



[CONNECTIONS]
Literature

Program Overview
Grades 6–8

**Connect
Worlds,
Empower
Minds.**

[CONNECTIONS] Literature

Grades 6–8



Connections: Literature supports learners as they engage in the study of dynamic, relevant texts and brings the richness of diverse voices to students through literature.

Grounded in learning science, proven instructional strategies break down learning barriers and support academic growth.

- Connect students to a diverse world of reading and writing.
- Enable deep understanding, critical thinking, and effective communication.
- Empower academic growth and remove learning barriers.

Program Consultants



Almitra L. Berry, Ed.D.

Almitra L. Berry is a nationally recognized motivational speaker, author, and consultant on the topic of culturally and linguistically diverse learners in America's K–12 education system. Her works and research focus on equity and academic achievement for marginalized learners—particularly in majority-of-color, low-wealth, large, urban school districts.

Dr. Berry is host of the podcast *Educational Equity Emancipation* and author of the book *Effecting Change for Culturally and Linguistically Diverse Learners* as well as numerous other articles addressing educational equity.

A graduate of the University of California, Davis, Dr. Berry has worked with leaders and school systems throughout the United States, Canada, and the Caribbean. She has presented at scores of state, national, and international conferences on equity, leadership, curriculum reform, and meeting the needs of historically underserved and disenfranchised learners. She calls upon educators and educational leaders to evaluate policy, curriculum, instruction, supervision, and professional learning with a lens focused on equity.



Laura Kebart, M.Ed.

Laura Kebart leverages her 20 years of classroom teaching and instructional coaching experience to serve busy middle school English Language Arts teachers. Laura's passion lies in the intersection of crafting rich, relevant, and accessible learning experiences for students and ensuring user-friendly methods of lesson planning and delivery for teachers in the trenches. By providing educational consulting, online workshops, and annual virtual conferences, Laura helps educators across the country teach with confidence while increasing student engagement.

Laura is the author of *The Sick Teacher ebook: When You're Too Sick to Teach, but Not Sick Enough to Stay Home* and is currently working on two more books for middle school ELA teachers.

Program Components

Whether you teach with all print, all digital, or blended print and digital, *Connections: Literature* has you covered.

Student Resources

Student Edition

Additional unit-level reading selections



Teacher Resources

Teacher Edition

Lesson-Level Lesson Planner

- Editable lesson plans



Lesson-Level Resource Collections

- Comprehension Check
- Vocabulary Check



Lesson PowerPoint Presentations



Other Lesson Resources

- Write Graphic Organizers
- Write Model Essays
- Writing Focus Graphic Organizers
- Literary Lens Graphic Organizers
- Answer Keys



Rubrics

- Editable Writing Rubrics



Assessment & Reporting Resources

Program-Level Comprehensive Assessments

- Diagnostic Pretest
- Mid-Year
- End-of-Course



Unit-Level Summative Assessments



Selection Exit Tickets—Reading and Lesson



Differentiation Resources

- Emergent Bilingual Resource
- Challenge and Extension Teaching Support
- Strategic Support
- Emergent Bilingual Support



Print



Interactive



eBook



Editable



Downloadable / Printable

Connect Students to a Diverse World of Reading & Writing

Students engage with **high-quality, complex texts** that give them opportunities to gain knowledge, broaden their perspectives, and make connections to themselves and their world.

UNIT FOUR

Role Models

Introduction

When young adults are asked to name their role models, they often cite famous people or well-known historical figures. Just as often, they cite family members, such as older siblings, parents, grandparents, or other close relations. However, even though young adults may look up to family members, they also frequently rebel against the expectations and rules set by their families. As you grow older, you may have contradictory feelings about people you admire. You may begin to realize that all people have their own shortcomings and limitations.

ESSENTIAL QUESTION

Consider how the young adults in the following stories view adults. Do the young people want to emulate the adults in their lives—why or why not? Why might young people feel conflicted when they look to adults as role models?

Engaging Unit Themes & Essential Questions

Make connections across selections within the unit.

Relevant Texts

Students see themselves reflected in the diverse characters and relatable situations.

Looking for Work

memoir excerpt by Gary Soto

Dawn

short story by Tim Wynne-Jones

From Lawyer to Patriot

play by Charles F. Baker III

Available on
Perfection Next®

FLYING IN THE FACE OF THE FÜHRER

Phil Taylor

You were a child, a dark-skinned child, and you knew Jesse Owens before you even knew why. He had been a sprinter and a broad jumper, that much you understood; but there was something more than just his speed that made black folk, even people who cared nothing about sports, swell their chests a little bit at the mention of his name. There was this one time when your house was full, loud with laughter, and a distinguished-looking older man appeared on the television screen. "Isn't that Jesse?" somebody asked. "Hush, that's Jesse." And there was silence while Jesse Owens spoke.

He was in his 50s by then, and the young Owens, the one older people saw in their mind's eye, was a spectral¹ figure to you. Even after you understood what he had done, how he had mortified Adolf Hitler² by winning

¹ spectral: ghostly
² Adolf Hitler: German dictator



Digital Reading Resources on Perfection Next

Additional nonfiction and literary texts for further exploration of the Essential Question and unit theme are available online.

- Multi-genre selections
- Contemporary and classic
- Literary and informational

Ordinary Hazards

memoir excerpt by Nikki Grimes



Golden Glass

short story by Alma Villanueva



Diverse Authors & Characters

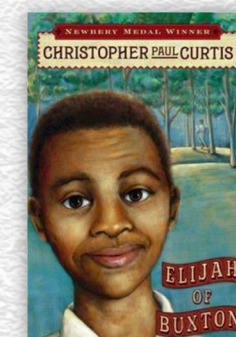
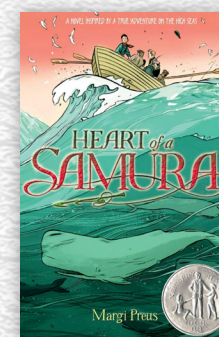
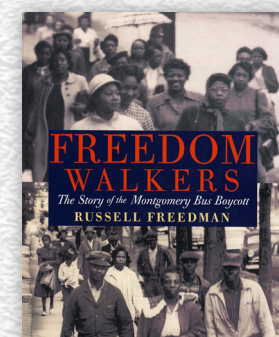
Students see themselves reflected in the texts and characters they read.

Speech to the United Nations Youth Assembly

speech by Malala Yousafzai



See full
Table of Contents



Related Novels & Nonfiction

Extend learning with longer, award-winning texts connected to the unit themes and Essential Questions.

Connect Students to a Diverse World of Reading & Writing

The *Connections: Literature instructional model* offers flexibility to teach and an at-a-glance view of the skills coverage in each lesson.

Unit Theme

Thematic units help students develop a deeper level of understanding by making connections to a topic.

The Essential Question

makes learning relevant and sparks curiosity about the text.

Reading for Meaning

Selections focus on the key reading comprehension skill.

Literary Lens

Each selection includes a literary element used for analysis and interpretation.

UNIT 4

Theme: Role Models

When young adults are asked whom they see as role models, they sometimes cite family members, such as older siblings, parents, grandparents, or other close relations. However, even though young adults may look up to family members, they also frequently rebel against the expectations and rules set by their families. As you grow older, you may have contradictory feelings about people you admire: even though you admire them, you begin to realize that all people have their own shortcomings and limitations—just like you.

ESSENTIAL QUESTION CONNECTION:

Consider how the young adults in the following stories view adults. Do the young people want to emulate the adults—why or why not? Why might young people feel conflicted when they look to adults as role models?

Pacing Guide	Passage Title, Author, Genre, Lexile	Synopsis	Character Diversity
1 Day	Unit Opener Introduction of Theme and Essential Question		
8 Days	Read-Aloud Poem "Mother to Son" by Langston Hughes 20 lines	A mother warns her son about the difficulties of living while also encouraging him to never give up.	Speaker is a Black female.
8 Days	Lesson 4.1 "Saying Good-bye to the Tall Man" Rick Book fiction: short story 830L 3850 words pp. 272-287	Young Eric struggles with the death of his grandfather, Ted. In the family barn—the place with the strongest presence of his grandfather—Eric surveys Ted's things. He remembers his grandfather's stories of life on the farm and reads the messages Ted wrote on the barn walls.	The main character and his family are White Canadians.
7 Days	Lesson 4.2 <i>Freedom Walkers</i> Russell Freedman nonfiction: book excerpt 1040L 1704 words pp. 288-299	This chapter from a history of the Montgomery Bus Boycott focuses on Claudette Colvin's role in the movement.	The main subject is a Black female. The author is a White male.
8 Days	Lesson 4.3 "Dawn" Tim Wynne-Jones fiction: short story 730L 6274 words "Mrs. Goldwasser" Ron Wallace poem 14 lines pp. 300-321	Story: It is almost Christmas, and 13-year-old Barnsey's parents are busy with their gift shop, so they send him to his grandmother's. Barnsey finds himself sitting next to Dawn, an adventurous girl. Despite their differences, Dawn and Barnsey become "mates" as they travel. When he reaches his destination and learns that his parents are divorcing, the memory of Dawn helps Barnsey cope. Poem: In this poem, Ron Wallace uses figurative language to describe a teacher's influence on her students.	Story: It is implied that the two main characters are White Canadians, male and female. Poem: Speaker is a White male; lead character is a White female.
7 Days	Lesson 4.4 "Looking for Work" Gary Soto nonfiction: memoir 1090L 2177 words pp. 322-333	Gary Soto recalls one boyhood summer when he decided to find a job in his working-class neighborhood. His plan was to become wealthy and live like the idealized characters in the situational comedies of the era. Even as he sets out toward his goal, however, he enjoys life with his poor and happy family.	The narrator and his family are Mexican Americans.

Author Diversity	Reading for Meaning	Literary Lens	Language Connection	Formative Assessments	Performance-Based Assessment Options
Black male					
White Canadian male	Create Mental Images	Figurative Language and Imagery	<ul style="list-style-type: none"> Vocabulary: Using Context Clues Language: Phrases and Clauses Speaking and Listening: Verbal Messaging 	<ul style="list-style-type: none"> After Reading Exit Ticket, p. 283 Lesson Exit Ticket, p. 287 Comprehension Check (Reproducible)* Vocabulary Check (Reproducible)* 	<ul style="list-style-type: none"> Imagery Essay, p. 285
White American male	Making Connections to Society and Culture	Compare and Contrast Two Portrayals of the Same Topic	<ul style="list-style-type: none"> Vocabulary: Using New Vocabulary Language: Fragments and Run-Ons Speaking and Listening: Nonverbal Messaging 	<ul style="list-style-type: none"> After Reading Exit Ticket, p. 295 Lesson Exit Ticket, p. 299 Comprehension Check (Reproducible)* Vocabulary Check (Reproducible)* 	<ul style="list-style-type: none"> Summary Essay, p. 297
Story: White English Canadian male Poem: White American male	Make Connections to Personal Experiences	Symbolism	<ul style="list-style-type: none"> Vocabulary: Changing Parts of Speech Language: Simple and Compound Sentences Speaking and Listening: Prepare Your Notes and Practice 	<ul style="list-style-type: none"> After Reading Exit Ticket, p. 317 Lesson Exit Ticket, p. 321 Comprehension Check (Reproducible)* Vocabulary Check (Reproducible)* 	<ul style="list-style-type: none"> Summary Essay, p. 319
Mexican American male	Use Background Knowledge	Analyzing Characters	<ul style="list-style-type: none"> Vocabulary: Multiple-Meaning Words Language: Complex and Compound-Complex Sentences Speaking and Listening: Monitor Your Audience 	<ul style="list-style-type: none"> After Reading Exit Ticket, p. 329 Lesson Exit Ticket, p. 333 Comprehension Check (Reproducible)* Vocabulary Check (Reproducible)* 	<ul style="list-style-type: none"> Compare and Contrast Essay, p. 330

*All reproducibles are available as digital downloads on Perfection Next.

Language Connection

uses the lesson reading passage as a jumping off point to teach key vocabulary, language, and speaking and listening skills.

Formative & Performance-Based Assessments

Measure understanding with Exit Tickets, Comprehension, and Vocabulary Checks at the lesson level.

Performance-based assessments enable higher-order thinking skills like analysis, synthesis, and evaluation.

Planning & Pacing

Easily plan lessons with the suggested days needed to teach a passage. Additional supports include:

- Author information
- Lexile level
- Genre
- Synopsis
- Character diversity
- Author diversity



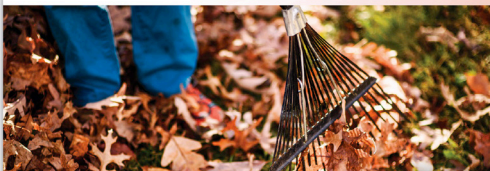
Enable Deep Understanding, Critical Thinking & Effective Communication

Students focus on a **reading comprehension** and **literary analysis** skill with each text. Skills are **color coded** from Before You Read, through the reading of the text, encouraging students to actively think about the text and apply the lesson skills.

Lesson 4.4 Before You Read

Looking for Work

memoir excerpt by Gary Soto



About the Author

Gary Soto (1952-) grew up in Fresno, California. His novels, short stories, and poetry for both young people and adults reflect his Mexican-American heritage. When Soto was five years old, his father died in a work accident, leaving his mother to raise three young children on her own. As a teen, Soto helped his family by working in the fields picking grapes and cotton or chopping beets. He studied creative writing in college and grad school and eventually taught writing at the University of California, Riverside. Soto has published more than 40 books and won numerous awards, including the Literature Prize from the Hispanic Heritage Foundation. In his Scholastic Booklist biography, he said, "Even though I write a lot about life in the barrio, I am really writing about the feeling experiences of most American kids."

Before You Read

Reading for Meaning and Literary Lens skills are introduced to activate or build upon prior knowledge. Skills are color coded and reinforced throughout the reading passage.

Reading for Meaning

Use Background Knowledge

The more you know, the more you can learn. This applies anytime you read a text too. When you read, you should connect what you are reading to **background knowledge** you already have. For example, if a text is all about families, you should think about what you know about families such as:

- What is your family like? How do they interact with each other?
- What are other families you know like? How do they compare to your family?

For some texts, it is particularly important to have certain background knowledge to understand the story. Just like you wouldn't be able to understand a college professor's paper on quantum mechanics without years of education on the subject, you need to have some knowledge about a topic in order to learn something new. If you ever find yourself in a situation where a story-making reference you do not understand, consider pausing your reading to do some research.

Literary Lens

Analyzing Characters

A **character** is a person or animal (real or imaginary) in a work of literature. Characters are important because they drive the story and help the reader understand and connect with the themes and topics being explored. The actions and thoughts of the characters reveal their motivations and perspectives and show how they interact with one another. Characters also serve as a lens through which the reader can gain insight into human nature and society. For example, "Looking for Work" includes Gary, the narrator; Debba, the narrator's sister and the narrator's friend; Little John. Each of these characters has a different point of view, and the way they voice their perspective may or may not appeal to you as a reader. By considering which characters you connect with and why, you are analyzing the story and learning about human nature.

Characters may be classified as round or flat. A **round character** is three-dimensional with multiple different character traits and complex emotions. They are well developed, and like real people, they are a mix of positive and negative traits. Their actions and decisions are influenced by their past experiences, beliefs, and emotions.

A **flat character**, on the other hand, is two-dimensional with only one or two character traits. Often flat characters are stereotypical so they conform to society's oversimplified view of certain people. They do not change throughout the story. They may serve as a foil (a contrast) to a round character, highlighting their traits or acting as a backdrop to the round character's journey and evolution.

As you read "Looking for Work," think about the characters. Which characters are most like and realistic? How do the flat characters interact with the round characters, and what is the impact of this interaction?

Flat Characters	Round Characters
single or one-dimensional	complex, not all good or all bad
easy to summarize	takes more work to summarize
few character traits	many character traits
remain the same throughout the story	change from beginning to end

Preview Passage Vocabulary

The following words appear in the reading passage. Which ones do you already know? Which are new to you?

mimicked	contorted	converged	bewilderment	profanity
stilled	contagious	feigned	rifts	descent

Graphic Organizers
Reinforce strategic reading and help students organize thoughts as they read.


During Reading Practice

Students pause and reflect to analyze the text-dependent **Active Reading** callouts placed throughout the selections. Callouts are labeled and color coded to indicate the skills focus. **Think About It** questions are in-text spiral reviews of previously taught skills to keep skills fresh and build automaticity.

Lesson 4.4 Interactive Reading

Looking for Work

memoir excerpt by Gary Soto



1. READING FOR MEANING

What do you know about families in old TV shows? How do you think they will compare to Gary's family?

2. THINK ABOUT IT

Identify details in paragraph 12 that describe the time and place in which events in the memoir happen.

3. ESSENTIAL QUESTION

What can you infer about Gary's family from how they interact with each other? How does this compare to the families Gary watches on TV?

4. LITERARY LENS

What details do you learn about Gary in paragraphs 22-24? How do these details develop him as a character?



Look Inside

Enable Deep Understanding, Critical Thinking & Effective Communication

Critical reading involves a higher level of involvement from a reader than casual reading. The reader will actively apply strategies and thought processes while raising questions about character dialogue, author's purpose, setting, and more.

Lesson 4.4. After You Read

Respond to the Passage

Discuss
Questions can be discussed as a class or have pairs of students work together to answer the questions and then share their answers with the class. If time is limited, assign a question to a small group of students who report back to the entire class.

Comprehend

- 1. Explain** He admired the uncomplicated routine by which the family lived. The children suffered no beatings and no rifts. He thought the parents showered the children with affection and that they had lots of friends and money. He envied the children's many clothes and toys. (DOK 2)
- 2. Understand** Answers will vary. Students should recognize that the narrator is happy with his life, and yet he still desires to have some of the comforts of middle-class sitcom characters. Challenge students to consider the irony in the final paragraph. Gary's life is fun and he has a loving family, but he still wants to be like the fake families on television. (DOK 2)

Analyze

- 3. Cite** Students should identify specific details that help them picture the time and place of the memoir. Details might include the names of TV shows Gary watches (*Father Knows Best*, *Leave It to Beaver*), descriptions of the neighbors (Mrs. Moore, Earl, the woman in a muu-muu, Mr. Jackson), and descriptions of places in the neighborhood such as St. John's Catholic School, the pool at Roosevelt High School, and the ditch where Gary and his brother play. (DOK 2)
- 4. Infer** Answers may vary. He likes swimming with his friend Little John and his sister Debra—enough to give them some of his hard-earned money. He likes laughing with his family at dinner, watching TV, and playing with found objects in the neighborhood. (DOK 2)

Evaluate

- 5. Reading for Meaning** Answers will vary. Students may say that Gary's family is similar to or different from others they know about in terms of their informality, economic status, ethnicity, or close bonds. (DOK 3)

4. Infer Answers may vary. He likes swimming with his friend Little John and his sister Debra—enough to give them some of his hard-earned money. He likes laughing with his family at dinner, watching TV, and playing with found objects in the neighborhood. (DOK 2)

Depth of Knowledge (DOK)

Levels are provided in the Teacher Wraparound Edition for quick reference.

After You Read

Students develop collaboration and higher-level thinking skills to demonstrate what they know. Tasks grow from basic comprehension skills to evaluation.

Lesson 4.4 After You Read

Respond to the Passage

Discuss
Refer to your recorded responses to the passage aloud as you discuss the following questions with your classmates.

Comprehend

- 1. Explain** Why did Gary want to imitate the family in *Father Knows Best*? Use details from the passage to support your answer.
- 2. Understand** At the end of the memoir, Gary is once again looking for work. Why?

Analyze

- 3. Cite** Which three details best help you picture the setting of the memoir? Use specific examples to support your answer.
- 4. Infer** What does Gary seem to like about his own life? Support your ideas with evidence from the text.

Evaluate

- 5. Reading for Meaning** Read the following paragraph from the story.
"A. Debra," my mother laughed. She started collecting the dinner plates, but my brother wouldn't let go of his. He was still drawing a picture in the bean sauce. Giggling, he said it was me, but I didn't want to listen because I wanted an answer from Mom. This was the summer when I gave the rooming to the front of the television that showed the comfortable lives of white kids. There were no beatings, no rifts in the family. They wore bright clothes; toys rambled from their closets. They helped into bed with kisses and made up glasses of fresh orange juice, and to a father sitting before his morning coffee while the mother hunted his room. They hurried through the day making french and gods of money, returning home to a warmly lit living room, and then dinner.
How are the families in this story similar to families you know? How are they different?

ESSENTIAL QUESTION CONNECTION:
Who are Gary's role models? What qualities do they have that he would most like to imitate?

Write
An author reveals the personality of a character by describing what they think, say, or do. In "Looking for Work," some characters are stereotypical, or described in oversimplified terms. For example, Gary stereotypes middle-class White families such as David King's family based on what he sees on television. He is also aware of how people stereotype him because of his social class and ethnic background.
Fill in the chart on the next page with words from the memoir that reflect each family. Then write a short essay that compares and contrasts the two families.

EQ
ESSENTIAL QUESTION CONNECTION:
Who are Gary's role models? What qualities do they have that he would most like to imitate?

Essential Question Connection

Students synthesize what they read and make connections back to the Essential Question.

Literary Lens Activity

In "Looking for Work," Gary Soto develops **characters** by describing what they look like, what they say, and what they do. He uses dialogue and vivid descriptive details to bring these characters to life.

Characters in a work of fiction or nonfiction may be classified as flat or round. A round character has several character traits and is more complex. A flat character, in contrast, has one or two character traits and does not have a well-developed personality.

Flat characters may be **stereotypes**, or characters that are drawn from an oversimplified attitude toward an identifiable group of people—cultural, ethnic, or otherwise. Gary is impressed with the stereotypical characters of White families that he views on TV. On the other hand, round characters are more realistic, with complicated feelings and motivations.

How would you describe characters in "Looking for Work"? Identify three characters in the memoir and classify them as either flat or round and as stereotypical or realistic. Find text evidence to support your analysis.

Character	Flat or Round?	Stereotypical or Realistic?	Evidence

Language Connection

Students practice and apply skill-based strategies for the acquisition of new **vocabulary**, including morphology, denotation and connotation, and domain-specific words.

Language activities are included where students are asked to practice and apply a language skill within writing.

Speaking and Listening: Monitor Your Audience

After you have written and prepared to deliver a speech with good verbal and nonverbal qualities, your next step is to give it. This, however, is not your last step. As you are presenting, you should **monitor your audience** and make minor adjustments as needed. Think about when your teacher gives directions. If the teacher notices that someone is not paying attention, what do they do? If they notice that your class is not understanding them, how do they change their approach? Consider the following:

What your audience is doing:	How you should respond:
Staring into space	Vary your volume or draw attention to your visual to give them somewhere to look.
Chatting with a neighbor	Make eye contact with the talkers so they know you see them—hopefully they will realize they are being disrespectful. You could pause, ask them to stop, or walk closer to them to draw their attention back to you.
Looking confused	Slow down your rate of speech and repeat your main ideas. Don't derail your momentum but find a way to pause.

Literary Lens Activity

The literary element for the passage is reinforced after reading for students to apply what they know. A graphic organizer helps structure their response

Lesson 4.4 Language Connection

Vocabulary: Multiple-Meaning Words

Multiple-meaning words are words that have more than one meaning. When you read, context clues can help you figure out which meaning of the word is being used. Recognizing multiple-meaning words and knowing how they are used can help you build your vocabulary.

APPLY

- Draw the chart below in your notebook.
- Use a dictionary to find two different meanings for each word below from "Looking for Work."

Word	Meaning #1	Meaning #2
descent		
riffs		

Choose one of the words in the chart. Then write a sentence using each meaning.

Meaning #1:
Meaning #2:

Domain-Specific Vocabulary: Memoir
"Looking for Work" is a **memoir**. The word *memoir* comes from the Latin word that means "memory." A memoir is a nonfiction account written from the viewpoint of the author about an important experience in their life.

APPLY
Explore this genre by answering the following questions:
1. What are two characteristics of a memoir?
2. What is one example of a memoir you have read or would like to read? Provide the title and the author's name.

Language: Complex and Compound-Complex Sentences

A **complex sentence** has one subordinate clause and one independent clause. There will often (but not always) be a comma between the subordinate and independent clause. Remember, a clause has a subject and a verb—don't mistake a clause for a prepositional phrase, which doesn't have a verb. For example, look at the following sentence from "Looking for Work":

When I asked if I could come along, he said no.

The independent clause is "he said no." The subordinate clause is "When I asked if I could come along"; Together, these form a complex sentence.

A **compound-complex sentence** has two independent clauses and one or more subordinate clauses. Once again, notice the commas that separate independent clauses and come after subordinate clauses at the beginning of sentences.

Connections Literature Unit Four

Speaking & Listening

Short activities support multi-modal learning and standards-based expectations.

Enable Deep Understanding, Critical Thinking & Effective Communication

Students **write in response to reading** and create their own, fully developed writing piece within each unit. Writing is intended to be a **synthesis** of what they read and a **reflection** of their understanding.

Writing in Response to Reading

Students practice text-based writing and on-demand writing using textual evidence to support their thoughts.


Write

An author reveals the personality of a character by describing what they think, say, or do. In “Looking for Work,” some characters are stereotypical, or described in oversimplified terms. For example, Gary stereotypes middle-class White families such as David King’s family based on what he sees on television. He is also aware of how people stereotype him because of his social class and ethnic background.

Fill in the chart on the next page with words from the memoir that reflect each family. Then write a short essay that compares and contrasts the two families.

Mentor Text
America's First Woman Soldier
by Richard Bauman

Directions: The following article corrects a myth about the Revolutionary War and gives information about a real historical figure, Private Deborah Sampson. As you read, pay attention to how the author uses facts and details to increase the credibility of the essay. Think about the way he contrasts the stories of Molly Pitcher and Deborah Sampson.



- There are many myths about the American Revolutionary War. One you may have heard is that a woman named Molly Pitcher was the only woman to have fought alongside men during that conflict. But that's not true. In fact, a person named "Molly Pitcher" didn't even exist.
- One woman, however, did serve for most of two years in the Continental Army! Deborah Sampson was the only female soldier to fight the British under George Washington, and she was the first woman to serve officially in America's armed forces.
- Deborah was born in Plympton, Massachusetts, near Plymouth, on December 17, 1760. She was fifth of the seven children of Jonathan and Deborah Sampson. One of her ancestors was William Bradford, a strong-willed Pilgrim leader who sailed on the *Mayflower* and was governor of Plymouth Colony.
- Deborah grew up in near poverty after her father abandoned the family. At the age of ten she became an indentured servant in the home of Jeremiah Thomas, a farmer with a large family that included five sons. She served in the Thomas household until she was eighteen years old.
- Among the skills she learned were the arts of spinning and weaving, cooking, and the use of farm equipment. It's claimed she also learned how to handle a musket by often going hunting with the Thomas boys. When her **servitude** ended in 1778, she became a teacher in a Middleborough public school.

1. THINK ABOUT IT
Draw a line under the article's thesis statement. Do you think it effectively introduces the topic? Why or why not?

2. THINK ABOUT IT
How is the information in the article organized? Does the order make sense?

servitude
the condition of being a servant

1 Continental Army: the name of the American army during the Revolutionary War
2 Pilgrim: a member of a Puritan Christian group
3 Mayflower: the name of the ship which carried the first permanent English settlers to North America
4 Plymouth Colony: the first permanent English settlement in North America
5 Indentured servant: a person who worked for a period of years in return for food and lodging, in exchange for paying off a debt or being taught a skill

Unit Four Connections Literature 363

Mentor Text

Students have access to a full-length mentor text in the same genre of the writing mode.

Think About It questions prompt the student to reflect on the author’s purpose and writing style.

Understanding How the Text Is Organized

Now that you've read and responded to the text, fill in the graphic organizer to help you understand the chronological organization of the text.

- First, rewrite the introduction in your own words.
- Then, identify key details from each major section of the body of article: Deborah's Early Life, In the Army, Life After War, and The True Story of Molly Pitcher.
- Finally, rewrite the concluding paragraph in your own words.

Introduction
Deborah's Early Life (1760–1781)
In the Army (1782–1783)
Life After War (1784–1827)
The True Story of Molly Pitcher
Conclusion

Writing Focus

Each unit wraps up with the writing prompt based on the unit Essential Question. The focus of the Writing Focus outlines the key elements of the writing mode covering:

- Narrative
- Informational/Expository
- Argumentative
- Literary Analysis

Dissecting the Mentor Text

Students analyze the structure and development of ideas in the mentor text and emulate these in their own writing.

Available on
Perfection Next®

Name _____ Class _____ Date _____

UNIT FOUR | LESSON 5

Ashes by Susan Beth Pfeffer

Write: Model Student Essay

Ashleigh's parents are foils; they have opposing qualities that highlight their differences. Ashleigh seems to be a combination of both parents. In fact, "Ashes," as her father calls her, is an embodiment of juxtapositions. Ashes are gray, which is black and white mixed. Ashes are the cold ruins of something that was once burning, hot and solid. How are Ashleigh's mom and dad foils of each other? How is Ashleigh a combination of her parents? Use examples and direct quotes from the text to support your answer. Write your answer as a short essay.

(Student answers will vary. A model of a student answer is provided below.)

In Susan Beth Pfeffer's short story "Ashes," the main character, Ashleigh, is the child of two divorced parents with very different characteristics. Ashleigh struggles to live in a world with such opposing personalities, but at the same time, she embodies them both. The author uses the parents as foils of each other to highlight their differences, and Ashleigh acts like the bridge between the characters.

In the story, Ashleigh's mother is characterized as a responsible and goal-driven individual. She is described as "straight as a yardstick," and she would never let Ashleigh "go hungry." It is clear she pays the bills, keeps her daughter fed and sheltered, and even tucks money away for emergencies, just in case. She does all this while finishing school and trying to advance her career. Ashleigh's mother is described as "not a dreamer" and is criticized for trying to tear down other's dreams.

In contrast, Ashleigh's father is a "dreamer." It is clear that he is spontaneous and takes risks, including with money. The story mentions that he owes money, is not keeping up with child support payments, and asks Ashleigh to take money from her mother. Ashleigh's father often makes promises that he cannot keep. However, he is charming and showers Ashleigh with loving compliments. As Ashleigh thinks, "every time I saw my father, the sun cast off a little more warmth."

Ashleigh embodies characteristics of both parents. Like her nickname, "Ashes," suggests, she is a combination of both parents. As she thinks about the dreams her

Model Student Essay

Using student models is an effective strategy to demonstrate effective writing students can emulate.

Lesson 4.7 Writing Focus

Before You Write

Informational Writing: Writing an Article

The purpose of most **informational writing** is to inform the reader. The author of an informational text wants the reader to learn something about a topic. To inform the reader, the author uses a variety of facts, details, and examples.

It's important to remember that while the main purpose of an informational text is to inform, the author also has other purposes. The author may also want to entertain the reader, because if the text is boring and the presentation of facts is not engaging, the reader will not remember the information. An author also wants to persuade a reader that, at the very least, the information in the text is worth knowing.

One of the most common forms of informational writing is the article, which often appears in newspapers and magazines. Often, the beginning of the article includes a thesis statement that focuses on an interesting aspect of the larger topic. A thesis statement reveals the writer's particular position on the topic. The writer will then back up the thesis with body paragraphs full of facts and details about the topic. Finally, the writer will conclude their article by reminding the reader of the overall topic. This format can be seen in the mentor text, "America's First Woman Soldier."

The following chart outlines the common format of informational essays and articles.

Introduction	
The introduction	Introduction: Ever heard of Alexander the Great, the man who conquered most of the known world before he was 22? He was from Macedonia. The area is still called that today, but now it is part of two countries—Greece and North Macedonia. You may not have heard of North Macedonia before, but this little country of just 2 million people has a fascinating history, including complex relationships with its neighbors.
<ul style="list-style-type: none"> presents the topic by introducing the subject matter of the essay. engages the reader in the topic. includes a thesis statement that states the specific aspect of the topic that the essay will discuss. 	
Body	
The body paragraphs support the introduction with	Example: After the fall of Yugoslavia, North Macedonia had a problem. Previously, education and pensions had been subsidized by the central government. Now, it would have to take care of those things for its citizens on its own.
<ul style="list-style-type: none"> engaging examples that include facts and details. precise wording and vivid descriptions. transitional words and phrases that link ideas and concepts. clear organizational strategies, such as definition, comparison/contrast, or cause and effect. formatting and graphics, if appropriate 	Example: The name North Macedonia is important. Greece considered the name "Macedonian" an affront to its sovereignty because it already had a province called Macedonia. Therefore, by just adding the word "North" in 2018, Macedonia was able to improve relations with its powerful neighbor and get one step closer to joining the European Union.
Conclusion	
The conclusion	Conclusion: North Macedonia has a fascinating culture and history. Its politics and economy are often influenced by its powerful northern and southern neighbors, yet it has itself maintained a distinct culture and survived into a post-Yugoslavia Europe. What awaits it in the future is still unclear: Will it join the European Union? Or will it find some other way to prosper in the modern world?
<ul style="list-style-type: none"> restates the topic. summarizes key ideas. may leave the reader with an interesting thought. 	

Enable Deep Understanding, Critical Thinking & Effective Communication

Practicing the mode of writing is supported with **step-by-step** process writing notes and a graphic organizer to help students plan their writing.

Informational Writing: Writing an Article

Now it's your turn to write an informational article. Follow the steps 1-7 to prepare, organize, and write your article.

Step 1: Unpack the Prompt

Throughout this Unit, you've read about how role models are an important part of developing one's own sense of identity and values. Using the mentor text as a guide, write an essay about a role model whose talents you respect and admire. Choose an accomplished person, such as an artist, athlete, activist, writer, musician, politician, or historical figure. Your essay should include at least four specific examples of the traits you admire and why you see this person as a role model for young people.

Your essay should have three parts:

- An introduction that establishes the topic and includes a thesis statement.
- Body paragraphs with traits and specific examples based on your role model.
- A conclusion that follows from and supports the information in the body.

Step 2: Brainstorm

Brainstorming can take many forms. Mostly, it helps you quickly gather ideas. Then, in the next step, you can start organizing those ideas. Try the following techniques for brainstorming ideas for your informational essay:

- What traits do you think are important in a role model?** Consider which traits are important for living a good life. Write down anything that comes to mind. At this point, don't worry about writing well. Just get your ideas down.
- Who are some people you can think of who have these traits?** List the names of at least three people with some of these traits. After each name, list which traits they have. Just write whatever first comes to your mind.
- What examples can you think of that show people had these traits?** Write down an example for each person you wrote about. Don't worry about writing in complete sentences or your spelling, just get the words down on paper.
- Finally, look at what you have written. Which person do you know most clearly demonstrates they have traits you consider important, which can be proven by facts and examples? That person may be a good topic for your essay.

Step 3: Research

To begin your research, choose two possible subjects for your article. That way, if there is a problem with your first choice (such as not having enough sources), you will have a backup.

Using online searches as well as books and articles, research your subject. Keep a record of the information you find and where you found it. Write down important names, dates, and events, like the ones included in the model article.

Be careful to evaluate each source's credibility. For example, if you chose to write about a famous person, the information in a long newspaper interview or a firsthand video is more reliable than information on a blog or tabloid website.

Avoid plagiarism by paraphrasing and citing your sources correctly. Use the information in the blue box on the next page to guide your work.

Unit Four Connections Literature

Writing Process in the Mode

All writing is not the same. The process writing steps the student through the unique considerations of the mode.

Spotlight: Paraphrasing and Citation

You can avoid plagiarism through paraphrasing and citation. As long as you give credit where it is due and work to build on the knowledge you gain, you can avoid copying the work of someone else.

Paraphrasing is putting someone else's ideas in your words. This can help you communicate big ideas to your reader without interrupting your voice as a writer. You still need to give credit to your source through citation.

Citation is information that directs your readers to your sources. This can add credibility to your writing and help your reader know where to look for more information. There are many types and styles of citation.

Citation Type	Explanation
In-text citation	These appear within the text you are writing and directs your reader to your Works Cited page for a full citation. They can include the author's name, the page number, or the article's date of publication, depending on the citation style you are following. Examples: (Smith 24) or ("Smithsonian Institution")
Works Cited page	This will appear at the end of your essay or article. This is an alphabetized collection of your sources that will tell your reader where you got your information. Each citation may include the author's name, title of the work, date it was published, the date you found the information, and who published it, depending on the citation style you are following.

Your teacher might have a citation style preference, such as MLA, APA, or Chicago. There are comprehensive guides for each of these online, so be sure to capture the right information about each source you use.

Step 4: Organize Your Ideas

Fill out the following chart to help you organize your ideas.

- The **introduction** should establish the topic and include a thesis statement.
- The **body** of your essay should include four traits that make your person a role model, examples that show how that person demonstrates each trait, and commentary that connects each example to your own ideas.
- The **conclusion** should summarize your key points and give your reader something to think about.

Introduction
Body
1. Trait and Example:
2. Trait and Example:
3. Trait and Example:
4. Trait and Example:
Conclusion

Graphic Organizers
Help students organize ideas and structure their draft.

Spotlight: Organizational Structures

The order in which information is presented helps the audience understand your main ideas and keeps them engaged. Here are some common organizational structures:

- Chronological order:** This approach presents information in the order that events occurred, starting with the earliest or most relevant event and moving forward in time.
- Cause-and-effect order:** This structure explains how one event or phenomenon leads to another.
- Compare and contrast order:** This structure shows the similarities and differences between two or more things or ideas.
- Topical order:** This approach groups related information by topic or category, making it easy for readers to understand and remember the main points.

As you organize your ideas for your article, consider which strategy will work best for your information. "America's First Woman Soldier" uses chronological order, but you may find another order works better for your ideas.

Step 5: Draft Your Essay

Using the chart from step 4 as a guide, write your essay. This will be your first draft.

Step 6: Revise Your Draft

Check your work using the Tips for Revision as a guide. Also, ask someone else to check your article.

Tips for Revision

- Introduction:** Underline the thesis statement.
 - Is the thesis statement clearly worded and supportable by evidence?
 - If not, reword for clarity.
- Ideas:** Double underline or highlight key facts, reasons, quotes, and other details.
 - Is the thesis supported by traits and examples?
 - Does the writer include specific information, such as examples, anecdotes, and facts?
 - If not, add specific information to support the thesis. There should be four traits supported by specific examples.
- Organization:** Put a box around or highlight linking words that show relationships between ideas, such as *first*, *however*, *likewise*, *in contrast*, *next*.
 - Are the ideas presented in order and linked with transitional words or phrases?
 - If not, add transitional words or phrases.
- Word Choice:** Circle any words that seem especially fresh or vivid.
 - Does the writing contain too many general statements or uninteresting words?
 - Cross out and replace words that are not exciting or precise.
- Conventions:** Check for errors in spelling, capitalization, and punctuation.

Step 7: Write Your Final Essay

Rewrite your essay. This will be your final draft.

Online Resources
Access additional writing supports online like **graphic organizers** and **editable rubrics**.

Spotlight

Students take a deeper dive into a writing skill—it's like an embedded minilesson!

Available on Perfection Next®

Informational Writing Rubric

	4	3	2	1	Score
Focus, Structure, & Organization	<ul style="list-style-type: none"> Writing has unity; the ideas fit together logically (coherence). Focus is appropriate to the occasion and the audience. Organization is appropriate for the topic; an introduction, body, and conclusion are included. Transitions are used effectively. 	<ul style="list-style-type: none"> Writing is mostly unified; the ideas fit together logically (coherence). Focus is mostly appropriate to the occasion and the audience. Organization is mostly appropriate; an introduction, body, and conclusion are included. Transitions are used mostly effectively. 	<ul style="list-style-type: none"> Writing is somewhat unified; some ideas fit together logically (coherence). Focus is somewhat appropriate to the occasion and the audience. Organization is not always clear; an introduction, body, or conclusion is missing. Transitions are used somewhat effectively. 	<ul style="list-style-type: none"> Writing lacks unity; ideas don't fit together logically. Focus is not appropriate to the occasion and the audience. Organization is confusing; an introduction, body, and conclusion are missing. Transitions are missing. 	
Content & Style	<ul style="list-style-type: none"> Ideas are clear and relevant. Ideas are mostly clear and relevant. 	<ul style="list-style-type: none"> Ideas are somewhat unclear and many lack interest. Main idea/thesis statement is vague. Supporting ideas are somewhat relevant. 	<ul style="list-style-type: none"> Ideas are unclear and lack interest. Main idea/thesis statement is missing. Supporting ideas are not relevant. Writing lacks depth of thought. 	<ul style="list-style-type: none"> Ideas are unclear and lack interest. Main idea/thesis statement is missing. Supporting ideas are not relevant. Writing lacks depth of thought. 	
Language	<ul style="list-style-type: none"> Words are precise and used effectively. Sentences are varied and well-constructed. Grammar, usage, and mechanics are correct. 	<ul style="list-style-type: none"> Words are somewhat precise and used somewhat effectively. Sentences are somewhat choppy and lack variety. Several grammar, usage, and mechanic errors. 	<ul style="list-style-type: none"> Words are very general; terms are not appropriate for the topic. Sentences are choppy and lack variety. Many grammar, usage, and mechanic errors. 	<ul style="list-style-type: none"> Words are very general; terms are not appropriate for the topic. Sentences are choppy and lack variety. Many grammar, usage, and mechanic errors. 	
	Total Score:				

Name _____ Class _____ Date _____

UNIT FOUR | LESSON 7

Step 4: Organize Your Ideas

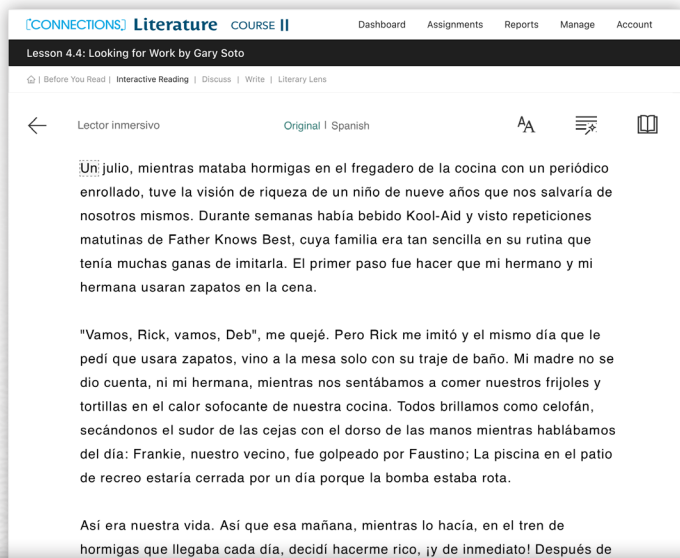
Fill out the following chart to help you organize your ideas.

- The **introduction** should establish the topic and include a thesis statement.
- The **body** of your essay should include four traits that make your person a role model, examples that show how that person demonstrates each trait, and commentary that connects each example to your own ideas.
- The **conclusion** should summarize your key points and give your reader something to think about.

Introduction
Body
1. Trait and Example:
2. Trait and Example:
3. Trait and Example:
4. Trait and Example:
Conclusion

Available on Perfection Next®

Engage all students in learning using the latest instructional technology to ensure all your students can **access** and **comprehend** the text.



Immersive Reader

Comprehension is the gateway to meaning, and state-of-the-art **Immersive Reader** technology delivers. ALL students have the power to:

- Adapt the passage based on their own learning needs.
- Translate the text into over 100 languages with audio support.
- Enhance learning with picture dictionary, line focus, parts of speech, and more.
- Customize readability by changing font type, text size, and background colors.

Interactive Editions

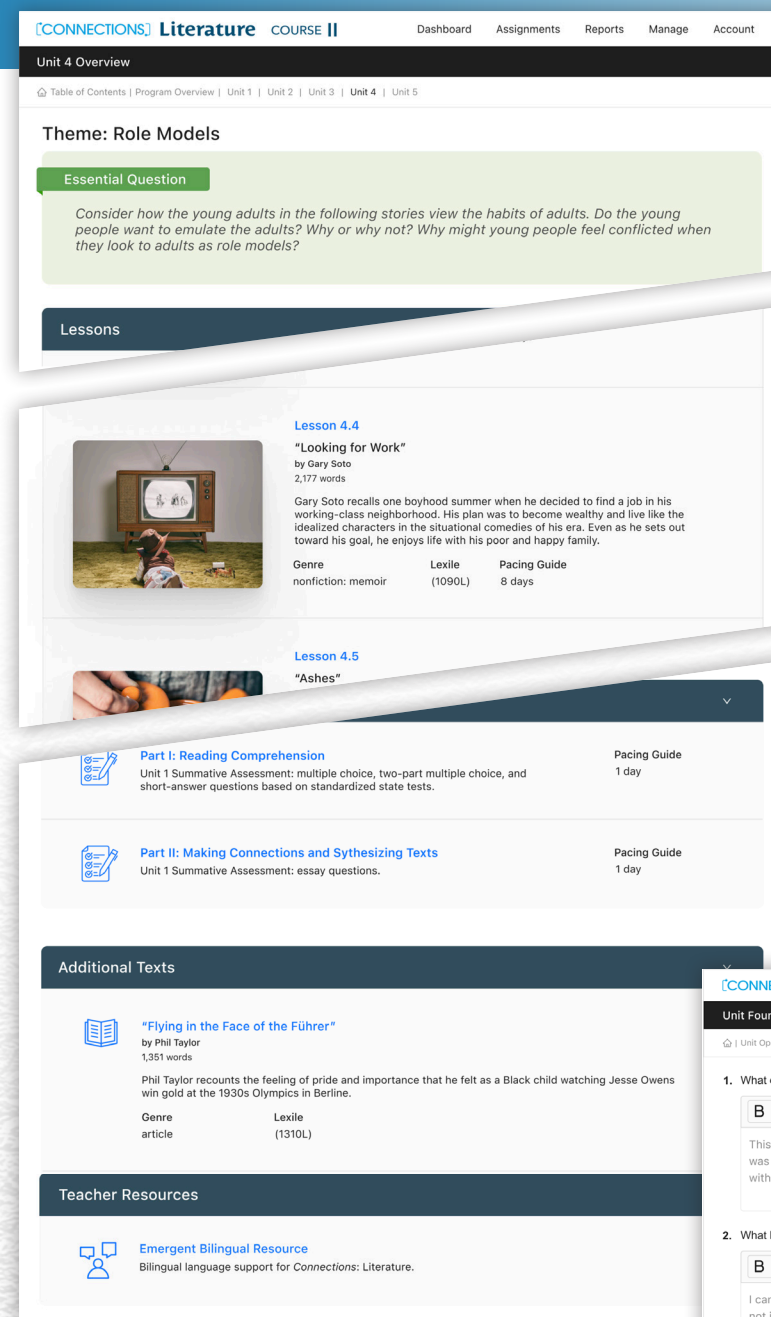
Students can easily:

- Mark up the text with highlighting.
- Add notes and capture ideas in a digital notebook.
- Cite textual evidence as they write in response to reading.

Interactive Activities

Apply learning objectives, **synthesize** evidence, and **practice** using a variety of items, organizers, and writing prompts.

Character	Flat or Round?	Stereotypical or Realistic?	Evidence
Enter your answer	Enter your answer	Enter your answer	Enter your answer
Enter your answer	Enter your answer	Enter your answer	Enter your answer
Enter your answer	Enter your answer	Enter your answer	Enter your answer

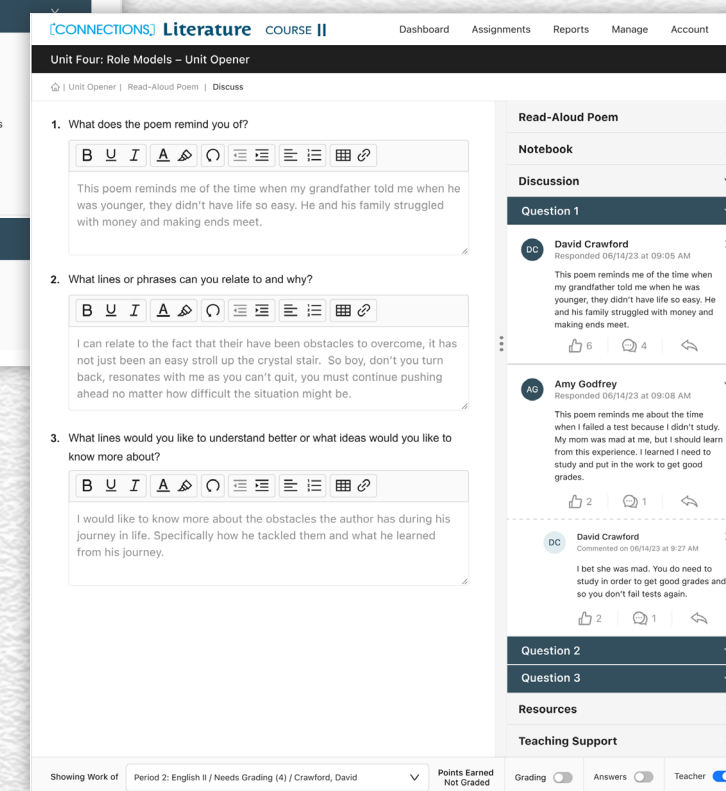


Teaching Resources

Quickly and easily find the program-level, unit-level, and selection-level supporting resources from the **Teacher Dashboard**.

Digital Collaboration

Students can share ideas and collaborate with peers using the interactive collaboration feature.



Empower Academic Growth & Remove Learning Barriers

Comprehensive teacher resources help deliver instruction with ease.

Unit Opener and Goal Setting

Teaching support offers questions to guide students in examining the unit theme and Essential Question, establish **learning goals**, and conduct small group discussions.

Unit Four Introduction

Role Models

Unit Four Goals

To begin Unit Four, cover the following as a class:

- Explore the Unit Theme by discussing the Essential Question.
- Preview the Unit Goals, identifying which skills students already have mastered and which they will improve as they work through the Unit.

1. Context: Tell students that you are beginning a Unit that focuses on how a young adult's view of their role model can change as they grow. Read together the Unit Theme and the Essential Question.

2. Discuss: Arrange the class into small groups to discuss the Theme and the Essential Question. Alternatively, you could do a Socratic seminar to discuss questions that are more open-ended, such as 3 and 4. Display the following questions:

- Who are some role models in your life? Why do you look up to them?
- What are the characteristics of a good role model?
- Why do our opinions of people change over time?
- Consider how young people in previous stories challenged the adults in their lives. How can young people be role models?

ESSENTIAL QUESTION
Consider how the young adults in the following stories view adults. Do the young people want to emulate the adults in their lives—why or why not? Why might young people feel conflicted when they look to adults as role models?

Discuss

- Who are some role models in your life? Why do you look up to them?
- What are the characteristics of a good role model?
- Why do our opinions of people change over time?
- Consider how young people in previous stories challenged the adults in their lives. How can young people be role models?

Unit Four Goals

- Create mental images while reading
- Analyze author's use of figurative language and imagery
- Make connections to society, culture, and personal experiences
- Compare and contrast a nonfiction historical text to a multimedia version on the same topic
- Analyze flat and round characters in a story
- Understand how symbolism creates meaning in a story
- Generate questions during reading to increase comprehension
- Identify and analyze how juxtaposition highlights the difference between characters
- Identify types of conflict and its relationship to plot
- Write an informational article

Unit Four Goals

Call students' attention to the Unit Four Goals. Explain that throughout this Unit, they will be reading stories and articles that

Read-Aloud Poem Lesson Goals

In this lesson, students will

- Discuss the structure and theme of the poem and how the theme relates to the Unit Essential Question.

1. Context: Ask students the following questions:

- Have you ever climbed up several sets of stairs in a building? Describe what that is like. Where can you rest while climbing?
- Look at the second line of the poem. To what is life being compared?

If students struggle to figure out the metaphor, break down the thinking process for them by asking the following questions:

- What is the function of a stairway?
- What directions do a stairway take you?
- Which is easier: going up a stairway or going down a stairway? Why?

2. Vocabulary and Language: Explain any unfamiliar references, such as:

- kinder – "kind of"
- landin's – informal for "landings," flat places on a staircase where the stairs turn or end

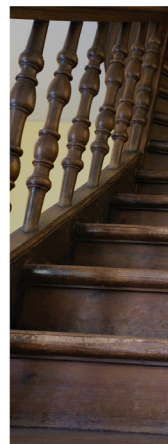
Ask students why Hughes uses informal speech. Discuss how it makes his poems accessible and realistic. Have students keep an eye out for other instances of informal speech in the poem and be prepared to discuss Hughes's meaning.

Read-Aloud Poem

Mother to Son

Langston Hughes

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I've been a climber' on,
And reachin' landin's,
And turnin' corners,
And sometimes gain' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still gaitin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.



Lesson 4.4 Before You Read

Essential Knowledge and Skills

- Reading:** Use Background Knowledge, Analyze Characters
- Vocabulary:** Multiple-Meaning Words
- Language:** Complex and Compound-Complex Sentences
- Speaking and Listening:** Monitor Your Audience

Lesson Goals

In this lesson, students will

- analyze characters as flat or round and stereotypical or realistic.
- apply their background knowledge to better understand a text.
- use context to differentiate multiple-meaning words.
- identify complex and compound-complex sentences.
- monitor the reactions of an audience and speech accordingly.

For an editable daily lesson planner, [G7U4L4Planner.docx](#).

Essential Knowledge and Skills / Lesson Goals

Provided at the beginning of each lesson, teachers clearly see the skills covered throughout the lesson.

Editable Lesson Planners

Referenced in the Teacher Wraparound Edition, the editable planners are available online on Perfection Next.

Weekly Lesson Plan: Grade 7, Unit Four, Lesson 4.4 "Looking for Work"

Class:	Day 1 (of 7) Before You Read, pp. 322-323	Day 2 (of 7) Read, pp. 324-329	Day 3 (of 7) After You Read, p. 330	Day 4 (of 7) After You Read, pp. 330-331	Day 5 (of 7) After You Read, p. 331
Skills	Reading: Using Background Knowledge, Analyzing Characters Vocabulary: Preview Academic Vocabulary	Reading: Using Background Knowledge, Analyzing Characters Vocabulary: Preview Passage Vocabulary	Reading: Using Background Knowledge, Analyzing Characters Speaking & Listening: Respond to the Passages—Discuss	Reading: Using Background Knowledge, Analyzing Characters Writing: Write in Response to Literature	Reading: Analyzing Characters
Bellringer	Slides Unit Four, Lesson 4.4, Slides 1-10 minutes				
In-Class Lesson	About the Author—5 minutes Reading for Meaning—10 minutes Library Lens—20 minutes Classroom Slides: G7U4Lesson4Slides.ppt, Slide 3	Preview Passage Vocabulary—5 minutes Essential Question Connections—5 minutes Library Lens—40 minutes Classroom Slides: G7U4Lesson4Slides.ppt, Slides 4-5	Respond to the Passage: Discuss—40 minutes Classroom Slides: G7U4Lesson4Slides.ppt, Slides 8-13	Respond to the Passage: Write—40 minutes Write (Digital Resources) Write: Model Student Essay (Digital Resources) Classroom Slides: G7U4Lesson4Slides.ppt, Slides 14-15	Library Lens Activity—40 minutes Library Lens Activity: Analyzing Characters (Digital Resources) Classroom Slides: G7U4Lesson4Slides.ppt, Slides 16-17
Vocabulary	Domain-Specific Vocabulary: TE p. 66 Classroom Slides:	Passage Vocabulary: SE TE p. 67 Classroom Slides: G7U4L4_Vocabulary.ppt, Slides 1-2			

Available on Perfection Next®

"Looking for Work" by Gary Soto

Bellringer

Directions: The following clip is from a classic TV show called Father Knows Best. Watch the clip, discuss the questions.



- How would you describe the family in the video?
- What are some positive things about the family in the show? What are some negatives?
- Which television family is most like your own family? Why?

Available on Perfection Next®

PowerPoint Presentations

Ready-made and editable presentations include **embedded videos** and models to build background knowledge and prepare students for learning.

Empower Academic Growth & Remove Learning Barriers

Reach the needs of all learners, from striving to thriving, with point-of-use teaching notes and suggestions for differentiation.

SS Strategic Support

- Allusions** As they read this memoir, some students may need extra help understanding the allusions Soto makes to popular culture.
- **Reteach:** Remind students that an allusion is a reference to someone or something outside of the text, such as another work of literature, a well-known person, or an event. Explain that there are four kinds of allusions: biblical, literary, historical, and cultural.
 - **Return to Text:** Ask a volunteer to identify an allusion in the first paragraph of "Looking for Work." Explain that *Father Knows Best* was a popular American TV sitcom that first aired in 1954 and ran for six seasons. Have students identify additional allusions to pop culture in the text (Coke, Pepsi, Kool-Aid, *Leave It to Beaver*).
 - **Reassess—Ask:** *Why does Soto use cultural allusions in his memoir?* Students may say that allusions to popular culture help establish Gary's character and the memoir's setting.

Strategic Support

Offers content for a variety of teaching approaches to support the needs of striving readers.

Challenge & Extension

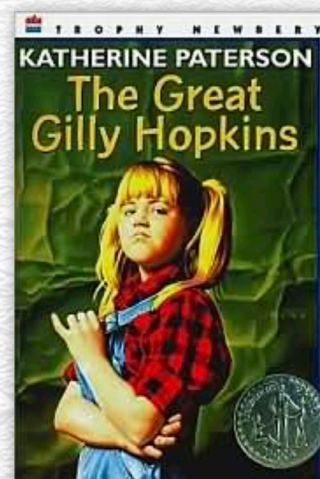
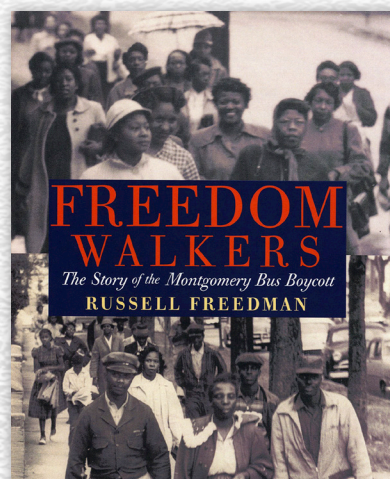
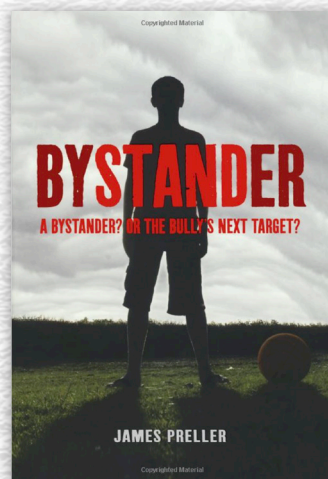
Materials provide opportunities for advanced learners to respond to material at higher levels of complexity.

CE Challenge and Extension

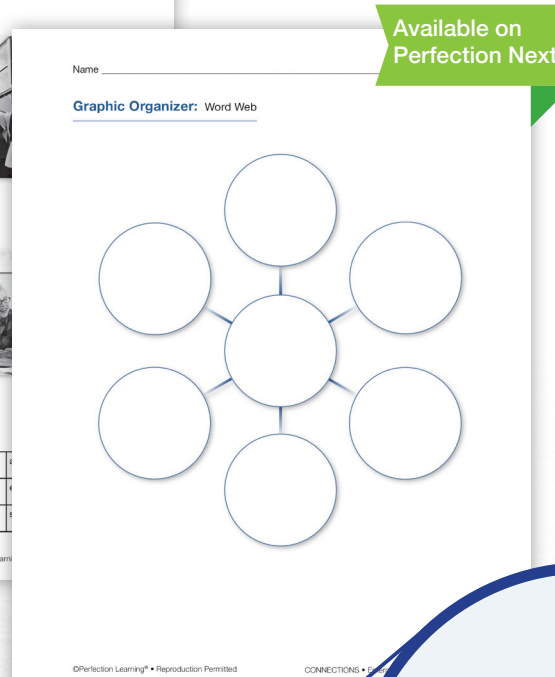
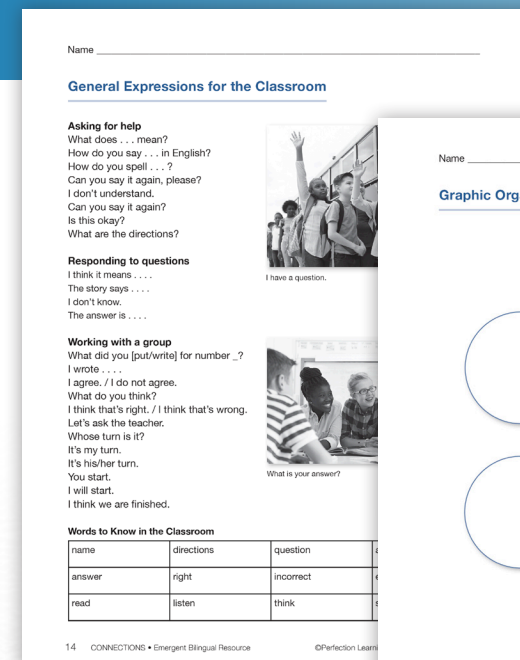
- Write a Résumé** Instruct students to imagine that Gary puts together a résumé to help him find jobs and achieve his goal. With a small group of classmates, they will create a résumé for Gary using details they find in "Looking for Work" and details they make up. They should include these headings: Skills, Achievements, Experience, and Education. They should present this information using proper résumé formatting.
- Read On** Have students read additional chapters from *Living Up the Street* by Gary Soto or appropriate grade-level poems and stories he has written about childhood. Encourage volunteers to share what they learn about what it was like for him growing up Mexican American in Fresno in the 1960s.

Related Longer Works

Extend learning with longer, award-winning texts connected to the unit themes and Essential Questions.



See Lexiles for each title



Available on Perfection Next®

Emergent Bilingual Resource

Teachers have tips and tools readily available to provide the best learning environment for emergent bilingual learners.

EBL Emergent Bilingual Learners

Proper Nouns Tell students that a proper noun is a word that names a specific person, place, or thing. Explain that proper nouns begin with a capital letter.

To help students recognize proper nouns and understand their meaning, have them work in small groups to create a collage. List the following proper nouns from the memoir on the board: Kool-Aid, Coke, Pepsi, Bermuda grass, Polynesian tribe, Mexican.

Say the following:

- Choose three proper nouns from the list or others you find in the memoir.
- Write the proper noun on a large sheet of poster board.
- Illustrate each of the proper nouns using stock photos, pictures, or original drawings.

classroom. **BEGINNING**

EBL Emergent Bilingual Learners

Domain-Specific Vocabulary Help students understand the terminology by encouraging them to give examples of key terms.

- **hook** an opening statement or example meant to be interesting and engaging
- **thesis statement** a statement that reveals the main idea of a piece of writing
- **body paragraph** paragraphs that provide support for the introduction
- **topic sentence** an introductory sentence stating the main idea to be discussed in a paragraph
- **conclusion** a final paragraph that finishes an article
- **inform** to give facts and details about a topic

After reviewing these definitions, divide students into groups of two to three. Have the groups use the words in context and give an example. Example: "hook is 'Did you know that stairs are more dangerous than skydiving?'"

INTERMEDIATE

EBL Emergent Bilingual Learners

Juxtaposition and Antonyms Explain to students that a juxtaposition compares two things. Sometimes those things have opposite qualities, meaning they are very different. Words that have opposite meanings are called antonyms. Most of the time, we use a thesaurus to find words that have similar meanings, but a thesaurus also has a list of antonyms, words with opposite meanings. Write five to six words that describe the father in the story on the board.

Some example words are provided:

- irresponsible
- spontaneous
- charming
- encouraging
- manipulative

Have students copy these words into their notebooks. Be sure to help provide definitions and examples of each word as they are discussed. Then, working in pairs, have students use either in-class thesauruses or an online thesaurus such as thesaurus.com to look up the antonym of each word. Model how to find the antonym for the first word. Students should write the antonyms next to the original words. When the class is finished, have a discussion about whether the antonyms are good descriptive words for Ashleigh's mother.

ADVANCED

...ers you find in the memoir.
...er board.
...k photos, pictures, or original drawing
...classroom. **BEGINNING**

...the words in context and give
...diving?" **INTERMEDIATE**

- charming
- encouraging

...rds into their notebooks. Be sure
...rking in pairs, have students use ei
...e antonym of each word. Model how
...iginal word. When the class is finishe
...h's mother. **ADVANCED**

Emergent Bilingual Learners

Support for students from **beginning** to **advanced** English proficiency levels are provided in the Teacher Wraparound Edition at point-of-use.

Empower Academic Growth & Remove Learning Barriers

Measure student understanding and build a plan for success with robust **formative and summative assessments**.

Assessments

Lesson Exit Ticket

Before they leave, have students write a short response to the following prompt:

- *What aspects of Gary's family life are the most admirable? Why?*

Exit Tickets

Monitor student understanding of the selection or quickly assess the skills taught in the lesson.

Assessments

After Reading Exit Ticket

Before they leave, have students write a short response to one of these prompts:

- *Which dinner would you rather be a part of the Leave It to Beaver dinner or the Soto dinner? Why? Use specific examples from the story.*
- *Have you had a teacher who sat "good students with the bad"? What impact did it have? Which group would you be in (or have you been in), and why?*
- *What type of character is Gary, round or flat? How do you know?*

Name _____ Class _____ Date _____

UNIT FOUR | LESSON 4

Looking for Work

Comprehension Checks

Choose the best answer or answer.

1. At dinner, Gary wants his father to
 - A. tell stories.
 - B. put on shoes.
 - C. wear swim trunks.
 - D. watch TV.
2. Gary tries to make money by
 - A. mowing lawns.
 - B. babysitting.
 - C. raking leaves.
 - D. cleaning gutters.

PART A

Why does Gary think he and his father are different?

- A. They will earn more money.
- B. They will be more accepted.
- C. They will use better manners.
- D. They will get along better.

PART B

What sentence from the story best describes Gary's feelings about his father?

- A. "Our own talk at dinner was so different."
- B. "A year later she would give me a brother and me when I was born."
- C. "White people would like to see me."
- D. "I suddenly felt alive as I saw my father."

Name _____ Class _____ Date _____

UNIT FOUR | LESSON 4

Looking for Work by Gary Soto

Vocabulary Check

Use context clues to identify the correct meaning of the underlined word.

1. Rafe got a look of **bewilderment** on his face when he found out his paper was due the day before.
 - A. satisfaction
 - B. confusion
 - C. terror
 - D. anger
2. "I am a Russian by **descent**," the old man told the immigration officer.
 - A. tradition
 - B. choice
 - C. law
 - D. ancestry
3. The coach could hear **profanity** coming from the locker room after the basketball team lost the championship game by one point.
 - A. shouting
 - B. swearing
 - C. laughter
 - D. cheering
4. The two brothers had many **rifts** over whose turn it was to do chores.
 - A. jokes
 - B. talks
 - C. quarrels
 - D. agreements
5. Angie stayed home from work until she was sure her cold was no longer **contagious**.
 - A. infectious
 - B. uncomfortable
 - C. apparent
 - D. worsening
6. Tia's little brother didn't want to go to school today, so he **feigned** having a stomachache.
 - A. reported
 - B. faked
 - C. imagined
 - D. admitted

PART A

Read this passage from the memoir.

My mother didn't notice, nor did my sister, as we sat to eat our beans and tortillas in the **stifling** heat of our kitchen. We all gazed like cellophane, wiping the sweat from our brows with the backs of our hands as we talked about the day: Frankie our neighbor was beat up by Faustino; the swimming pool at the playground would be closed for a day because the pump was broken.

What is the meaning of the word **stifling** as used in this excerpt?

- A. hot
- B. refreshing
- C. pleasant
- D. lukewarm

Selection Comprehension & Vocabulary Checks

Identify student understanding and proficiency with these selection-based checks. Each question is tagged with a DOK level and model answers for open response questions.

Assessments also available online.

- Objective questions can be completed and scored automatically
- Short and extended response questions digitally scored by the teacher using embedded rubrics
- All scored questions populate reports in Perfection Next

Available on Perfection Next®

Diagnostic Pretest

A comprehensive **Diagnostic Pretest** assesses students' skills at the beginning of the year to get a baseline measurement of what they know.

Diagnostic Pretest SESSION 1

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice.

Directions: Read this story. Then answer questions 1 through 7.

True Courtesy

- 1 While in Bristol, the prince stepped into the Exchange, where all the great merchants had convened. The townspeople had not expected him, therefore, no preparation had been made to receive him with honor; and the merchants stood in little groups, consulting anxiously.
- 2 One by one, the merchants slipped away, ashamed to ask the prince to their homes. At last, one approached the prince, bowed low, and said, "Excuse me, sir, are you the husband of our queen?"
- 3 "Yes, I am," was the answer.
- 4 "I am John Duddleston, sir, only a dress-maker," said the man. "I ask you and the gentleman to come to my humble home, where you will be most welcome."
- 5 "I am delighted to accept your invitation," said the prince. "If you lead the way, we will follow at once."
- 6 Mrs. Duddleston was shocked when Mr. Duddleston arrived home with the queen's husband and announced he would be joining them for dinner. With nervous excitement, she proudly welcomed him. "I apologize that our dinner will be humble fare," she said, "only roast beef and plum-pudding." The prince thanked her for her kind gesture and sat down.

Name _____ Class _____ Date _____

GRADE 7 END-OF-COURSE ASSESSMENT

I. Reading Comprehension

Passage 1: "The Tides of Change" by Victoria Marie Lees

- 1 Marie trailed along the ripples of the cool Atlantic as she and her little sister walked the beach in Stone Harbor, New Jersey.
- 2 "Why does Mom have to go?" Evelyn asked for the umpteenth time.
- 3 It dawned on Marie why Dad had told her to take Evelyn for a walk at the point. It was a quiet stretch of sand beyond the short sea wall, without beachgoers and lifeguard whistles constantly blaring. This was the perfect place where Evelyn could talk to her away from their parents.
- 4 "Mom's a nurse in the army reserves," Marie said. "When the army needs more nurses, they call her up."
- 5 That was the easy answer. It didn't stop the nightmares from happening, especially now that Marie was getting older and understood more about what was going on in the world. Sometimes she hated current events. Her trouble sleeping started again after Dad had explained Mom's mobilization at her last swim meet of the season, right before vacation.
- 6 "Evelyn was only three when Mom was last activated five years ago," Dad had reminded Marie. "You're older now and you understand. I need help convincing your little sister that Mom will come back."
- 7 No, Marie didn't understand. If only she could get Dad to see that being thirteen didn't make her any less scared for Mom. How could she convince her sister when she needed convincing herself? Marie sighed and scanned the ocean. The water was still chilly, but she searched for dolphins to distract Evelyn. No fins in the water today.
- 8 The breeze blew in off the ocean, making the afternoon's heat bearable. Marie was glad she and Evelyn were there swim alone. They wouldn't have to keep putting sunscreen on. The shirts kept their shoulders from getting sunburned like last time.
- 9 They walked on in silence, just the girls calling to each other, and the sandpipers rushing in and out of the water's edge, plucking tiny clams out of the sand. Marie peeked over her shoulder to study Evelyn's face beneath the sun hat as they kicked at the ripples on the beach. The bit lip, the eyes darting back and forth, troubled her.
- 10 "Let's walk down to Herford's inlet and watch the confluence where the ocean meets the inlet," Marie said. "It's high tide. The walk's shorter."
- 11 Evelyn only nodded.
- 12 "The inlet has warmer water. Remember?"
- 13 Her sister just shrugged.
- 14 Marie stopped walking, and Evelyn bumped into her. Marie turned around and took hold of Evelyn's shoulders. "Mom will come back. She did last time." Marie knew she desperately needed to focus on that herself.
- 15 "But where's she going?" Evelyn's lip quivered.

Mid-Year Assessment

A comprehensive **Mid-Year Assessment** evaluates student progress midway through the school year. Skills and DOK levels are provided for each question.

Mid-Year Assessment SESSION 1

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice.

Directions: Read this article. Then answer questions 1 through 6.

Harriet Beecher Stowe

- 1 In the years before the Civil War, people in this country strongly disagreed about slavery. Many plantation owners in Southern states claimed slavery was a necessity, while most people in Northern states believed slavery was wrong. Many slaves tried to escape from the Southern states. They traveled through the Northern states on their way toward freedom in Canada. Since their masters sometimes pursued them, they had to travel secretly, often seeking the help of abolitionists.¹ Harriet Beecher Stowe, a writer and one of Ohio's most famous abolitionists, helped many of the runaway slaves. She also listened to their stories. *Uncle Tom's Cabin*, her famous novel about the life of a slave, informed people about the cruelty of slavery. It is one of the most important books in American history.
- 2 Harriet Beecher was born on June 14, 1811, in Litchfield, Connecticut, where her father, Lyman Beecher, was a well-known minister. Many people knew the Beecher family for their dedication to education, religious faith, and concern about others. Reverend Beecher often preached against slavery in his sermons and encouraged his children to learn and care about social issues. Nearly all of his eleven children dedicated their lives to helping others. Many became ministers, educators, and writers.
- 3 Harriet's family provided her with an excellent education. When her older sister, Catharine, opened a school for women in Hartford, Connecticut, Harriet moved there at age 13 to attend. The school offered a rare chance for young women to study seriously. There Harriet learned subjects normally taught only to boys at that time. The school also

¹Abolitionists: people who believed that slavery should be brought to an end.

End-of-Course Summative Assessment

This assessment shows a culmination of progress and growth towards the skills taught in *Connections: Literature*. Skills and DOK levels are provided for each question.

Unit-Level Summative Assessments

Measure proficiency of skills taught within the unit. Skills and DOK levels are provided for each question.

UNIT FOUR ASSESSMENT

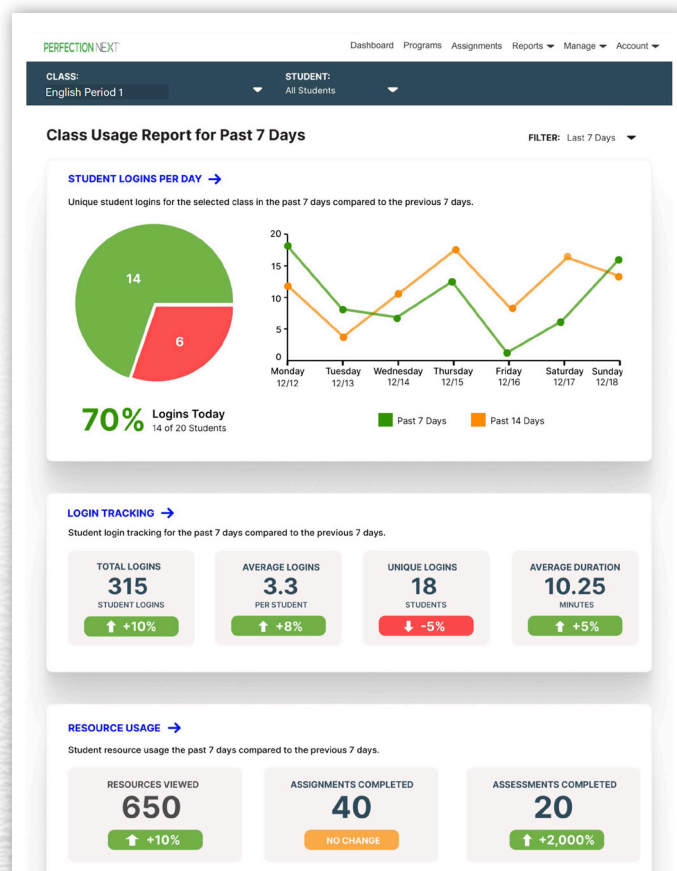
II. Making Connections and Synthesizing Texts

1. Both "Dawn" and "Ashes" show the moment a young character learns a hard lesson about one or both of their parents. Write a short essay comparing what each character learns about their parent or parents. When discussing similarities between the texts, compare and contrast how the author develops the theme of the text through each protagonist. Be sure to cite examples from the texts.
2. In "Looking for Work" the narrator begins to judge his family against the families he sees on TV shows. Even though he loves his family, the narrator yearns for family to be more like the "uncomplicated" families on TV comedies. Think about your own family compared to the families you see on TV. Do the depictions of families on TV offer realistic role models? Why or why not? Be sure to cite a number of specific examples in your response.

Empower Academic Growth & Remove Learning Barriers

All Available on
Perfection Next®

Gain insights and inform instruction. Reporting in Perfection Next® helps you manage instruction.

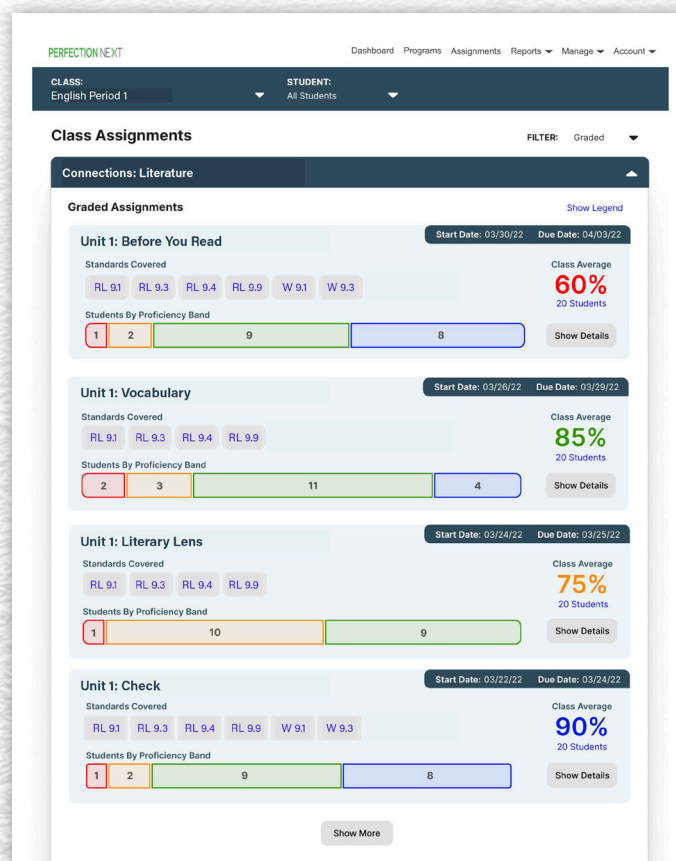


Class Assignment Report

View student performance on each part of an assignment. View standards covered and proficiency toward the standards.

Usage Reports

Monitor student engagement and time on task with the Usage Report.



Gradebook

Class: English Period 1 Student: All Students View: Assignment Scores as Percentages

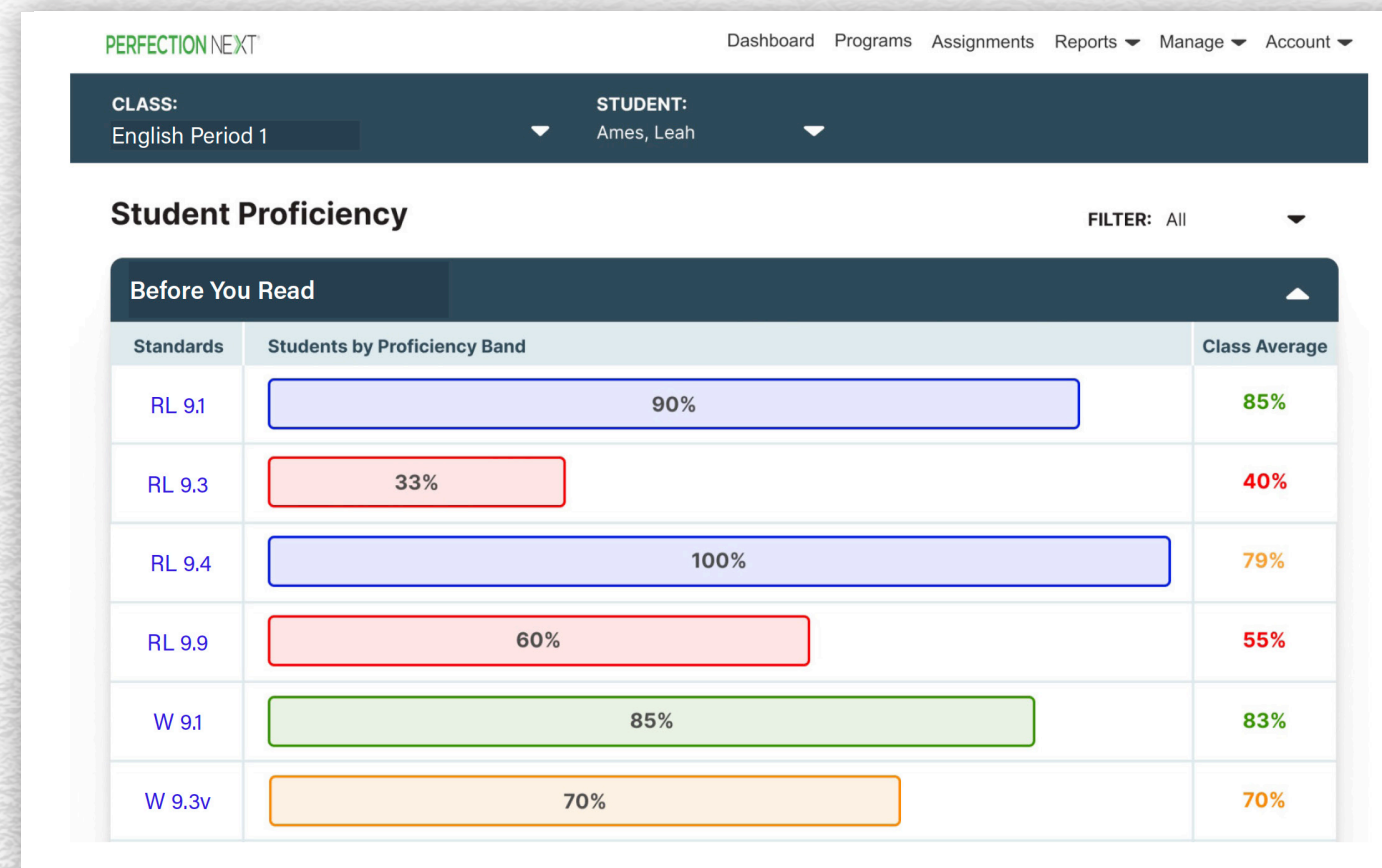
Student	Unit 1 Lesson 11 Think About (6 points)	Unit 1 Lesson 11 Vocabulary (2 points)	Unit 1 Lesson 11 Think and Discuss (2 points)	Unit 1 Lesson 11 Literary Lens (9 points)	Unit 1 Lesson 11 Check (8 points)	Unit 1 Lesson 11 Write to Understand (15 points)
Ames, Leah	100	100	100	89	75	80
Bower, Tom	83	100	100	89	100	87
Butkus, Ken	66	100	100	78	88	93
Deming, Jesse	66	100	100	89	75	87
Francis, Carol	66	50	100	89	88	67
Hipwell, Kristin	66	50	100	100	100	93
Keay, Steve	66	100	100	89	100	87
Kellner, Jennifer	66	0	50	78	75	73
Shriver, Corinne	66	100	100	44	88	93
Stark, Andrea	83	100	100	78	63	60
Thompson, Ben	83	100	100	89	75	80
Toms, Gerald	33	100	100	100	88	100
Walters, Jane	100	100	100	78	50	33
Class Average	77	85	96	84	82	79

Gradebook

Monitor assignment performance with easy-to-follow color coding to enable small group instruction or reteaching.

Student Proficiency Report

View standards proficiency for each student with easy-to-read reporting.



[CONNECTIONS]
Literature
Grades 6–8

**Connect
Worlds,
Empower
Minds.**



Learn more

PerfectionLearning.com/connections-lit-middle-school

PERFECTION LEARNING®

© 2023 Perfection Learning®. All rights reserved.

5875

