

Making Meaning

The **first part** of each text selection’s learning journey, Making Meaning engages students in routines to support their comprehension of each thematically-related, grade-level text. The **First Read, Close Read, Analyze Craft and Structure** routines apply **text-dependent questions and prompts** along with text **annotation**, and **peer conversation** as scaffolds throughout Making Meaning lessons. Wall charts that support and exemplify Making Meaning serve as a second teacher in the room.

Routine | Concept Vocabulary

The Seventh Man

Concept Vocabulary

You will encounter the following words as you read “The Seventh Man.” Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
desperate	
entranced	
hallucination	
premonition	
profound	
meditative	

After completing the first read, come back to the concept vocabulary and review your rankings. Mark changes to your original rankings as needed.

Purpose

If we spend just a few minutes considering select vocabulary words that we will encounter in the text, we prime our brains for the text’s content and genre, which will help us make sense of the text in our first read. Ranking words based on prior knowledge centers what we already know and gives us something to look for when we read. We will see and hear the **Concept Vocabulary** used within the text selection, so it will help to try to recognize this vocabulary in meaningful context while we read.

Routine | First Read

First Read FICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



Purpose

The **First Read** helps us explore the text using our prior knowledge (our life experience and what we have learned thus far in the unit). We use the **First Read** routine (Notice, Connect, Annotate, and Respond) to monitor and support our comprehension. The specific **First Read** prompts or questions vary for each text selection we read, but the four parts are always there; they give us four different ways to make meaning as we read!

Routine | Comprehension Check

Comprehension Check

Complete the following items after you finish your first read.

1. What traumatic event changes the seventh man's life?
2. Why does the seventh man's father allow him to go outside during the storm?
3. At the beach, why doesn't K. respond when his friend calls out to him?

Purpose

Text-dependent questions help us monitor our comprehension and gain knowledge from our reading. If we use evidence from the text to support our responses, the **Comprehension Check** helps us reread the text and practice communicating what we have learned. We might talk about the questions and write responses to them using evidence from our reading. There is also a prompt to research something we want to know more about!

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Routine | Close Read

CLOSE READ

ANNOTATE: In paragraph 62, mark words or phrases that suggest dramatic motion and stillness.

QUESTION: How do these words and phrases show what is happening to the narrator physically?

CONCLUDE: What deeper idea is the author conveying through this word choice?

Purpose

Reread the text with **Close Read** questions and prompts to examine, trace, and reconsider the concepts and language within the text. **Close Reading** helps us clarify misconceptions as well! There is a **Close Read** routine, just like the First Read routine, and there are specific prompts that help us annotate (physically interacting with the text), question, and draw informed conclusions about the ideas in the text selection.

Routine | Analyze the Text

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

- 1. Interpret** What does the wave **symbolize**, or represent, to the seventh man?
- 2. (a)** After he rediscovers K.’s watercolors, what does the seventh man do with them? **(b) Interpret** What do K.’s watercolors symbolize to him?
- 3. (a) Paraphrase** When you **paraphrase**, you restate a text in your own words. Paraphrase the seventh man’s comments about fear in the story’s final paragraph. **(b) Make a Judgment** Do you agree or disagree with the seventh man’s comments? Explain.
- 4. Evaluate** Although the seventh man did not die, did he truly escape the wave? Explain your position, citing story details.
- 5. Essential Question:** *What does it take to survive?* What have you learned about the nature of survival by reading this story?

Purpose

Think of this like our second Close Read, but this time, we really question the key ideas and details. We evaluate characters’ choices, interpret claims, and make informed judgments. When we **Analyze the Text**, we basically have a conversation with the content: do we agree or disagree with what a character decides to do? What do we think about the things in the text that have multiple meanings? How does the text help us think about our Unit’s Essential Question?

Routine | Analyze Craft and Structure

Analyze Craft and Structure

Author’s Choices: Order of Events A **frame story** is a story that brackets—or **frames**—another story or group of stories. This device creates a story-within-a-story narrative structure.

- Typically, the frame story is found at the beginning and again at the end of the work.
- Within this frame, the author shifts the narrative to a second, or interior, story.
- The interior story may be told by a different narrator or shift to a different point of view.

In “The Seventh Man,” the frame story is told by a **third-person narrator**, who is an outside voice rather than a participant in the story. By contrast, the interior story is told in **first-person narration** by the seventh man himself.

Purpose

Ready for one more Close Read? This time, let’s really read like a writer and examine what the author does and why. **Analyze Craft and Structure** helps us understand some tricky parts of the text - and we can get a better sense of the strategies we can use in our own writing. Each author shapes a reader’s experience by choosing how to structure a text and what language to use. With the **Analyze Craft and Structure** prompts, we get to examine what each author chooses to do and why.

Language Development

The **second part** of each text selection’s learning journey is Language Development. Routines for Language Development include **Concept Vocabulary, Word Study, Word Network, Conventions**. Students use brief activities to examine and expand upon the language used in the text, which also supports their reading comprehension and enhances the language they use when speaking and writing. Try using wall charts that have text language, color-coded to reveal morphology, as well as Word Walls and posted Language Frames that invite students to use new vocabulary.

Routine | Concept Vocabulary

Practice

 **Notebook** The concept vocabulary words appear in “The Seventh Man.”

1. Use each concept word in a sentence that demonstrates your understanding of the word’s meaning.
2. Challenge yourself to replace the concept word with one or two synonyms. How does the word change affect the meaning of your sentence? For example, which sentence is stronger? Which has a more positive meaning?

Purpose

We started our reading with the **Concept Vocabulary**, and now we come back to it after we’ve closely read the text. Since we’ve read the words in context, we can think about all that we have learned and bring that new knowledge to the concept vocabulary. We practice using the concept vocabulary in our own sentences. We also make connections between the **Concept Vocabulary**, other, related words that are used in the text selection, and words we have learned from reading other texts in this unit.

Routine | Word Study

Word Study

Latin Suffix: -tion The Latin suffix *-tion* often indicates that a word is a noun. Sometimes this suffix is spelled *-ion* or *-ation*. In any of its forms, it means “act, state, or condition of.” In “The Seventh Man,” the word *premonition* means “the state of being forewarned.”

1. Record a definition of *hallucination* based on your understanding of its root word and the meaning of the suffix *-tion*.

Purpose


This is our time to study how words work. We’ll learn something about the form of words – how parts of words, like roots and suffixes and prefixes keep the same meaning and can help us learn a wide array of new vocabulary. **Word Study** is specific to each text selection, so we know that the thing we learn about is something we can see illustrated in the text selection and something we can readily practice.

Routine | Conventions

Read It

1. Mark the infinitive in each sentence from “The Seventh Man.” Then, label each infinitive phrase as a noun, an adjective, or an adverb.
 - a. I didn’t want to wake someone sleeping next to me with my screams in the middle of the night.
 - b. It took me a long time to recover from the emotional shock.
 - c. This was where we came to play almost every day, so there was no part of it we didn’t know well.
2. Reread paragraph 31 of “The Seventh Man.” Mark each infinitive, and label each infinitive phrase as a noun, an adjective, or an adverb.

Write It

 **Notebook** For each of these sentences, write a new sentence that expresses a similar idea but includes an infinitive or infinitive phrase. Mark each infinitive, and note whether each infinitive or infinitive phrase is a noun, an adjective, or an adverb.

1. K. was an unimaginably gifted artist for his age.
2. The seventh man was so filled with grief he never married.

Purpose

Conventions are agreed-upon ways of writing or language features that are common for a certain type of text or genre, like a narrative or argumentative text. The Read It – Write It routine gives us a chance to examine one convention that is used in the text we have been reading, First we read it and then...we write it! The **Read It – Write It** routine is similar to our word study routine because both are specific to the language in the text selection that we are reading. With knowledge of conventions, we know what to expect as we read texts in different genres. We can also use the study of conventions when speaking and writing to effectively communicate our perspective to others.

Effective Expression

The **third part** of each text selection's learning journey is Effective Expression. These routines help students deepen their reading comprehension by examining language structures and engaging in verbal reasoning. Students use **Writing to Compare, Writing to Sources, Presentation, and Evidence Log** tasks to **apply** what they have learned from reading and to **practice** effective communication. They **balance written and spoken communication**, using one to support the other. The **Launch Text and Anchor Texts** serve as **mentors**. Effective Expression.

Routine | Writing to Sources

Writing to Sources

Critical writing is a type of argumentation in which you explain your insights about a literary work and persuade others to share your point of view. Like any argument, critical writing requires you to state a claim, or position, and to support it with strong evidence.

Assignment

Write a **critical review** of "The Seventh Man" that could appear in your school paper or website. State specific reasons why you either recommend or do not recommend the story to other readers.

Your review should include:

- Title and author of the work being reviewed
- A brief summary of the work
- A clear statement of your claim, or position
- Valid reasoning that is supported by text evidence

Purpose

We have been using our reading and language development routines with this text selection to deepen our understanding of the text. Now we get to communicate what we have learned from our reading by **Writing to Sources**. Sometimes we'll write an essay, but often our Effective Expression task is an authentic writing piece like a critical review, screenplay, or letter. Writing to sources helps us understand our reading even better because we are working to communicate our understanding of the text to others.

Routine | Speaking and Listening

Speaking and Listening

Assignment

With a partner, prepare a **retelling** of "The Seventh Man" from another point of view. For example, you may choose to retell the story from K.'s parents' point of view, or from that of a hidden onlooker. Refresh your memory by rereading the selection. Then, follow these steps to complete the assignment.

Purpose

Speaking and Writing are deeply connected and both are ways for us to communicate our knowledge and our perspective about what we have read and the concepts within that text selection. In this **Speaking and Listening** routine, we prepare and present something to peers (and others) that gives our voices needed space to be shared and heard.