidence.



Celebrate Linguistic Diversity, Drive Language Proficiency

Guided by research and best practices, *Summit!* and *Soar!* provide multilingual learners with robust targeted scaffolds, such as guiding questions, sentence frames, and explanations of unfamiliar words and phrases. Integrated multilingual learner assets provide English Language Development (ELD) standards supports, helping students further develop proficiency in academic contexts like reading, writing, speaking, and listening.

Every lesson includes point-of-use supports specifically designed for MLLs, offering a broad range of strategies that promote both content understanding and linguistic development. These supports ensure that MLLs can engage with grade-level material without lowering learning expectations.

Text Complexity

Overall: Complex

Lexile: TK

Qualitative: Moderate

Task: Challenging (Evaluate)

Leveled Differentiated Instruction

Some students may benefit from support in understanding and analyzing the personal impact of school meal programs.

MLL SUPPORT Substantial

Provide students with sentence frames for identifying food security challenges: *The author's family struggled with _____.*
School meals helped by _____.
Students feel better about school meals when _____.
When children don't have enough food, they might _____.

MLL SUPPORT Moderate

Provide students with sentence starters for analyzing the impact of school meals: *Universal school meals matter because _____.*
When schools provide free meals to everyone, students _____.
Communities need school meal programs because _____.

Activity 1.9 continued

Teach

- 1. First read how students read "Thankful my child won't go hungry at school" independently. Tell students to note details explaining how families experience food insecurity and how school meal programs help address these challenges. Additionally, instruct them to engage in questioning the text while they read to gain information, while they read with sample questions as needed.

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Thankful my child won't go hungry at school

Stephanie Hernandez

1. *Reading on my own* **Substantial** experience Read "Thankful my child won't go hungry at school" independently. Tell students to note details explaining how families experience food insecurity and how school meal programs help address these challenges. Additionally, instruct them to engage in questioning the text while they read to gain information, while they read with sample questions as needed.
2. *Read aloud* **Substantial** with partners Read "Thankful my child won't go hungry at school" aloud to a partner. Encourage students to ask questions and provide support as needed. After reading, have students write a paragraph about how they feel about the story.
3. *Read aloud* **Substantial** with partners Read "Thankful my child won't go hungry at school" aloud to a partner. Encourage students to ask questions and provide support as needed. After reading, have students write a paragraph about how they feel about the story.
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Lexile TK
Qualitative Moderate
Task Challenging (Evaluate)

MLL Unit 1 - Meeting the Core

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Unit 1

Plan

Suggested Pacing: 150-minute class period

Include:

- The Unit Overview
- Table of Contents
- Activity 1.1

In the following pages, teachers can select from a variety of optional discussion strategies that will engage students with the unit themes and concepts as they preview the work.

UNIT 1

Supporting Multilingual Learners

ELD Modes of Communication

English language development depends on multimodal instruction that addresses integrative, expressive, and collaborative modes of communication. For guidance on multimodal instruction, refer to the focus of each mode throughout the unit.

Integrative: Students analyze the structure, content, and definition of a word to better understand meaning. Students also analyze key ideas, details, language, and organization in various texts.

Expressive: Students plan and improve the beginning, middle, and end of narrative texts. Students also write to summarize and compare narrative elements across multiple stories.

Collaborative: Students exchange information and their during class discussion in order to analyze queries related to choices. Students also work in writing groups to peer-edit while drafting.

ELL

English language learners

Expressive

Integrative

Meaning

Expressive

Collaborative

Quotations

Unit 1: The Choices We Make • What are the elements of effective research?

MLL Supporting Multilingual Learners

ELD Modes of Communication

English language development depends on multimodal instruction that addresses interpretive, expressive, and collaborative modes of communication. For guidance on multimodal instruction, refer to the focus of each mode throughout the unit:

- Interpretive:** Students analyze the structure, context, and definition of a word to better understand meaning. Students also analyze key ideas, details, language, and organization in various texts.
- Expressive:** Students plan and improve the beginning, middle, and end of narrative texts. Students also write to summarize and compare narrative elements across multiple stories.
- Collaborative:** Students exchange information and ideas during class discussion in order to analyze quotes related to choices. Students also work in writing groups to peer-edit while drafting.

Support Foundational Skills for Secondary Students

Foundational literacy gaps can impact students of any age. That's why *Summit!* and *Soar!* offer consistent, grade-appropriate support across the secondary level to meet students where they are and help them grow.

- *Summit!* provides developmentally appropriate support for foundational skills in Grades 6–8, where many students enter with gaps from elementary school. The focus at this level is on finding and addressing these gaps early to build a solid foundation.
- *Soar!* offers targeted, research-based interventions at point of use for students in Grades 9–12 who continue to need support. These supports are designed to ensure that your high school students can practice and master essential literacy skills needed for success in more advanced coursework.

7 These gamers aren't rejecting reality entirely. They have jobs, goals, schoolwork, families, commitments, and real lives that they care about. But as they devote more and more of their free time to game worlds, the real world increasingly feels like it's missing something.

8 Gamers want to know: Where, in the real world, is that gamer sense of being fully alive, focused, and engaged in every moment? Where is the games feeling of power, heroic purpose, and community? Where are the bursts of exhilarating and creative game accomplishments? Where is the best-of-all-worlds thrill of success and team victory? While gamers may experience these pleasures occasionally in their real lives, they experience them almost constantly when they're playing their favorite games.



9 The real world just doesn't offer up as easily the carefully designed pleasures, the thrilling challenges, and the powerful social bonding afforded by virtual environments. Reality doesn't motivate us as effectively. Reality isn't engineered to maximize our potential. Reality wasn't designed from the bottom up to make us happy.

10 And so, there is a growing perception in the gaming community:

11 Really, compared to games, it's broken.

12 In fact, it's more than a perception. It's a phenomenon. Economist Edward Castronovo calls it a "mass exodus" to game spaces, and you can see it already happening in the numbers. Hundreds of millions of people worldwide are opting out of reality for larger and larger chunks of time. In the United States alone, there are 183 million active gamers (individuals who, in surveys, report that they play computer or video games "regularly"—on average, thirteen hours a week). Globally, the entire gamer community—including console.

Activity 1.2 • Escape from Reality 11

Activity 1.2 continued

Teach

10 Explain that students will now use deductive reasoning to analyze McGonigal's argument. Students will explore how the author elaborates on the claim with evidence and reasoning.

11 Model mining paragraph 5 for evidence to show how it both mirrors the claim that McGonigal establishes in the first paragraph and also provides additional evidence to support the claim.

Foundational Skills

Sentence Structure: Refer to the second sentence in paragraph 3. Ask partners to discuss what the author is saying in simpler terms. If students struggle, deconstruct the sentence. Model dividing the sentence into chunks (e.g., "They are the nine-to-fivers," "who come home and apply all of the smarts and talents," "that are underutilized at work," "to plan and coordinate complex raids and quests...") and asking yourself what each part means. Talk through figurative language like "nine-to-fivers" and vocabulary like "underutilized." Continue until all parts form a simpler sentence such as this: "People who work regular jobs use their skills to plan and organize adventures in online games." Remind students to use the strategy of deconstructing sentences whenever necessary while reading.

Teach

11 Have students read the remainder of the first half of *Reality Is Broken* independently or in pairs.

12 As students read, monitor their progress. Be sure they are engaged with the text, underlining the claim and putting stars next to supporting evidence.

Foundational Skills

Sentence Structure: Refer to the second sentence in paragraph 3. Ask partners to discuss what the author is saying in simpler terms. If students struggle, deconstruct the sentence. Model dividing the sentence into chunks (e.g., "They are the nine-to-fivers," "who come home and apply all of the smarts and talents," "that are underutilized at work," "to plan and coordinate complex raids and quests...") and asking yourself what each part means. Talk through figurative language like "nine-to-fivers" and vocabulary like "underutilized." Continue until all parts form a simpler sentence such as this: "People who work regular jobs use their skills to plan and organize adventures in online games." Remind students to use the strategy of deconstructing sentences whenever necessary while reading.

Scaffolding the Returning to the Text Questions

8. Based on its context, what do you think the phrase *in droves* means in paragraph 2? How does that term help convey the author's message and intended tone? Who uses this expression? In what ways does the noun *drove* resemble the verb *drove*? Locate the etymology of the phrase *in droves* to note whether the history makes sense within the context of the article.

9. Which part of the initial claim is best supported by paragraph 3? Locate the topic sentence of paragraph 3 and underline it. What part of this sentence do the details in paragraph 3 support?

11. How is the rest of paragraph 3 structured? Do you notice any similarities between the second and third sentences? What effect do you think that structure is intended to have on the reader? How many sentences compose the paragraph? How do they each begin? What is the rhythm of the paragraph when read aloud?

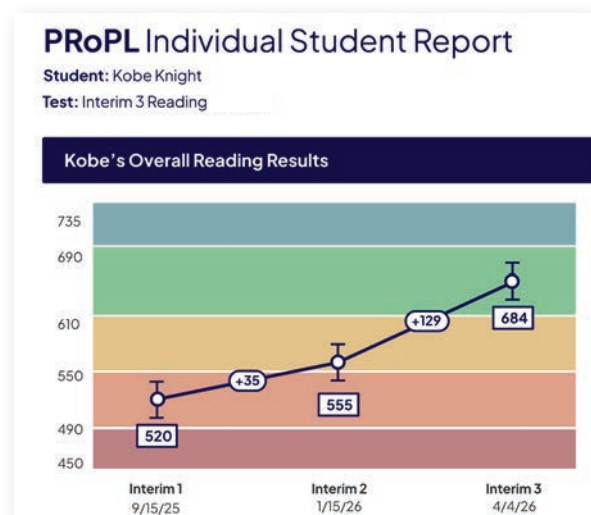
Assessment and Data

Summit! and *Soar!* simplify the assessment process for teachers while keeping purposeful data at the center of instruction.

Throughout the school year, the programs feed results into each student's unique learner profile—taking just-in-time data and turning it into in-the-moment instruction that allows teachers to assign targeted instructional recommendations with confidence.

Step 1: Start Down the Assessment Pathway

- Formatted to mirror high-stakes summative tests, the Pearson Review of Progress and Learning (PRoPL) interim assessment identifies the starting point for students in just 30–40 minutes. Measuring students' growth throughout the year, PRoPL clearly reflects where students are reaching proficiency beyond grade level and where they are still growing. Teachers review data from the prior unit to make instructional decisions.



Step 2: Collect Data

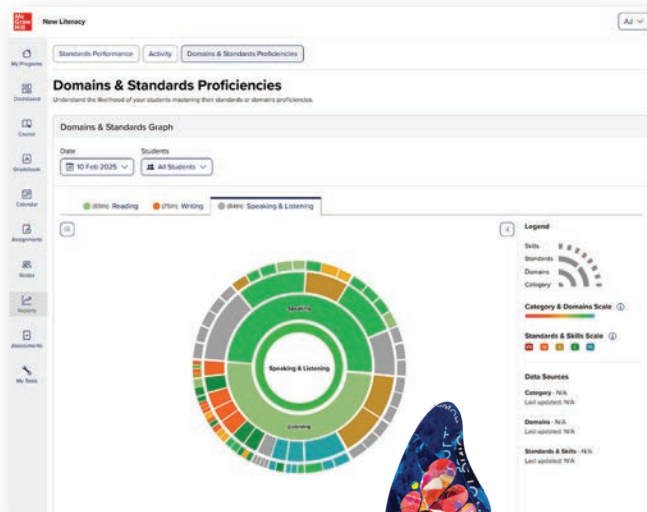
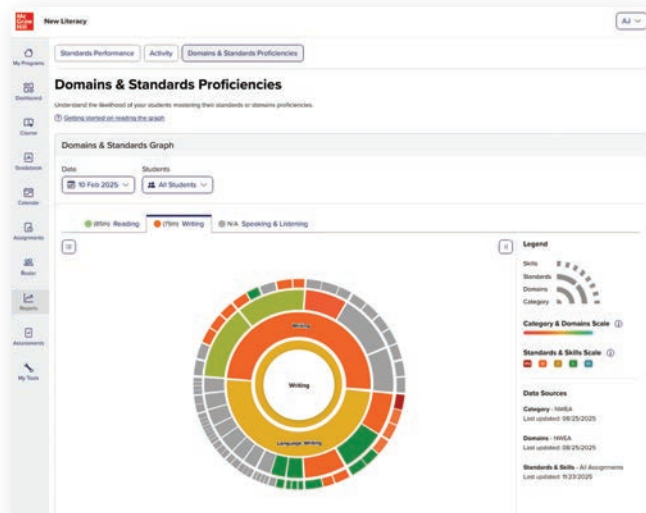
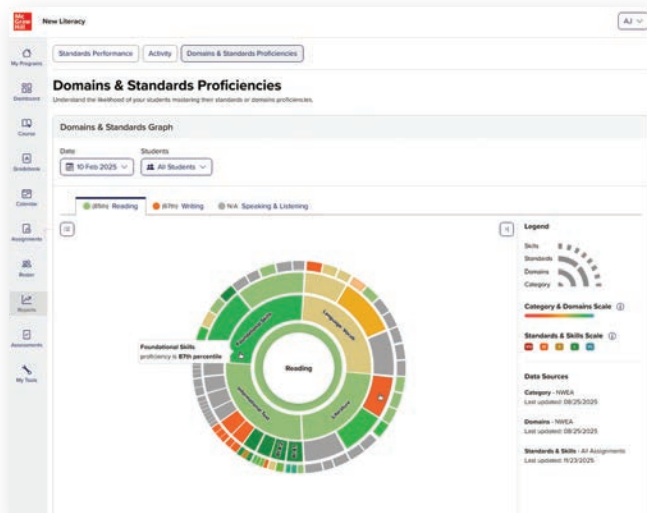
- Formative assessments** (before and during learning) monitor progress throughout the year and provide continued instruction on grade-level content for students who need it.
- Summative assessments** (at the end of a learning period) measure students' proficiency on what they have learned via formal assessment.

Step 3: Make Decisions

- Formative and summative performance data directly informs instruction that can be delivered within the Digital Experience.

Student Performance and Learning Recommendations

The Standards & Skills Graphs provide educators with a comprehensive, visual representation of student learning. Every piece of data in *Summit!* and *Soar!*, including PProPL interim assessments, feeds into these graphs, providing a holistic view of student performance and progress. These graphs grow with students throughout the school year—constantly evolving to incorporate new information and offer the teacher tailored learning recommendations to assign each learner.



Teachers can view data through the **Reading Graph, Writing Graph, or Listening and Speaking Graph**—ensuring students are tracking toward success in all four language domains.



Unbox the Print Materials

Two-Volume Student Edition

Student-facing ELA materials that provide standards-aligned instruction with built-in scaffolds.

Two-Volume Teacher Edition

A teacher support resource that mirrors the Student Editions and includes model responses, exemplars, and differentiation strategies.

Getting Started Guide

A quick-launch overview—which includes the scope and sequence and at-a-glance standards—outlining the program’s design, structure, and best practices for effective implementation.

Reteach and Extend Activities

Lesson-aligned activities that offer focused support or enrichment while maintaining instructional pace and rigor.

Data-Informed MTSS Guide

A comprehensive guide for using program content and assessments to inform a multi-tiered system of support.



Unlock the Digital Experience

Personalization fuels every student's literacy journey—ensuring that no matter where they start, they can progress with confidence. *Summit!* and *Soar!* include a comprehensive suite of assessments designed to monitor student progress, inform instruction, and support personalized learning.

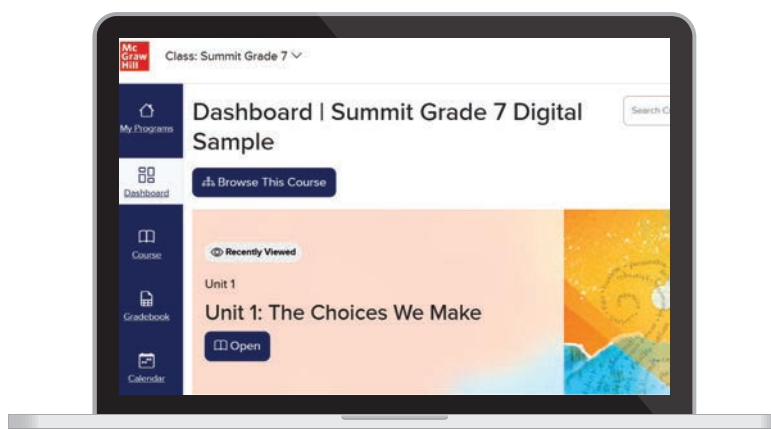
- Teachers receive curriculum-aligned recommendations and flexible grouping strategies that save time and improve instruction.
- Students move along learning pathways tailored to their performance, boosting confidence and accelerating growth.
- Administrators gain visibility through shared insights, making it easier to track progress at classroom and district levels.

Seamless Integration with Your Classroom

Summit! and *Soar!* are **compatible with mainstream Learning Management Systems (LMS)**, enabling teachers to assign tasks, track progress, and manage resources efficiently.

Feedback tools like **real-time polling** provide immediate insights into student understanding, enabling responsive instruction.

Graphic organizers, scaffolding tools, curated digital libraries, and printable assets—including family letters, grammar activities, and standards-correlation documents—are included in the digital experience.



Students can access a collection of full-length novels through the *Actively Learn*™ eBook Library. Ask your sales representative for more information.

**Actively
Learn**
eBook Library

Embedded Professional Learning

Teacher-driven and self-assessed, our professional learning supports are designed to take your use of *Summit!* and *Soar!* to the next level. We put the power in your hands to learn at your own pace with content that's relevant to you—allowing you to shape your own personalized learning journey.

Competency-Driven Learning

Teachers have access to instructional videos and ancillary resources that encourage continuous growth and regular reflection of their teaching practices through alignment to **four teacher competencies**:

1 Implement an instructional model grounded in research-based literacy science.

2 Utilize data to drive instruction.

3 Foster intrinsic motivation, student-driven learning, and self-efficacy.

4 Provide a personalized journey for every student.

The competencies support teachers' implementation of the program by tying research-based strategies to daily instruction. This enables them to link each lesson to their state and district's grade-level standards and leverage the *Summit!* and *Soar!* instructional design to support success for all students.



Cultivate a Learning Ecosystem

Together, we are creating a dynamic environment where students are motivated to read deeply, write thoughtfully, and build lasting knowledge.

Grounded in the Science of Literacy, this ecosystem emphasizes how language, cognition, and motivation interact to support literacy growth.



As you turn the page, you'll find a guided walkthrough highlighting program content and features. While this content will vary by grade level and unit, the walkthrough is intended to provide a clear, overarching view of how the components work together to support teaching and learning.

Activity Walkthrough

Summit! and *Soar!* are packed with purposeful in-the-moment features that help students proceed with confidence toward the Embedded Assessment. Explore the following example from *Summit!* for an overview of these powerful features.

Unit Opener

In this unit example, students prepare to write a personal narrative about choice by studying the rubric, reviewing mentor texts, and reading both about the theme of choice and the personal narrative genre. This allows them to see strong models before they ever begin their own writing.

The **Visual Prompt** encourages students to capture their thoughts, questions, and connections, turning initial reactions about the unit into meaningful ideas. By documenting what the image sparks in their minds, students lay a strong foundation for deeper thinking, richer discussions, and more purposeful writing.

UNIT 1



Each unit opens with an engaging entry point that introduces the unit theme and provides an **Essential Question** to anchor students within that theme. Sometimes the Essential Question is big-picture; other times it's more academic, helping every student build both topic knowledge and the academic understanding they'll need as the unit unfolds.

The Choices We Make

Essential Question: What are the elements of effective revision?

Reading a book was not so much like entering a different world—it was like discovering a different language. It was a language clearer than the one I spoke, and clearer than the one I heard around me. What the books said was ... interesting, but the idea that I could enter this world at any time I chose was even more attractive.

—from *Bad Boy* by Walter Dean Myers

Visual Prompt: What story does this picture tell? Does the image remind you of any situations you have experienced in your own life?



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at selection from *Bad Boy* by Walter Dean Myers.
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Activity Features: Student

Vocabulary highlights new academic and literary terms students need to build comprehension and knowledge throughout the unit. This goes beyond simply knowing the definition; students must also understand the word’s morphology, syllabication, pronunciation, origin, and part of speech.

Activity 1.1

Previewing the Unit

Preview

In this activity, you will preview the Embedded Assessment coming up in this unit. You will also get ready to learn the genre characteristics and structures of personal narratives.

Essential Question: What are the elements of effective revision?

Goals

- To use knowledge of genre characteristics and structures to analyze texts
- To apply techniques that create coherence and sentence variety in writing
- To revise and edit drafts before publishing written works
- To write a personal narrative with a clear incident, response, and reflection

Exploring Perspectives

Discuss whether you agree or disagree with a series of statements about making choices.

During your discussion, explain why you agree or disagree with each statement. You can ask your classmates questions and build off their answers. While participating, try to make connections to other ideas or topics from previous activities, current events, or your own life experiences.

Do you agree or disagree with the following statements?

- We can learn lessons from our own choices.
- Peers can help each other make good choices.
- AI can help a person make good choices.
- Our choices affect other people in our life.
- When faced with a decision, we ALWAYS have a choice.

Learning Targets

- Preview the big ideas and vocabulary for the unit.
- Identify and summarize the knowledge and skills necessary to complete the Embedded Assessment successfully.

Making Connections

In this unit, you will learn about personal narratives and write and revise one of your own.

Developing Vocabulary

Review the Contents page and use a QHT strategy to analyze and evaluate your knowledge of the Academic and Literary Vocabulary for the unit. Think about how well you know each term, and then label each word with a letter:

Q: words you have questions about
H: words you’ve heard before but aren’t sure about the meaning
T: words you could teach

Use print or digital resources to learn more about the terms you sorted into the “Q” and “H” columns. Keep in mind that there is more to knowing a new word than just learning the definition. Truly knowing a word also involves an understanding of its syllabication, pronunciation, word origin, and part of speech.

Q	H	T
I have a question.	I’ve heard of this.	I can teach this.

Unpacking the Embedded Assessment

Read the assignment for the Embedded Assessment: Revising a Personal Narrative about Choice.

Your assignment is to revise the personal narrative with reflection that you previously drafted. Use the revision techniques you have learned in this unit, including meeting in a writing group, to improve the beginning, middle, and end of your narrative. You will also write a text explaining the revisions you made to improve your first draft and the effect of the changes on the final piece.

Paraphrase what you will need to know to complete this Embedded Assessment successfully. With your class, create a graphic organizer as a visual reminder of the required skills and tasks.

Vocabulary

Academic:

- coherence
- effect
- external coherence
- internal coherence

Literary:

- connotation
- denotation
- figurative language
- genre
- narrative
- sensory details

The unit preview introduces and unpacks the **Embedded Assessment**. With the end goal in mind, students know exactly what’s expected of them and how they’ll be assessed.

★ **Learning Targets** outline what students are expected to know and do, helping them take ownership of their learning.

Target Formative Assessments (indicated with a star icon throughout the activity) allow students to demonstrate the knowledge and skills from the learning targets, making learning visible and guiding instructional planning.

Activity 1.2

Exploring the Concept of Choice

Preview

In this activity, you will think about the choices you make as a reader and writer, and you will choose a new text to read for your Independent Reading Plan.

Checkpoint 1

Paraphrase the following sentence:

A literary genre is the category or class to which a literary work belongs.

- A. A genre is a type of literature.
- B. There are many classes of written works.
- C. Genres can include mystery, biography, and myths.
- D. Written works can belong to more than one category.

Your Choices as a Reader

One choice that you will make is what you will read in your own time. Respond to the following questions in your notes.

1. What have you enjoyed reading in the past? What is your favorite type of text? Who is your favorite author?
2. What is your favorite **genre**? What do you enjoy about texts in that genre?

Select a book to preview.

- What type of visual do you see on the front and back cover?
- What types of fonts and colors are used?
- What do these elements tell you about the book?

Read the first few pages.

- Does this seem interesting?
- Does the text make sense so far?
- Does this seem too hard, too easy, or just right?

★ Learning Targets

- Select a text for your Independent Reading Plan based on texts you have read in the past.
- Prepare a portfolio for your writing throughout the unit.

Vocabulary

Literary: A literary **genre** is the category or class to which a literary work belongs; poetry, mythology, mysteries, and science fiction are all examples of literary genres. Texts from a particular genre often share common characteristics.

Planning Independent Reading

This unit will focus on personal narratives. To deepen your understanding of how authors tell personal stories, choose a memoir, biography, or autobiography to read and respond to during this unit. Use the process that was just described to select a book that looks interesting to you and seems manageable. As you read, try to think like a writer; notice the way the author tells his or her own story (in a memoir or autobiography) or the story of the subject (in a biography). Use your notes to create a reading plan and respond to any questions, comments, or reactions you have to your reading. You can also jot notes in your Independent Reading Log. Refer to those notes as you participate in book discussions with your classmates about how the choices the characters made helped shape the book's theme.

3. ★ Create an independent reading plan for the text you have chosen.

- I have chosen to read _____ by _____ because _____
- I will create time to read by _____
- I should finish this text by _____

Your Choices as a Writer

4. What types (genres) of text do you enjoy writing the most?
5. What audience do you enjoy writing for the most? Do you like to compose assignments for school, write things to share with a friend, or create things that you keep to yourself? How do you select a genre that is appropriate for that audience?
6. What sources do you draw from when you plan your writing? When do you use discussions, additional reading, or your own personal interests to guide your choices?

Checkpoint 2

Writing is a process. What is the meaning of the word *process* in this context?

- A. a series of rules to follow
- B. a way of communicating
- C. a way to prepare instructions
- D. a series of steps toward a goal

Checkpoints allow teachers to quickly determine whether students are with them as they progress through an activity.

With **live polling** in the digital experience, teachers can conduct real-time checks to gauge students' understanding in just a few clicks.

Activity Features: Student

Focus On the Sentence provides an opportunity to formatively assess students' understanding of a text, concept, or skill, while also giving them practice in writing academic sentences.

Focus on the Sentence

Write four different sentences about the writing process, each using a different sentence type.

Statement: _____

Question: _____

Exclamation: _____

Command: _____

★ Preparing Your Portfolio

Your portfolio will be a place for you to collect, review, and revise the work you do during each unit. Create a **portfolio cover** that reflects your brainstorming about choice along with your thinking, planning, and goal setting as a reader and writer. Creatively express your ideas. The largest thing on your cover should be the word "Choice."

Exploring Your Choices: In your notes, create a web titled "My Choices" to brainstorm the choices you have faced and decisions you have made in your life. Think about large and small choices from the past and in the present.

You will return to this web throughout the unit.

Add these ideas to the second section of your portfolio cover. Use words, phrases, or pictures and then label this section "personal choices."

Activity 1.3

Choices and Consequences: Paired Poetry

Preview

In this activity, you will read and compare two poems and an infographic about choices, analyzing how each writer approaches the topic.

Checkpoint 1

The following lines are from Robert Frost's "The Road Not Taken." Which line helps create a vivid image in your mind?

- A. "Two roads diverged in a yellow wood;" (line 1)
- B. "And sorry I could not travel both" (line 2)
- C. "And having perhaps the better claim" (line 7)
- D. "I doubted if I should ever come back." (line 15)

Knowledge Quest

Knowledge question: How do our choices impact our lives?

In Activity 1.3, you will analyze two poems and one infographic about the nature of choices. While you read and build knowledge about the topic, think about your answer to the Knowledge Question.

Setting a Purpose for Reading

- While you read the poems, use details to help you create a mental image of the sights and sounds that each **narrator** describes. Put an asterisk next to any lines that create a vivid image in your mind.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary. You can use the Unknown Word Solver graphic organizer on page R40 to help you manage your vocabulary strategies.

★ Learning Targets

- Evaluate details in two poems to understand the choices presented and to infer the poems' themes.
- Analyze the effect of poetic conventions, including figurative language, on the mood and tone of two poems.
- Integrate ideas from multiple texts to build knowledge and vocabulary about choices and how they impact our lives.

Grammar and Usage

Punctuation: Writers use punctuation in poetry to cluster ideas and communicate meaning. As you read the two poems, look for specific examples of punctuation. Think about how and why the poets used the punctuation as they did.

Word Connections

Roots and affixes: The word **narrator** comes from the Latin word *narrare*, which means "to tell" or "to make known." The root *narr* appears in the English words *narrate* and *narration*.

Preparing Your Portfolio is a Target Formative Assessment that spans the entire unit. It connects directly to the unit theme and the Essential Question.

Each **Knowledge Quest** begins with a Knowledge Question to focus students' reading. After reading several texts, students will return to the Knowledge Question and show their growing understanding by responding to a writing prompt or engaging in discussion.

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Writing Prompts scaffold to the Embedded Assessments and give students practice with writing texts in multiple genres.

★ Preparing for Responding to a Writing Prompt

Tip 1: Address all aspects of the prompt. Make sure you understand what the prompt is asking you to do.

- Circle the key verbs in the prompt. The verbs identify what you will do.
- Underline the nouns. The nouns identify what you will write about and may give you a clue about what genre would be appropriate.
- List the verbs next to the nouns. This list prioritizes what you have to do when you write in response to this prompt. You can use this list as a checklist to ensure that you have addressed all aspects of the prompt.

Tip 2: Pace yourself. You will have _____ minutes to write your essay. How many minutes will you use for each phase?

_____ Prewrite: Plan my essay and generate ideas.

_____ Draft: Put my plan into action and get my writing on paper.

_____ Revise/Edit: Make sure my writing is as clear as possible for my readers.

Tip 3: Plan your essay. Review your portfolio cover and your choices/consequences/reflection web. Select one incident in which you made a choice.

Use a prewriting strategy to create a plan for your draft. Consider creating a web, a plot diagram, or an outline.



Drafting the Embedded Assessment

Write a multiparagraph narrative about an incident on your "choices" graphic organizer. Include information about the choice you made and the consequences of your action. Be sure to:

- Include the elements of incident, response, and reflection.
- Use transitions to connect ideas for your reader.
- Include insights about the effects and consequences of the choice.

Language and Writer's Craft: Coherence

When responding to a writing prompt, it is important to consider the **coherence** of your writing. Transitions within a paragraph create **internal coherence**, and transitions between paragraphs create **external coherence**.

Vocabulary

Academic: Coherence is the clear and orderly presentation of ideas in a paragraph or essay.

Internal coherence refers to coherence within a paragraph. **External coherence** refers to coherence between the paragraphs and relates to the entire essay.

In the beginning of the year, I wasn't a good basketball player. I had to prove myself to the coach and the other players. In fact, I struggled to keep up, but I continued to practice, and my game improved.

Toward the end of the year, I was asked to start in an important game. At first, I was nervous. After I made a couple of goals, I began to enjoy myself.

Now, I can see how my hard work has paid off. I am a good basketball player after all.

In the paragraphs above, notice how the transitions within paragraphs improve the flow of the writing and help readers understand the sequence of events. Then notice how the transitions between paragraphs help readers track the passage of time from the beginning of the year to the end. These transitions signal the shift from one time frame to another. Transitions can also signal a shift from one setting to another in a narrative.

★ Practice: Exchange your narrative with a partner. Highlight one transition used to create internal coherence and one used to create external coherence. If you and your partner are unable to highlight transitions, work together to locate places where transitions could be added.

★ Revising Your Narrative

Review the notes from your writing group and reread your draft. Based on the feedback you received, create a revision plan by responding thoughtfully to the following:

- What do you like best about your personal narrative? Why?
- What do you plan to change, and how will those changes improve the draft?
- After reading my draft, I realize that in the next draft I should revise _____ because _____.

Connect to Learning

- What was the most important revision you made in your writing? Explain how it improved your writing.
- What makes your writing unique and sound like you?
- Think about revising beyond writing. This could include practicing sports, drawing, changing a music playlist, or creating a social media post. How do you feel about "revising" in these situations?

Connect to Learning asks students to link today's topic or skill to their own lives, making learning meaningful and relevant. Additional Connect to Learning options support teachers in meeting the needs of every learner.

Activity Features: Student

Language Checkpoints offer full-length, text-centered activities that are focused on essential grammar concepts and aligned to grade-level standards.

Incident (what happened)	Response (the narrator's feelings and actions associated with the incident)	Reflection (the lessons the narrator learned from this experience)

Checkpoint 3

What is a summary of a narrative?

- A. a brief restatement of the main ideas and key details in a story
- B. a brief restatement of the descriptive words and phrases in a story
- C. an opinion statement about the main ideas and key details in a story
- D. an opinion statement about the descriptive words and phrases in a story



Writing to Sources: Informational Text

Using the information from your class discussion and the graphic organizer, write a short summary analyzing what the narrator learns from the incident in the story. Be sure to:

- Describe what happens, how the narrator responds, and what she learns from the events in the story.
- Cite specific details from the story.

Language Checkpoint 1.4

Using Possessive Nouns

Preview

In this activity, you will learn how to form both singular and plural possessive nouns as well as identify irregular possessive nouns. You will also review and edit your writing to make sure you have used possessive nouns correctly.

Checkpoint

Which of the following phrases from "The Scholarship Jacket" includes a possessive noun?

- A. don't even begin
- B. had a tradition
- C. Joann's father
- D. With Grandpa

Using Possessive Nouns

Part of being a strong writer is knowing how to follow certain grammatical conventions in your writing and knowing how to check for correct grammar, spelling, and punctuation when revising your work. In this activity, you'll review how to form possessive nouns.

Possessive nouns show ownership or belonging. For example, in "The Scholarship Jacket," the character Marta lives on her *grandparents'* ranch. The word *grandparents'* is a possessive noun showing that the ranch belongs to or is owned by Marta's grandparents.

1. Read the following excerpt from "The Scholarship Jacket" by Marta Salinas. Mark the words that end in an apostrophe + s (for example, *author's*).

"I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A-plus average and you know it." That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet.

"Look. Joann's father is not only on the Board, he owns the only store in town: we could say it was a close tie and—"

2. Read this excerpt from a student's analysis of "The Scholarship Jacket" and underline words that end in an apostrophe + s (for example, *author's*) or an s + an apostrophe (for example, *authors'*):

In Marta Salinas's story, the main character learns to appreciate her grandparents' values about the importance of hard work. The conflict in the story begins when Marta overhears her teachers' argument in the hallway about which student should receive the scholarship jacket.

Graphic Organizers can be used to structure and show relationships between ideas or information within an activity.

Apply Your Learning tasks assess students' ability to apply information in ways that help them explore new ideas related to what they're reading.



Knowledge Quest

Use your knowledge about the two poems and the infographic to discuss with a partner the impact that choices have on our lives. Be sure to:

- Explain your answer to your partner, be specific, and use as many details as possible.
- Ask for clarification by posing follow-up questions as needed when your partner explains his or her answer.



Apply Your Learning

Select one word from each selection. In your notes, explain the connotations and denotations of the words you chose. Do they have figurative meanings? What do each poet's word choices tell you about the poems' themes? How do the poets' word choices differ from those of the infographic writer?

Checkpoint 3

In an informational text, what is a controlling idea?

- A. a concluding statement about a topic
- B. a writer's opinion about a topic
- C. a general statement about a topic
- D. a writer's main point about topic



Writing to Sources: Informational Text

Think about the poems and your analysis of their speakers, word choices, and themes along with the infographic. Write a paragraph in which you explain the two narrators' reflections about choices and compare those reflections to the information presented in the infographic. Be sure to:

- Start your paragraph with a topic sentence that clearly communicates the controlling idea.
- Include quotations of words and lines from the poems and infographic that support your ideas about choices.

Choices and Consequences

Many choices have consequences. Go back to your "My Choices" web in your notes and add the consequences for the choices you labeled. Some choices may have several consequences. Add just the most important ones that resulted from your choice.

Activity 1.4

Exploring the Personal Narrative

Preview

In this activity, you will read "The Scholarship Jacket," a personal narrative by Marta Salinas. As you read, you will look for the structure and main idea and then write a summary of the story, using your own words.

Checkpoint 1

Which of the following is true about personal narratives? Choose one correct answer.

- A. They take place in one day.
- B. They take place in one location.
- C. They tell about one event in a life.
- D. They tell about a lifetime of events.

Introducing the Genre

A personal **narrative** tells a story about something that happened in the writer's life. Unlike an autobiography, which tells about a person's entire life, a personal narrative focuses on a particular event or experience. Because the writer is telling about his or her own life, personal narratives are written with first-person pronouns, such as *I* and *my*. The genre shares many characteristics with short stories, such as setting, dialogue, and **sensory details**.

Introducing the Strategy: Metacognitive Markers

Metacognition refers to the thinking you do about your own learning. Using **metacognitive markers** involves marking the text with symbols to reflect the thinking you are doing as you read. After reading, you can scan the text and use your metacognitive markers to quickly find evidence when you are talking or writing about a text. Here are the markers:

- ? Use a question mark for questions you have about the text.
- ! Use an exclamation point for a reaction to what you are reading.
- * Use an asterisk for a comment about the text.
- Use an underline to identify a key idea or detail in the text.

★ Learning Targets

- Analyze the use of text structures to effectively recount a personal narrative.
- Summarize a personal narrative by presenting the central incident, response, and reflection in the proper order.

Vocabulary

Literary: A **narrative** tells a story or describes a sequence of events in an incident. A personal narrative, like "The Scholarship Jacket," typically describes an incident and includes a personal response to and reflection on the incident.

Authors sometimes use **sensory details**—descriptive words or phrases that appeal to the five senses of sight, hearing, touch, taste, and smell—to help their readers create a vivid mental image of the scenes or events in a story.

Word Connections

Roots and affixes: The word **reflection** comes from the Latin prefix *re-* ("back") and the root *flectere* ("to bend"), so it carries the meaning of "bending or turning back." When you reflect, you turn your thoughts back to think again about a subject.

Metacognitive Markers help students notice, reflect on, and regulate their own thinking while reading, writing, speaking, or analyzing texts.

Activity Features: Teacher

Leveled Differentiated Instruction allows multilingual learners to reach the same learning goals as their English-fluent peers.

Activity 1.3

Teach

- Read the Grammar and Usage box on the previous page with your students and prompt them to pay attention to the ways Frost and Giovanni use punctuation in their poems.
- Have students read the About the Author and look at the author image. Prompt them to look for layers of meaning in the upcoming text based on the information they have learned about the author.

Leveled Differentiated Instruction

MLA SUPPORT Substantial

To support students who are at an early stage of English language development, consider using the audio versions of “The Road Not Taken” and “Choices.” Reading along as they listen to the audio can boost students’ comprehension of the texts. Additionally, the audio performance provides a clear model for pronunciation and intonation.

Teach

- First Read:** Read aloud “The Road Not Taken.” Pause after the first line, and make sure that students understand the meaning of *diverge*. Students can use the photograph to understand that *diverge* means “to move in different directions,” or “to split apart.” Then continue reading. Prompt students to notice how you pause only where there is punctuation rather than at the end of every line.
- After reading the poem the first time, invite volunteers to share their first reactions to the poem and guide them to make personal connections to their own experiences as appropriate.



About the Author

Robert Frost (1874–1963) was one of America’s most popular 20th-century poets. For much of his life, he lived on a farm in New Hampshire and wrote poems about farm life and the New England landscape. Frost’s poems often appear simple at first, with plain language and traditional rhyme schemes. Upon closer reading, however, they reveal many layers of meaning.



The Road Not Taken

Poetry by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I marked the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.

hence: from now

10 Unit 1: The Choices We Make • What are the elements of effective revision?

Scaffolding the Returning to the Text Questions

These scaffolds are to support students in providing short-answer responses to Returning to the Text questions.

- What is the choice that the narrator faces in “The Road Not Taken”? Which lines tell you about the factors he considers when making his choice?** What is the narrator sorry about in line 2? What does he do in lines 3–5? Why? Which words describe the roads?

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Scaffolding the Returning to the Text Questions support students in providing short-answer responses to Returning to the Text questions.



Knowledge Quest

Knowledge question: How do our choices impact our lives?

About the Author

Nikki Giovanni (1943–2024) was a prominent American poet and writer. Her poetry deals with a wide variety of personal and political themes. In addition to her poetry, Giovanni published works of nonfiction and children's literature. Her book *The Nikki Giovanni Poetry Collection* was nominated for a Grammy for best spoken-word album.

Activity 1.3 • Choices and Consequences: Paired Poetry 11

Activity 1.3

Teach

- 10 With students, discuss specific details about each path in "The Road Not Taken." Begin by annotating "grassy and wanting wear." Think aloud about how Frost creates the image of a green path that does not have footprints or tracks on it, as if it were waiting for someone to travel down it. Guide students in finding other details about the paths, such as "worn them about the same," "equally lay," and "no step had trodden." As necessary, continue to model and think aloud. Then compare the paths with students, and identify how they differ by asking the following questions: What does the speaker mean by "the better claim"? Why does the speaker choose the path he chooses? What does the speaker realize about the path he doesn't choose? Why does that realization make his decision feel important?
- 11 Review the Knowledge Question with students. Remind them to think about their answer to the Knowledge Question as they read and build knowledge about the impact that choices have on our lives.
- 12 Have students read the About the Author and look at the photograph of Nikki Giovanni.



Teacher Tip

Take time to ask students about their use of metacognitive markers as a way to check their comprehension. You may also want to ask them questions about the choices made and alluded to in the text.

Academic Readiness Standards

Focus Standards:

- 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.

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Teacher Tips found at point-of-use throughout the unit offer helpful information and advice to support teaching practices and effectiveness.



SUMMiT! Soar!



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to find out!