



**SUMMIT!** Soar!  
California California



**Where Will Literacy Take You?**  
Scan the QR code or visit  
[mheducation.com/CA612-Overview](http://mheducation.com/CA612-Overview)  
to find out!

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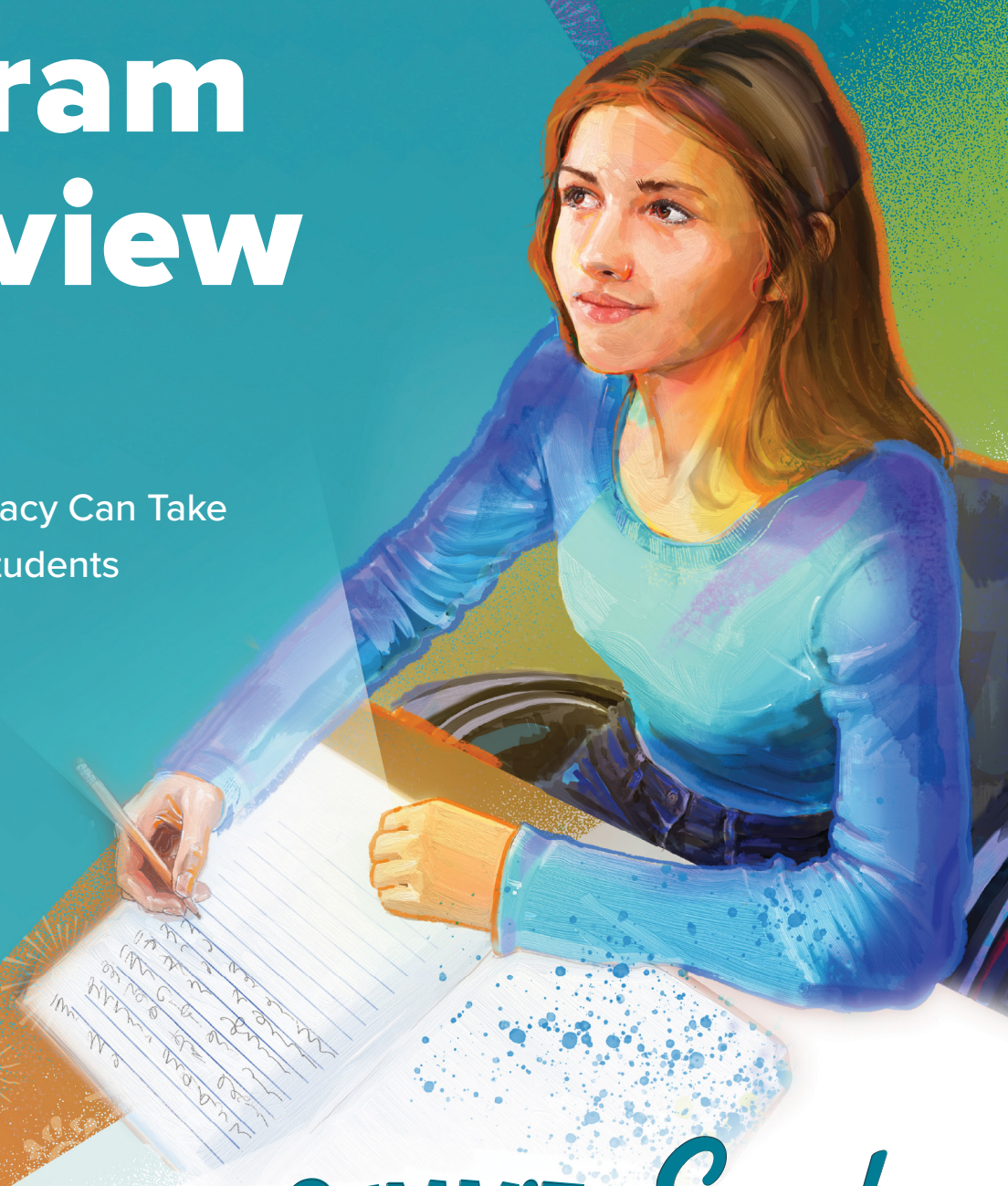
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GRADES  
**6–12**

# Program Overview

Discover Where Literacy Can Take  
You and Your 6–12 Students



**SUMMIT!** Soar!  
California California  
Grades 6–8 Grades 9–12



# Welcome to *Summit! California* and *Soar! California*

*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.



**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.

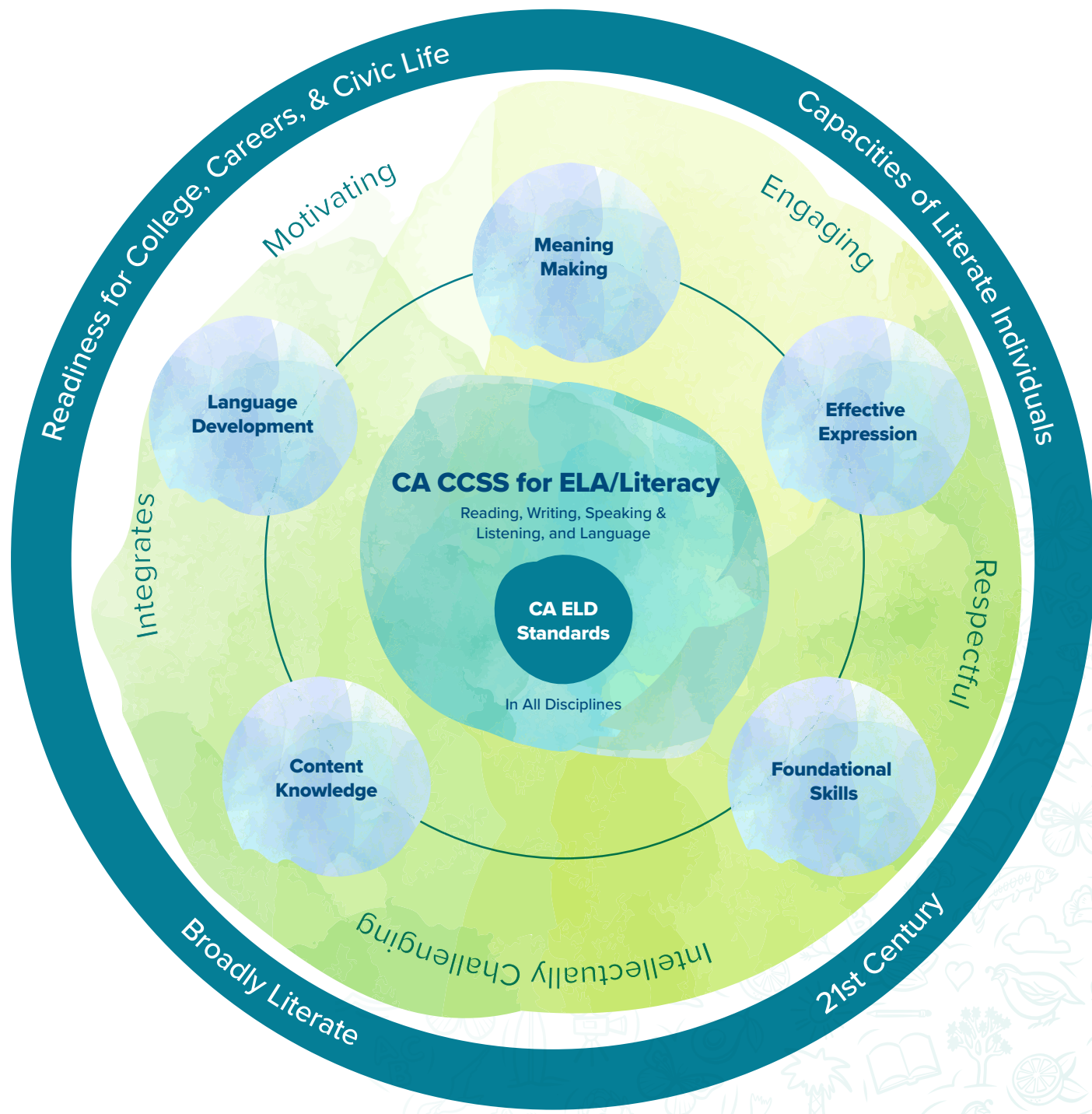


**Grades 9–12**, prepares students to reach their full potential as thinkers, communicators, and collaborators, further strengthening their literacy skills and expanding the well of knowledge they need to thrive in the outside world.



# Literacy Built for California

*Summit! California* and *Soar! California* were built on the California Common Core State Standards (CA CCSS) for ELA/Literacy and English Language Development (ELD). In short: it was made specifically for you and your students!





# Where Will Literacy Take You?

Drawing on research findings and insights from renowned literacy experts and thousands of teachers, students, and administrators nationwide, *Summit! California* and *Soar! California* 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! California* and *Soar! California*.

## 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! California* and *Soar! California* 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! California* and *Soar! California* 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! California* and *Soar! California* 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! California* and *Soar! California* 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.

# McGraw Hill Literacy Authorship

Contributing expertise in all key aspects of literacy instruction, these scholars, researchers, and educators ensured the curriculum is grounded in the latest research and reflects classroom best practices.

### Dr. Douglas Fisher

Comprehension, Foundational Skills, Vocabulary, Writing

### Dr. Timothy Shanahan

Foundational Skills, Comprehension, Oral Reading Fluency, Writing

### Dr. Steven Graham

Writing, Spelling, Handwriting

### Dr. John Williams III

Connected and Engaged Learning

### Dr. Valentina Gonzalez

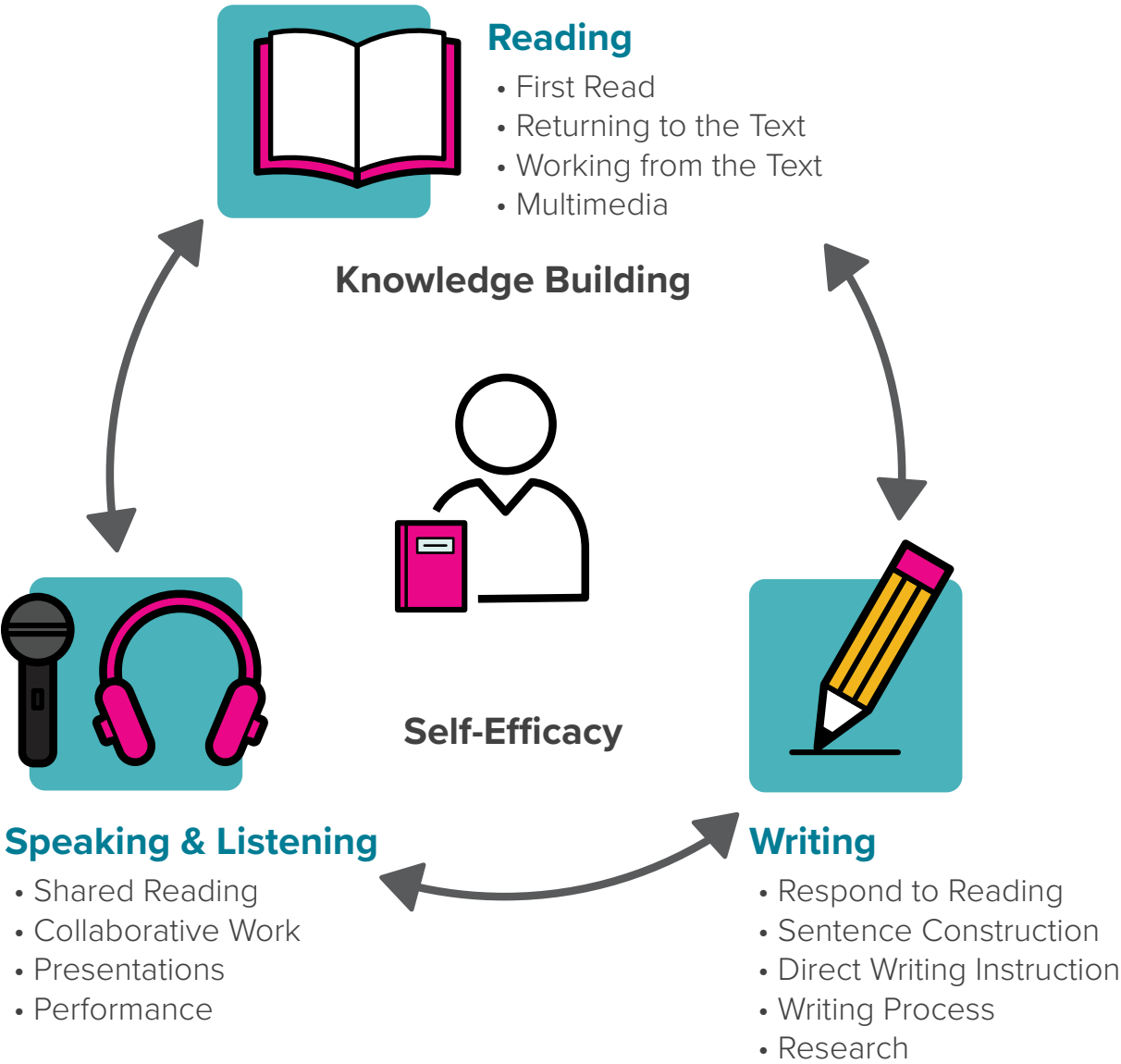
Multilingual Learner Support





# Summit! California and Soar! California Instructional Model

Grounded in Wiggins and McTighe’s Understanding by Design (UbD) framework, *Summit! California* and *Soar! California* 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 them 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              |  |



# Data-Informed Instruction

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! California* and *Soar! California* 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! California and Soar! California* 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; it’s how students organize and refine their thoughts to deepen their comprehension and knowledge. *Summit! California* and *Soar! California* 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.

Grammar is also integrated as part of a comprehensive approach to reading, writing, speaking, and listening. Language Checkpoints featuring full-length, text-centered lessons that focus on essential grammar concepts aligned to grade-level standards, are also provided.

## 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.

Introduction

Hook: Start with something that about the text.

Background/Context: Briefly gl full summary needed.

Thesis: Make a specific claim a your body paragraphs.

Body Paragraph 1

Topic Sentence: Start with a cl without repeating ideas.

Evidence: Provide a new quote strengthen your analysis.

Analysis/Commentary: Explain how the evidence supports your interpretation, including sentence structure, language, and transitions summarizing the text.

Transition/Bridge: Tie this point to earlier ones, reinforce your thesis, and prepare the next paragraph or conclusion with a hint of what's to come.

Prompt

Your assignment is to write an analytical essay applying the Feminist Critical Perspective to a short story. You have two stories to read and choose from, "The Story of an Hour" by Kate Chopin or "The Birthmark" by Nathaniel Hawthorne (Both stories are included).

Resources

[Unit 2 Scoring Guide 2](#)

Criteria

Ideas

The essay

- demonstrates a thorough understanding of feminist issues in the short story
- perceptively applies the feminist critical perspective to the text
- uses well-chosen details that support the main ideas of the analysis

Structure

The essay

- follows an exceptionally clear organization
- uses sentence structure and transitions effectively and creatively to move smoothly from one idea to the next.

8

9







# Support Foundational Skills for Secondary Students

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

- *Summit! California* 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! California* 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.

# Reteach and Extend

These resources are designed to clarify misunderstandings, address learning gaps, and support students in solidifying the skills and concepts introduced in the core activities, provided as blackline masters.

Reteach and Extend should be used in response to formative data and teacher observation.

Each Reteach and Extend activity includes two parts:

- A teacher-facing mini-lesson plan that explains and models the skill, often using a different approach than the original core activity.
- A student-facing page that guides students step-by-step through the skill and reinforces prior learning by revisiting content from the core activity.

7 These gamers weren'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 game sense of being fully alive, focused, and engaged in every moment? Where is the game feeling of power, heroic purpose, and community? Where are the bursts of exhilarating and creative game accomplishments? Where is the heart-expanding 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 Reality, compared to games, is broken.

12 In fact, it is more than a perception. It's a phenomenon. Economist Edward Castronovo calls it a "mass *reality*" 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 online game community—including console,

My Notes

Activity 1.2 - Escape from Reality 11

Activity 1.2 continued

Teach

16 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.

16 Model mining paragraph 6 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

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

18 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?

12

13



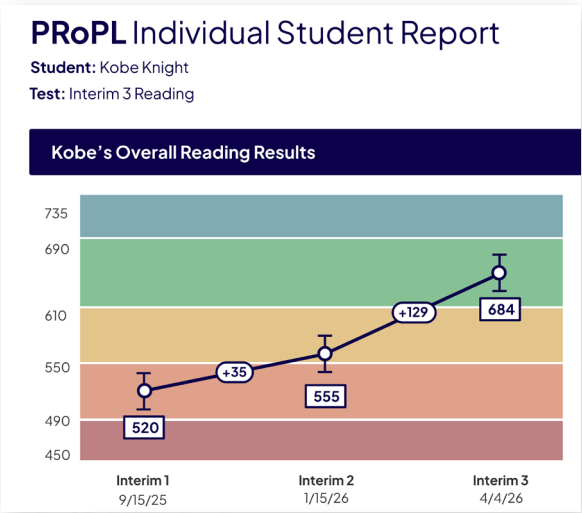
# Assessment and Data

*Summit! California* and *Soar! California* 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

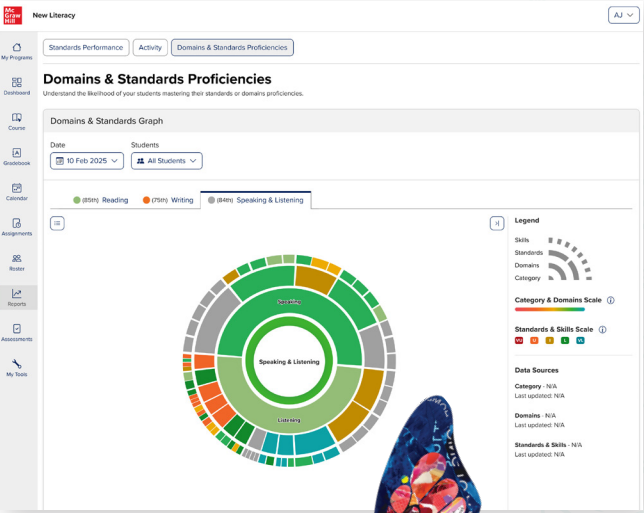
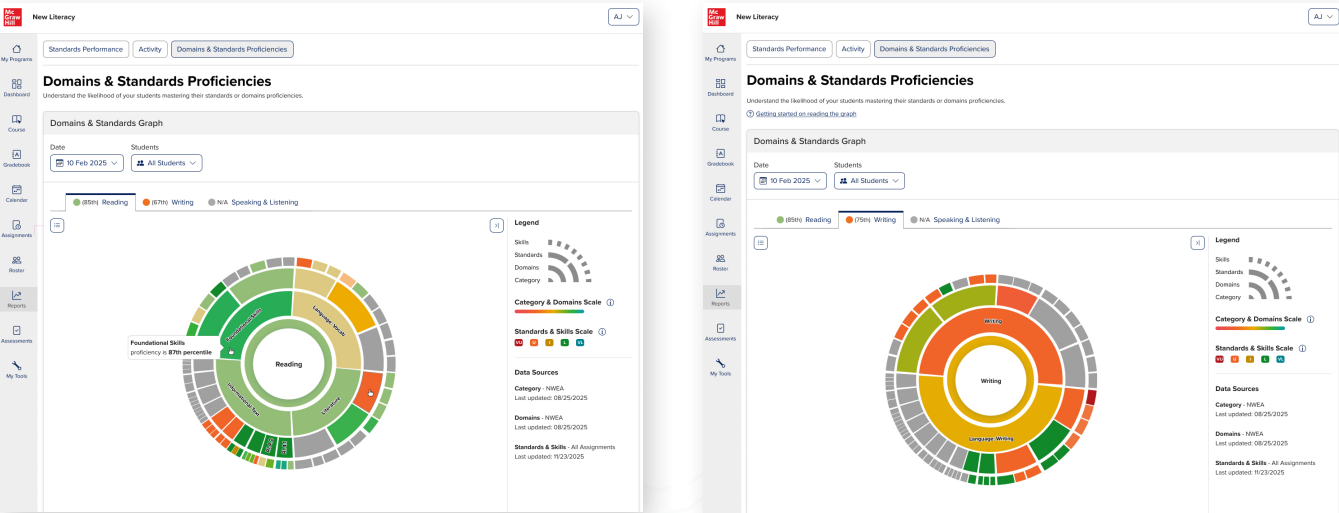
- Formative assessments** (before and during learning) monitor progress throughout the year and provide continued instruction on grade-level content for students who need it.
- Summative assessments** (at the end of a learning period) measure students’ proficiency on what they have learned via formal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



# Print Experience

## Two-Volume ELA Student and Teacher’s Edition

Student-facing ELA materials provide standards-aligned instruction with built-in scaffolds. The Teacher’s Edition includes model responses, exemplars, and differentiation strategies.

## Two-Volume ELD Student and Teacher’s Edition

Student-facing ELD materials provide standards-aligned instruction with built-in scaffolds. The Teacher’s Edition supports all stages of language acquisition while strategically accelerating growth through purposeful teacher choice informed by the core ELA curriculum.

## Getting Started Guide

A quick-launch overview—which includes the scope and sequence and at-a-glance standards—that explains 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.



# Digital Experience

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

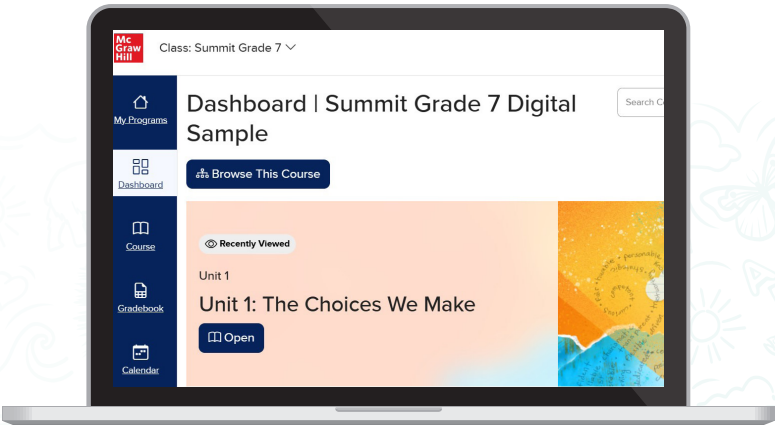
- Teachers receive curriculum-aligned recommendations and flexible grouping strategies that save time and improve instruction.
- Students move along learning pathways tailored to their performance, boosting confidence and accelerating growth.
- Administrators gain visibility through shared insights,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

## Seamless Integration with Your Classroom

*Summit! California* and *Soar! California* 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! California* and *Soar! California* 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! California* and *Soar! California* 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! California* and *Soar! California* are packed with purposeful in-the-moment features that help students proceed with confidence toward the Embedded Assessment. Explore the following example from *Summit! California* 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?



## Activity Features: Student

**Vocabulary** highlights new academic and literary terms students need to build comprehension and knowledge throughout the unit. This goes beyond just knowing the definition of a word, but includes morphology, syllabication, pronunciation, word origin, and part of speech.

★ **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 1.1

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.

Focus Standard: L.7.6

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

| 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.

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.

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 genre is a type of literature.
- There are many classes of written works.
- Genres can include mystery, biography, and myths.
- 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.

- What have you enjoyed reading in the past? What is your favorite type of text? Who is your favorite author?
- 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.

Focus Standards: RL.7.10, RI.7.10, W.7.10

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.

- ★ 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

- What types (genres) of text do you enjoy writing the most?
- 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?
- 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 series of rules to follow
- a way of communicating
- a way to prepare instructions
- 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

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

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

| Incident<br>(what happened) | Response<br>(the narrator's feelings and actions associated with the incident) | Reflection<br>(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.

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

**Learning Targets**

- Edit a draft to ensure proper use of possessive nouns.

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

**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.

**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.

**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.

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



