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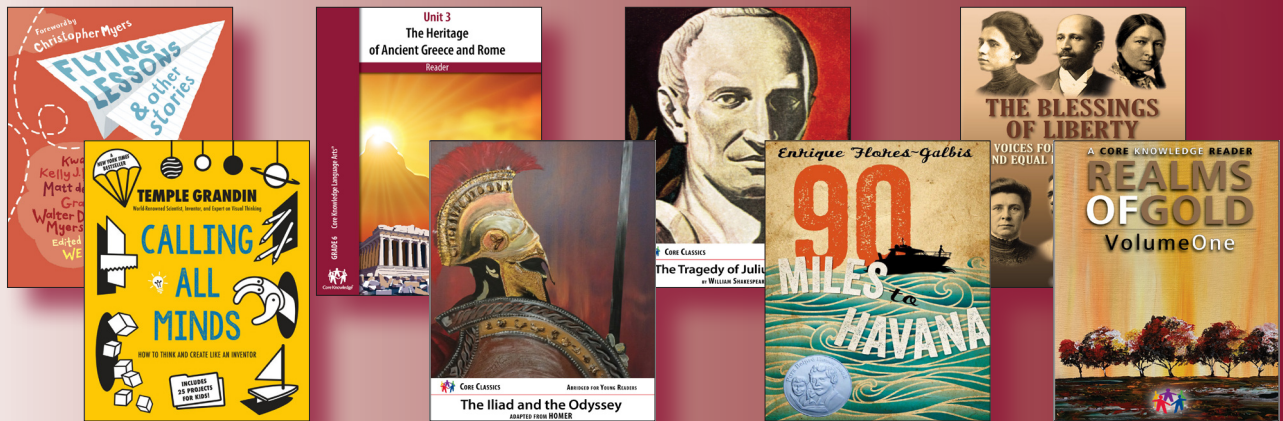
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Navigating CKLA 6-8 (Available for Free Download)

Grade 6



Grade 7



Grade 8



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Contents

About CKLA Grades 6–8	1
Navigating CKLA Grades 6–8 Components	1
CKLA Reader or Trade Book (One per student per unit)	1
Teacher Guide (One per student per unit)	1
Activity Book (One per student per unit)	2
Online Resources (One per unit)	2
Additional Materials	2
Scope and Sequence	2
Resources for English Language Learners	2
Grade 6–Specific Resources	2
<i>Beginning-of-Year Assessment</i>	3
<i>Yearlong Teacher Resources</i>	3
<i>Decoding and Encoding Remediation Supplement</i>	3
<i>Fluency Supplement</i>	3
<i>Word Work</i>	3
Component Download Links	4
Navigating CKLA 6–8: Units and Lessons	6
Alignment Chart	6
Introduction	7
At a Glance Chart and Primary Focus Objectives	8
Vocabulary	8
Core Connections	9
Reading	9
Reading Lesson Types	9
<i>Read-Aloud</i>	9
<i>Whole Group</i>	10
<i>Partner</i>	10
<i>Individual (Independent) Reading</i>	10
<i>Small Group</i>	10
<i>Close Reading</i>	10
Guided Reading Supports, Teacher Notes, and Differentiation	10
Comprehension Questions	11
Writing	11
Grammar, Morphology, and Spelling	12
Speaking and Listening	12
Assessment	13
Pausing Point	13
Teacher Resources	13

About CKLA Grades 6–8

Core Knowledge Language Arts® (CKLA) is a K-8 English language arts curriculum. This navigation guide accompanies the Middle School CKLA program, orienting users to the Grade 6–8 program’s structure and components. Individuals familiar with CKLA in earlier grades may recall that by Grades 4 and 5, students can independently read increasingly complex texts and respond in writing to them. Each unit in these grades includes explicit instruction and practice in writing, grammar, morphology, spelling, and reading. As students enter Grade 6, CKLA continues to support their learning through instruction in these areas. Students in Grades 6–8 engage with a range of complex, grade-appropriate texts, selected to build knowledge and provide varied entry points for developing readers.

Writing in Grades 6–8 also expands in scope and complexity. While Grades 4 and 5 focus on distinct writing skills and shorter writing activities, writing in Grades 6–8 consists of a robust series of unit-long writing activities that incorporate language skills and focus on developing craft and structure while building upon writing skills learned in the earlier grades.

The majority of instructional materials and resources are available as open-access PDF files, freely downloadable on coreknowledge.org, with no username or password required. Exceptions are noted in the Component Download Links section—a small number of trade books and the *Realms of Gold* anthologies contain third-party copyrighted content and are not freely downloadable.

Navigating CKLA Grades 6–8 Components

The CKLA Grade 6–8 program includes the following components:

CKLA Reader or Trade Book (One per student per unit)

The CKLA Reader (or, for select units, a commercially published trade book) contains the text students read across the unit. Some books are read in their entirety; others include supplemental chapters available for enrichment beyond the core chapters aligned to the unit’s lessons. Where enrichment chapters are included, they are not covered by dedicated lessons in the Teacher Guide, so teachers use them at their discretion. Which units use a trade book rather than a CKLA Reader varies by grade. All Student Readers, whether a CKLA Reader or trade book, have aligned Teacher Guides and Activity Books.

Teacher Guide (One per student per unit)

Each Teacher Guide has a unit overview to orient teachers to the content across reading, writing, listening, and speaking, and the Unit 1 Teacher Guide in each grade level contains a Program Overview to orient educators to the evidence-based design of CKLA. Lesson objectives are listed at the beginning of each lesson. Following the objectives is an *At a Glance* chart listing the exercises in the lesson, the materials needed for each exercise, and the amount of time allotted to each exercise. The lesson’s exercises follow. Sidebars are printed alongside many of the exercises.

These often list Pausing Point and Assessment and Remediation Guide activities that can be used to give students additional practice with a targeted skill.

Activity Book (One per student per unit)

The Activity Book contains Activity Pages to accompany the lessons from the Teacher Guide. Some pages are designed to be completed with teacher assistance, whereas others are intended to be completed independently in class or for homework. These activity pages provide additional practice for students and opportunities for teachers to conduct formative assessments. The Teacher Guide for each unit provides explicit directions in each lesson regarding when and how to use the activity pages. Please note that activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 3, the first will be numbered 3.1 and the second 3.2.

Additionally, there are Student Resources at the end of the Activity Pages, labeled SR.1, SR.2, and so on. These resources include a comprehensive glossary and, for Grade 6, an Individual Code Chart, to which students will be directed for reference.

Online Resources (One per unit)

The Teacher Guides for CKLA reference online resources at the point of use throughout each unit. Depending on the unit and lesson, these may include reference websites, articles, videos, maps, timelines, and art or music. Each unit has its own Online Resources document, organized by lesson and Teacher Guide page number, with quick links to appendices, discussion topics, and guidelines.

Additional Materials

Scope and Sequence

Each grade has its own Scope and Sequence document—a two-page planning table summarizing every unit’s genre, content focus, reading skills, writing focus, grammar focus, and morphology/spelling focus across the year.

Resources for English Language Learners

The lessons and activities in Core Knowledge Language Arts (CKLA) Resources for English Language Learners are designed to support instruction of Core Knowledge English Language Arts and to provide materials for student practice of key English Language Development skills. The information in this resource is intended to be used in coordination with CKLA reading, writing, language, and speaking and listening activities included in the grade-level Teacher Guides and Activity Book pages. Content was developed using the California English Language Development Standards (ELD). The stages of language proficiency—emerging, expanding, and bridging—are included in each skill lesson so that teachers can make informed decisions on appropriate student support and practice.

Grade 6-Specific Resources

Grade 6 retains several supports from CKLA’s elementary program for students who need them. Thus, Grade 6 materials include ancillary resources and additional features. The Beginning-of-Year Assessment is unique to Grade

6 and does not appear in Grade 7 or 8 materials. The Fluency Supplement, the Decoding and Encoding Remediation Supplement, and the Yearlong Teacher Resources are also housed in the Grade 6 materials but may be used—and are at times explicitly recommended—for older students who need additional practice with automaticity, prosody, decoding, and encoding. We recommend teachers at all grade levels be familiar with these resources.

Beginning-of-Year Assessment

The Beginning-of-Year Assessment consists of reading comprehension, grammar, morphology, word reading in isolation, and fluency assessments. The analysis and placement recommendations determine students' preparedness for grade-level CKLA instruction.

Yearlong Teacher Resources

The yearlong Teacher Resources document includes resources to use across multiple CKLA units. These include an Individual Code Chart, Anecdotal Reading Records, Tens Recording and Conversation charts, Using Chunking to Decode Multisyllabic Words, and Sound and Spelling of Schwa.

Decoding and Encoding Remediation Supplement

The Decoding and Encoding Remediation Supplement contains assessments and remediation materials for grade 6 that build incrementally, intended for use with students who have gaps in their code knowledge or fluency.

Fluency Supplement

Many students will have achieved adequate fluency by middle school, but CKLA continues to provide resources in Grade 6 for students who need to strengthen automaticity and prosody in service of comprehension. Fluency assessment is included in the Beginning-of-Year Assessment and can be repeated during the year. The optional online Fluency Supplement contains selections across a variety of genres—poetry, folklore, fables, and others—to provide additional practice with fluent, expressive reading, in any order or frequency the teacher chooses.

Word Work

Word Work is a brief, five-minute instructional activity that immediately follows each lesson's reading segment and focuses on a single word from that day's reading. Students review the word's meaning, part of speech, and use in context, then complete a short follow-up activity that extends their understanding. It is deliberately quick—a daily habit of word consciousness rather than a standalone lesson. Word Work entries appear directly in each Grade 6 unit's Pacing Guide and lesson content; there is no separate Word Work document to download.

Component Download Links

Student Reader titles are hyperlinked below wherever Core Knowledge is able to make the Reader available for free download. Titles marked with an asterisk (*) are either commercially published trade books or the *Realms of Gold* anthologies—both contain third-party copyrighted content Core Knowledge does not have rights to redistribute, so no direct download link is provided for the Reader itself.

Grade 6

Unit (Student Readers Linked)	Teacher Guide	Activity Book	Online Resources
Unit 1: Flying Lessons and Other Stories*	PDF	PDF	PDF
Unit 2: Calling All Minds*	PDF	PDF	PDF
Unit 3: The Heritage of Ancient Greece and Rome	PDF	PDF	PDF
Unit 4: The Iliad, The Odyssey, and Other Greek Stories	PDF	PDF	PDF
Unit 5: The Tragedy of Julius Caesar	PDF	PDF	PDF
Unit 6: 90 Miles to Havana*	PDF	PDF	PDF
Unit 7: The Blessings of Liberty	PDF	PDF	PDF
Unit 8: Realms of Gold, Vol. 1*	PDF	PDF	PDF

Grade 7

Unit (Student Readers Linked)	Teacher Guide	Activity Book	Online Resources
Unit 1: Hello, Universe*	PDF	PDF	PDF
Unit 2: The Tempest	PDF	PDF	PDF
Unit 3: Strange Case of Dr. Jekyll and Mr. Hyde	PDF	PDF	PDF
Unit 4: The Time Machine	PDF	PDF	PDF
Unit 5: Realms of Gold, Vol. 2*	PDF	PDF	PDF
Unit 6: The Genius of the Harlem Renaissance	PDF	PDF	PDF
Unit 7: Anne Frank's Tales from the Secret Annex*	PDF	PDF	PDF
Unit 8: Code Talker*	PDF	PDF	PDF

Grade 8

Unit (Student Readers Linked)	Teacher Guide	Activity Book	Online Resources
Unit 1: Us, in Progress*	PDF	PDF	PDF
Unit 2: Frankenstein	PDF	PDF	PDF
Unit 3: Narrative of the Life of Frederick Douglass	PDF	PDF	PDF
Unit 4: The Genius of the Harlem Renaissance, Volume 2	PDF	PDF	PDF
Unit 5: A More Perfect Union: Voices for Civil Rights in America	PDF	PDF	PDF
Unit 6: The Squatter and the Don	PDF	PDF	PDF
Unit 7: The Importance of Being Earnest	PDF	PDF	PDF
Unit 8: Realms of Gold, Vol 3*	PDF	PDF	PDF

Scope and Sequence

Grade	Link
Grade 6	PDF
Grade 7	PDF
Grade 8	PDF

Resources for English Language Learners

Grade	Teacher Guide	Activity Book	Vocabulary Cards
Grade 6 (guidance for all units)	PDF	PDF	PDF
Grade 7 (guidance for all units)	PDF	PDF	PDF
Grade 8 (guidance for all units)	PDF	PDF	PDF

Grade 6 Ancillary Resources

Resources	Link
Beginning-of-Year Assessment	PDF
Decoding and Encoding Remediation Support	PDF
Yearlong Teacher Resources	PDF
Fluency Supplement	PDF

Navigating CKLA 6–8: Units and Lessons

This section walks through a CKLA Grades 6–8 Teacher Guide from cover to cover, using Grade 7, Unit 4: *The Time Machine* as a running example. Every unit in Grades 6–8 follows the same architecture, with two exceptions specific to Grade 6—Word Work and the Fluency Supplement—described in the Additional Materials section. We encourage opening the Unit 4 Teacher Guide alongside this guide and tracing each feature described here on its pages. The Unit 4 Teacher Guide is linked in the Grade 7 table in Component Download Links; page references in this section are to that document.

Alignment Chart

Every Teacher Guide opens with an **Alignment Chart** that maps each grade-level ELA standard to the lessons in which it is addressed. In Unit 4, for example, the chart shows RL.7.4—determining the meaning of words and phrases, including figurative and connotative meanings—addressed in seven of the unit’s lessons, and L.7.6, the acquisition of general academic and domain-specific vocabulary, addressed in every lesson. The chart is the unit-level view of the same accountability that reappears at the lesson level in the Primary Focus Objectives described in the sample chart from Unit 4.

Alignment to the Common Core State Standards								
Unit 4: <i>The Time Machine</i>		Lessons						
		1	2	3	4	5	6	7
Reading Standards for Literature								
Key Ideas and Details								
STD RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓
STD RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			✓				✓
STD RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓	✓		✓		✓	✓
STD RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	✓	✓	✓	✓	✓	✓	✓
STD RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.							
STD RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		✓					✓
STD RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).							
STD RL.7.8	(Not applicable to literature)							
STD RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.							✓
Range of Reading and Level of Text Complexity								
STD RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓

Grade 7, Unit 4: *The Time Machine* Teacher Guide, Alignment Chart (p. 1)

Introduction

Following the **Alignment Chart**, each unit’s Introduction prepares the teacher to teach the unit with genuine command of its content. It opens with a background essay on the unit’s text and context. The Unit 4 Introduction situates *The Time Machine* in late-Victorian England: it introduces H. G. Wells’s life and circumstances, the ideas about progress, science, and class struggle that shaped the novel—including the work of thinkers like Henry George, Karl Marx, Charles Darwin, and Thomas Henry Huxley—and the novel’s standing as an early classic of science fiction. A teacher who reads these pages enters the unit knowing why the text matters and what its big ideas are.

An Advance Preparation section then identifies what to preview and gather before Lesson 1. In Unit 4, it directs the teacher to preview the Reader’s Introduction and About the Author sections, points to a NASA resource on space and time for grounding in the science the novel imagines, and links to the unit’s Online Resources document.

The centerpiece of the Introduction is the **Pacing Guide**, a day-by-day map of the entire unit. Unit 4 runs nine lessons across seventeen instructional days, followed by two Pausing Point days. Each lesson spans one or two days, with each day labeled by strand and time—Lesson 2, for instance, pairs a 45-minute whole group reading on Day 3 with 15-minutes of morphology instruction and a 30-minute writing block on Day 4—so the teacher can see the full shape of the unit, and the interweaving of its strands, on a single spread.

The Introduction closes by previewing each instructional strand as it plays out in the unit—Core Connections, Reading, Writing, Grammar, Morphology, Spelling, Speaking and Listening, and Assessment—and by describing the unit’s Activity Book, Teacher Resources, Online Resources, and a recommended trade book list teachers may use to extend the unit’s domain through a classroom library.

Introduction

Unit 4: The Time Machine

Welcome

This introduction includes the necessary background information to teach the Core Knowledge Language Arts™ (CKLA) unit *The Time Machine*. For detailed information about the CKLA approach to instruction, including reading, writing, grammar, morphology, spelling, speaking and listening, differentiation of instruction, and resources available in Grade 7 CKLA, see the Introduction to CKLA on pages 8–18 of the Unit 1 Teacher Guide.

Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards—English Language Arts (CCSS–ELA): reading, writing, spelling, grammar, and morphology. When applicable, Grade 7 also covers Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSS–RH and CCSS–RST). Lesson 9 contains a Unit Assessment that assesses all of the skills taught in the unit. Unit 4 contains nine daily lessons, each of which will require a total of ninety minutes, i.e., in schools in which forty-five minutes daily is allocated for English instruction, teachers will typically need to allocate two instructional days for each lesson.

This unit contains two Pausing Points that may be used for differentiated instruction and have been included on the Pacing Guide on pages 10–11. We have included an optional Mid-Unit Comprehension Check, which can be given at the end of Lesson 4 (PP.1), and an optional End-of-Unit Comprehension Check (PP.2), which could be included at the end of the unit as part of the Pausing Point activities. These assessments allow you to assess students’ general comprehension of the reading and help to inform your decisions about grouping and support. If you decide to administer these assessments, be sure to allocate an additional forty-five minutes for each of these assessments. Following the completion of *The Time Machine* lessons, several culminating activities are suggested from which teachers may choose.

It is recommended that you spend no more than nineteen instructional days total on this unit. Please refer to the Pacing Guide on pages 10–11 for guidance.

Why The Time Machine Is Important

This unit examines the features of science fiction. In terms of literary skills, students will focus on characterization, character development, and theme development. Students will also compare the influence of real-world ideas and settings in the Victorian era to the way in which these ideas and settings are used in the text. Students using the entire Grade 7 CKLA series will recently have completed reading another novel written during the Victorian period, *Strange Case of Dr. Jekyll and Mr. Hyde*, by Robert Louis Stevenson.

Students will read *The Time Machine* by H. G. Wells.

H. G. Wells published *The Time Machine* in 1895. It was his first published novel, although Wells had been making money by writing and publishing short stories. The story did not invent

Grade 7, Unit 4: The Time Machine Teacher Guide, Introduction (p. 8)

Lesson 1		Lesson 2		Lesson 3	
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Core Connections 45 min Core Connections: Introduce Science Fiction	Reading 45 min Read-Aloud: <i>The Time Machine</i> , "The Inventor" and "The Machine" Homework: "The Time Traveler Returns"	Reading 45 min Whole Group: <i>The Time Machine</i> , "Time Traveling" and "In the Golden Age" Homework: "The Sunset of Mankind"	Morphology 15 min Introduce Greek and Latin Prefixes <i>ex-</i> , <i>extra-</i> , <i>hyper-</i> , <i>hypo-</i> , <i>pro-</i> , <i>sub-</i> , <i>super-</i> Writing 30 min Write a Science Fiction Narrative: Plan	Close Read: <i>The Time Machine</i> , "The Sunset of Mankind" and "A Sudden Shock" Homework: "Explanation"	
Lesson 3		Lesson 4		Lesson 5	
Day 6	Day 7	Day 8	Day 9	Day 10	Day 11
Spelling 15 min Introduce Spelling Words	Reading 45 min Partner: <i>The Time Machine</i> , "The Morlocks" and "When Night Came"	Grammar 15 min Introduce Comma Usage	Reading 45 min Individual: <i>The Time Machine</i> , "The Palace of Porcelain" and "In the Darkness" Homework: "The Trap of the White Sphinx"	Grammar 15 min Introduce Active and Passive Voice	
Morphology 15 min Practice Greek and Latin Prefixes <i>ex-</i> , <i>extra-</i> , <i>hyper-</i> , <i>hypo-</i> , <i>pro-</i> , <i>sub-</i> , <i>super-</i>	Writing 15 min Write a Science Fiction Narrative: Plan	Writing 30 min Write a Science Fiction Narrative: Draft Optional Mid-Unit Comprehension Check		Writing 30 min Write a Science Fiction Narrative: Draft	
Lesson 6		Lesson 7		Lesson 8	
Day 11	Day 12	Day 13	Day 14	Day 15	Day 16
Reading 45 min Small Group: <i>The Time Machine</i> , "The Further Vision" and "The Time Traveler's Return"	Grammar 15 min Practice Comma Usage and Active and Passive Voice Writing 30 min Write a Science Fiction Narrative: Draft	Reading 45 min Whole Group: <i>The Time Machine</i> , "After the Story" and "Epilogue"	Spelling 15 min Practice Spelling Words Writing 30 min Write a Science Fiction Narrative: Share, Evaluate, Revise	Writing 45 min Write a Science Fiction Narrative: Edit and Proofread	
Lesson 8		Lesson 9		Pausing Points	
Day 16	Day 17	Day 18	Day 19	Day 18	Day 19
Spelling 15 min Spelling Assessment	Unit Assessment 35 min	Culminating Activity 45 min	Culminating Activity 45 min		
Writing 30 min Write a Science Fiction Narrative: Publish	Unit Feedback Survey 10 min				

Grade 7, Unit 4: The Time Machine Teacher Guide, Pacing Guide (p. 10)

At a Glance Chart and Primary Focus Objectives

Each lesson opens with two orienting features. The first is the **At a Glance chart**: a table laying out each day within the lesson, the strand and activities for that day, the time allotted to each segment, and the materials required, with take-home materials flagged. Lesson 1 of Unit 4 shows the pattern: Day 1 is a 45-minute Core Connections block (Review Prior Knowledge, Introduce the Genre, Introduce the Book) using Activity Pages 1.1 and 1.2; Day 2 is a 45-minute Read-Aloud of the novel’s opening chapters using Activity Page 1.3, with Activity Page 1.4 and Student Resource SR.1 flagged as take-home material. From this one chart, a teacher can prepare the entire lesson—copies, groupings, and board work included.

The second feature is the list of **Primary Focus Objectives**, framed as “By the end of this lesson, students will be able to” and organized by strand, with the standards each objective addresses cited in parentheses. In Lesson 1, the Reading objectives include “Understand and describe how Wells uses language in *The Time Machine*” (RL.7.1, RL.7.3, RL.7.4, RL.7.10). The Alignment Chart, the Primary Focus Objectives, and the At a Glance chart offer three nested views of the same instructional plan: unit level, lesson level, and day level. Rounding out each lesson opener are the lesson’s Academic Vocabulary (described in the Vocabulary section) and a lesson-specific Advance Preparation list.

Vocabulary

Vocabulary instruction in CKLA 6–8 runs on two tracks, both visible in every lesson. Academic vocabulary—in Unit 4, terms such as characterization, narrator, point of view, theme, and tone—is listed at the start of each lesson with student-friendly definitions and applicable Spanish cognates. These words are underlined at their first appearance in the lesson so the teacher can define and use them intentionally in context; they recur in directions, discussion questions, activity pages, and assessments across the unit.

Core vocabulary—words drawn from the text itself—is previewed immediately before each reading segment, with

Lesson 1

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Core Connections	45 min	Review Prior Knowledge Introduce the Genre Introduce the Book	<i>The Time Machine</i> Activity Pages 1.1, 1.2
DAY 2: Reading	45 min	Read-Aloud: “The Inventor” and “The Machine”	<i>The Time Machine</i> Activity Page 1.3
Take-Home Material	*	Reading	<i>The Time Machine</i> , “The Time Traveler Returns” Activity Pages 1.1, 1.3, 1.4, SR.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Connections

Understand the genre of science fiction and explain its characteristics. Students will study the context in which *The Time Machine* was written and learn about some of the ideas and concerns that influenced Wells’s work, such as the theory of evolution, socialism and class struggle, and the ideas surrounding social and scientific progress.

Reading

Understand and describe how Wells uses language in *The Time Machine*. (RL.7.1, RL.7.3, RL.7.4, RL.7.10)

Determine the meaning of words and phrases as they are used in *The Time Machine* (RL.7.4).

Speaking and Listening

Ask and answer questions about the text. (SL.7.1, SL.7.2)

Follow rules of classroom discussion. (SL.7.1.b)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.7.1, SL.7.1.a–d)

Demonstrate command of the conventions of English grammar and usage. (L.7.1)

Spell correctly. (L.7.2.b)

Use knowledge of language and its conventions when writing. (L.7.3)

Determine or clarify the meaning of unknown words. (L.7.4, L.7.4.a, L.7.4.c, L.7.4.d)

Core Knowledge Language Arts | Grade 7

Lesson 1 | Unit 4 15

Grade 7, Unit 4: *The Time Machine* Teacher Guide, At a Glance Chart, Lesson 1 (p. 15)

Demonstrate understanding of word relationships. (L.7.5, L.7.5.c)

Acquire and use grade-appropriate vocabulary. (L.7.6)

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, activity pages, and discussion questions, among other places.

These words are underlined in lessons the first time they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **characterization, n.** how a character’s traits are presented and developed by the writer
2. **motivation, n.** the reasons why characters do and say things
3. **narrator, n.** a person who tells a story
4. **point of view, n.** the type of narrator that the author chooses to use in a narrative; the position from which a narrative is told; what the narrator sees in relation to the events of the story; a story can be told from the first-person, second-person, or third-person point of view
5. **theme, n.** the main idea or subject of a piece of writing; a message or lesson that the author wants to convey to the readers
6. **tone, n.** the author’s attitude toward a subject in a text

Spanish Cognates for Academic Vocabulary in <i>The Time Machine</i>	
tema	tono
motivación	

ADVANCE PREPARATION

Core Connections

- Decide how you will divide the class into four groups for the jigsaw activity on Activity Page 1.2.
- You may wish to research some well-known or iconic science fiction books, TV shows, and movies to guide the discussion about the book’s genre. Some examples include:
 - o The novels *20,000 Leagues Under the Sea* by Jules Verne, *A Wrinkle in Time* by Madeleine L’Engle, or *Ender’s Game* by Orson Scott Card.
 - o The TV shows *Star Trek*, *Doctor Who*, and *Steven Universe*.

16 Unit 4 | Lesson 1

Grade 7 | Core Knowledge Language Arts

Grade 7, Unit 4: *The Time Machine* Teacher Guide, Academic Vocabulary, Lesson 1 (p. 16)

part of speech, definition, and the page of first occurrence. A Vocabulary Chart accompanies each selection, sorting the words into Tier 3 domain-specific and Tier 2 general academic categories and identifying Spanish cognates and multiple-meaning words. Because each unit spans several weeks and at least ten chapters or selections within a single domain, students encounter these words repeatedly in authentic contexts—the sustained immersion that builds a broad and deep vocabulary base.

Core Connections

The first lesson of each unit begins with Core Connections, a block that builds the background knowledge the unit’s text assumes. Students who had CKLA in earlier grades will experience it largely as review; for students new to the program, it supplies the foundational knowledge directly, so that every student starts the text on equal footing. In Unit 4, Core Connections introduces the science fiction genre and its characteristics, then sends students into a jigsaw reading of the Reader’s Introduction—covering George, Marx, Darwin, and Huxley, the thinkers Wells was writing with and against—before closing with the About the Author biography.

Reading

Reading is the spine of every unit, and the formats vary deliberately so that students move toward independence over the course of the unit. Unit 4 shows the full progression: a teacher Read-Aloud in Lesson 1, whole-group reading in Lesson 2, close reading in Lesson 3, partner reading in Lesson 4, individual reading in Lesson 5, small-group reading in Lesson 6, and a return to whole group as the novel concludes. Every reading segment opens with a posted purpose for reading—in Lesson 1, “Describe how Wells uses language to create a sense of mystery in ‘The Inventor’ and ‘The Machine’”—that focuses students’ attention before the first page is turned.

Reading Lesson Types

The mechanics of each format are consistent across every CKLA unit and are defined in the Introduction to CKLA (Grade 7, Unit 1 Teacher Guide, pp. 11–13). We include the definitions here to orient teachers to the progression illustrated by Unit 4.

Read-Aloud

Because listening comprehension continues to outpace independent reading comprehension even in the middle grades, CKLA retains the read-aloud in Grades 6–8 to ensure students fully grasp each selection. In a typical read-aloud, the teacher introduces the selection, reviews prior learning, previews vocabulary, and sets the purpose for reading; the teacher or a student volunteer then reads aloud while the class follows

- o The movies *Back to the Future* (which features time travel), *Wall-E*, *Guardians of the Galaxy*, *The Iron Giant* and the *Star Wars* series.

Reading

- Write the purpose for reading on the board/chart paper: *Describe how Wells uses language to create a sense of mystery in “The Inventor” and “The Machine.”*
- Make copies of SR.1 for students to take home.

DAY 1

CORE CONNECTIONS	45 minutes
Introduce the Genre: Science Fiction 5 minutes • Begin by telling students that they will be reading a novel titled <i>The Time Machine</i>. Tell students that <i>The Time Machine</i> is part of the science fiction genre and that the term <i>science fiction</i> probably dates from the 1920s and is sometimes shortened to <i>sci-fi</i>. Because <i>The Time Machine</i> was published in 1895, it is considered an early classic of the genre. • Inform students that science fiction as a genre examines questions about the impact of science on society. Some science fiction is about how theoretical technologies, new ideas, or new ways of organizing society might change how we live and how we think about personal and social issues. Some science fiction takes ideas and technologies that already exist in our world and speculates about how those ideas might develop in the future and the changes that might result. • Invite students to share examples of novels, movies, TV shows, and other media in the science fiction genre. Introduce the Book 30 minutes • Have students turn to the Introduction in their Readers (page 1). Read page 1 through the first paragraph on page 4 aloud to the class. • Point out that after the Introduction, the Reader contains four subsections, each dealing with the work and ideas of a major thinker. Each of these thinkers influenced Wells’s novel. To understand these sections, tell students that you will be doing a jigsaw activity together. To begin, divide the class up into the following four groups: - o <i>Henry George: Progress and Poverty</i> (pages 4–6) - o <i>Karl Marx: Class Struggle</i> (pages 6–7) - o <i>Charles Darwin: Evolution and “Social Darwinism”</i> (pages 7–9) - o <i>Thomas Henry Huxley: Evolution and Progress</i> (page 10 through first paragraph on page 11) Tell students they will read and take notes on their assigned passage with their group on Activity Page 1.2 and that after they have completed reading with their group, they will summarize what they read to students from other groups.	

Core Knowledge Language Arts | Grade 7

Lesson 1 | Unit 4 17

Grade 7, Unit 4: *The Time Machine* Teacher Guide, Core Connections, Lesson 1 (p. 17)

along in the Reader or trade book, pausing at the guided reading supports to question, discuss, and attend to images and text features. Comprehension is checked afterward through discussion, activity page items, or both.

Whole Group

For a whole-group reading lesson, the teacher provides reading instruction for the entire class: introducing the selection, reviewing prior learning, previewing vocabulary, and establishing a purpose for reading, then guiding students through the text in small chunks using the guided reading supports.

Partner

Students are paired to read and discuss a selection together, alternating who reads each page aloud while the other follows along silently, pausing periodically to discuss guiding questions. Pairings may be adjusted throughout the year—strong readers with those needing support, similar skill levels, or English language learners with native speakers.

Individual (Independent) Reading

One or more lessons per unit require fully independent reading, with the goal that each student can read an entire passage unaided with full comprehension. Scaffolding remains available, but it is balanced against practice with progressively longer unsupported passages. Before any discussion, students read the passage on their own, complete a note-taking activity to focus attention on key details, and write a response to a prompt to check understanding.

Small Group

The class divides into two groups. Students who need additional support receive the same scaffolded instruction as in a whole-group lesson, while students who can read and comprehend without guided support work more independently, either with partners or on their own. Students may move between groups throughout the year as their needs change.

Close Reading

Each unit includes explicit close reading instruction using selections from the Reader or trade book. These lessons focus students on specific passages so they can build deeper meaning through careful attention to language, structure, and detail. In Unit 4, students closely read “The Sunset of Mankind” and “A Sudden Shock,” two chapters at the thematic heart of the novel.

Guided Reading Supports, Teacher Notes, and Differentiation

As the class reads, the Teacher Guide provides point-of-use guided reading supports keyed to specific pages of the text. The conventions are consistent across all units: supports printed in brackets are directions for the teacher and are not read aloud, while unbracketed supports are read verbatim to students. Interspersed Notes to Teacher supply content knowledge at the moment it is needed—during Lesson 1, for instance, a note on p.22 explains Minkowski’s concept of space-time so the teacher can connect the Time Traveler’s “Fourth Dimension” speech to the real physics it anticipated.

Differentiation is built into the same apparatus. Items labeled **SUPPORT** provide additional scaffolding—defining *paradox* in the moment, or noting that the 1800s the hot-air balloon was the era’s most advanced means of “beating gravitation.” Items labeled **CHALLENGE** extend thinking for classes ready for enrichment—asking students, for example, to rewrite the Time Traveler’s explanation of the Fourth Dimension in their own words. Neither label is intended for every class in every situation; teachers select among them based on students’ needs.

Comprehension Questions

The reading lessons in every unit feature text-dependent comprehension questions aligned to the Common Core State Standards (CCSS-ELA), the Common Core State Standards for Literacy in History/Social Studies (CCSS-RH), and the Common Core State Standards for Science and Technical Subjects (CCSS-RST). Each question is labeled by type, with suggested answers provided beneath the question. **Literal** questions assess recall of key details and require students to paraphrase or point to the portion of the text where the answer is found (“Is the machine described in high or low detail?”). **Inferential** questions require students to infer from the text and support the inference with textual evidence (“What contrast is made in this scene by the mention that it is lit by candlelight?”). **Evaluative** questions ask students to build on what they have learned using analysis and application—to form an opinion or make a judgment grounded in the text.

Writing

Where Grades 4 and 5 teach discrete writing skills in shorter activities, each Grade 6–8 unit is organized around one extended writing project that carries the full writing process across the unit and incorporates the unit’s grammar, morphology, and spelling skills. The writing process itself—planning, drafting, sharing, evaluating, revising, and editing—is defined for teachers in the Introduction to CKLA (Grade 7, Unit 1 Teacher Guide, pp. 15–16). We include it here to orient the teacher before showing how Unit 4 maps that process onto its own lessons. In Unit 4, students write and publish an original

asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson and other lessons in the Teacher Guide, you will see certain questions or activities labeled either **SUPPORT** or **CHALLENGE**. These questions and activities are not intended to be used in all situations. The items labeled **SUPPORT** provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled **CHALLENGE** should be used with classes that would benefit from additional enrichment opportunities.

Read “The Inventor”

[page 15]

[Read aloud the first paragraph.]

Literal [Reread the following line:] “The fire burnt brightly, and the soft radiance of the incandescent lights caught the bubbles that flashed and passed in our glasses.” What elements of the scene are discussed in this line? What mood does this convey?

- o This line is about the way that the room is lit by the fire and the incandescent lights and how the light reflects on the liquid in the glasses. The light gives the feeling of warmth and relaxation.

SUPPORT: A *paradox* is an idea that is contradictory or illogical.

[page 16—the middle of page 17]

Note to Teacher: This section is about the conversation between “you must follow me carefully” and “Filby became pensive.” The character who speaks first is the Time Traveler.

Literal The Time Traveler says he will “contradict” some ideas that are “almost universally accepted.” What does he mean?

- o The Time Traveler means he is going to say things that disagree with ideas that are commonly believed.

SUPPORT: An *abstraction* is a concept or a model that stands in for a real thing. The Time Traveler means that mathematical ideas are tools humans use to understand the universe. They are not actually “real” or as complex as the “real” thing.

[the middle of page 17—the first paragraph on page 18]

CHALLENGE: Reread the Time Traveler’s description of the importance of the Fourth Dimension, and rewrite his explanation in your own words. What is the Time Traveler’s point?

[the middle of page 18—the first paragraph on page 21]

[Draw students’ attention to the diagrams on pages 19–20, which give visual examples and explanations of perspective and multiple dimensions. Ask students if these diagrams help them to visualize or understand what the Time Traveler is talking about.]

Literal What is the Mayor doing if he is “knitting his brows”?

- o The Mayor is thinking very hard, so hard that it shows on his face.

Core Knowledge Language Arts | Grade 7

Lesson 1 | Unit 4

21

Grade 7, Unit 4: *The Time Machine* Teacher Guide, Reading, Lesson 1 (p. 21)

- Suggest students use their narratives to explore the moral or social questions posed by new devices or capabilities, such as H. G. Wells used those suggested by the time machine in his own science fiction narrative.
- Provide these examples of technologies whose implications students might explore:
 - o the flying cars in the movie *The Fifth Element*
 - o Dr. Who’s TARDIS
 - o modern tech like smart homes, FaceTime, self-driving Teslas
 - o space voyages for private citizens

Activity: Study the Writing Model

10 minutes

- Direct students to the Science Fiction Narrative Writing Model found on Activity Page 2.3.
- Read the model aloud with students. Point out that in this case, the writer has chosen to create an entirely new narrative rather than write an additional scene for an existing one.
- Point out that while this narrative is science fiction, it does not seem to take place in the future. Ask: What makes this story science fiction? (It speculates about the uses of technology and the existence of other worlds.)
- Ask students how this story uses technology in an unexpected way. (A game controller becomes a device for communicating with aliens.)
- Ask: How would you describe the conflict in this story? (The mystery surrounding the black box provides the conflict.)
- Explain that every narrative has a dramatic arc consisting of rising action, a climax, and a resolution. Ask a volunteer to suggest in their own words the parts of the dramatic arc in the Writing Model. (The rising action begins when the mysterious package arrives, continues as the box creates odd effects, and reaches a climax when Ax hears the voices and is taken to the secret location to find out the voices he hears are aliens. Resolution is Ax teaching the aliens to play soccer.)
- Ask students if they’ve ever gotten so deeply into a science fiction book or film that they imagined the backstories of characters or where some of the ideas or technologies in the story came from.
- Introduce the concept of fan fiction, in which fans write their own stories within the universes of their favorite science fiction. Point out that some series, such as *The Expanse*, have spawned separate books to provide backstories for their main characters.
- Tell students that they will write their own next chapter to the Writing Model’s science fiction narrative.

Core Knowledge Language Arts | Grade 7

Lesson 2 | Unit 4

37

Grade 7, Unit 4: *The Time Machine* Teacher Guide, Writing, Lesson 2 (p. 37)

science fiction narrative: they plan it in Lessons 2 and 3; draft it across Lessons 4 through 6; share, evaluate, and revise in Lesson 7; edit, proofread, and publish in Lesson 8. The project is fully supported in the Teacher Resources section by a model narrative, a project rubric, a peer review checklist, an editing checklist, and standard proofreading symbols. These projects emphasize text structure, organization, sourcing, style, and craft—the writing students will be asked to do in high school and beyond.

Grammar, Morphology, and Spelling

Grammar instruction begins with skills taught in isolation to ensure mastery, then integrates those skills into the unit writing project. In Unit 4, students are introduced to comma usage and to active and passive voice in dedicated 15-minute blocks, then practice both as they draft and edit their narratives. Students with prior CKLA experience will have the foundations these lessons assume; teachers of students without that background can draw additional support from the CKLA Grade 4 and 5 grammar materials.

Morphology follows the same arc. Unit 4 introduces the Greek and Latin prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, and *super-*, practices them in a subsequent lesson, and expects students to apply them in the unit writing project and across their Grade 7 work.

Spelling is included in Grades 6 and 7. Spelling words are tied to the unit’s content and its morphology features. In Unit 4, they are introduced with definitions in Lesson 3—students take home a practice page listing the words—practiced in Lesson 7, and assessed in Lesson 8 with a dictated-sentence component. The lessons include guidance for administering the assessment and for analyzing spelling errors, and students are expected to generate logical, defensible spellings from their code knowledge in daily written work rather than guessing.

Speaking and Listening

The general approach to speaking and listening is defined in the Introduction to CKLA (Grade 7, Unit 1 Teacher Guide, p. 17). We include it here because Unit 4 itself only points to that page rather than restating the approach. The program addresses the speaking and listening strand of the Common Core State Standards for English Language Arts through frequent, structured, text-based conversation in varied settings and group sizes. During read-alouds, students listen, then integrate and evaluate what they heard in discussion with classmates; during writing lessons, students present their work to partners, small groups, or the whole class and follow those presentations with constructive conversation about the writing. The jigsaw activity in Unit 4’s Core Connections—in which each group teaches its Victorian thinker to the others—is a representative example of the collaborative discussion the units are built around.

- Tell students this week they will study the prefixes *ex-*, *extra-*, *hyper-*, *hypo-*, *pro-*, *sub-*, and *super-*.
 - Write the prefix *ex-* on the chart, and point out that it is pronounced /eks/. Explain that *ex-* means “out” or “not.” Write the meaning of the prefix on the chart.
 - Write the prefix *extra-* on the chart, and point out that it is pronounced /ekstru/. Explain that *extra-* means “outside” or “beyond.” Write the meaning of the prefix on the chart.
 - Write the prefix *hyper-* on the chart, and point out that it is pronounced /hieper/. Explain that *hyper-* means “over,” “above,” or “excessive.” Write the meaning of the prefix on the chart.
 - Write the prefix *hypo-* on the chart, and point out that it is pronounced /hiepo/. Explain that *hypo-* means “below,” “under,” or “less than normal.” Write the meaning of the prefix on the chart.
 - Write the prefix *pro-* on the chart, and point out that it is pronounced /proe/. Explain that *pro-* means “on behalf of,” “supporting,” or “before.” Write the meaning of the prefix on the chart.
 - Write the prefix *sub-* on the chart, and point out that it is pronounced /sub/. Explain that *sub-* means “below,” “under,” or “subordinate to.” Write the meaning of the prefix on the chart.
 - Write the prefix *super-* on the chart, and point out that it is pronounced /sueper/. Explain that *super-* means “above,” “over,” or “superior.” Write the meaning of the prefix on the chart.
- Next, add examples of affixed words and their meanings to the Prefixes Anchor Chart as shown. Discuss how the affix affects the meaning of each affixed word.

Prefix	Meaning	Affixed Word	Meaning
ex-	out, not	extract	to take out of
extra-	outside, beyond	extraordinary	outside the ordinary
hyper-	over, above, excessive	hyperactive	excessively active
hypo-	below, under, less than normal	hypothesis	possible explanation underlying observations
pro-	on behalf of, supporting, or before	progress	movement forward
sub-	below, under, subordinate to	subterranean	underground
super-	above, over, superior	superior	higher in rank or quality

Core Knowledge Language Arts | Grade 7

Lesson 2 | Unit 4 35

Grade 7, Unit 4: *The Time Machine* Teacher Guide, , Morphology, Lesson 2 (p. 35)

Assessment

Assessment runs continuously through each unit rather than arriving only at the end. Formative checkpoints are embedded in every lesson—activity pages reviewed with students, discussion of comprehension questions, and staged checkpoints in the writing project. Optional Mid-Unit and End-of-Unit Comprehension Checks (Unit 4’s mid-unit check falls on Day 8) identify students who would benefit from additional reading support or enrichment. Each unit closes with a Unit Assessment covering the reading, writing, grammar, morphology, and spelling skills taught—Unit 4’s falls on Day 17—alongside the Lesson 8 spelling assessment. Grade 6 also includes a Beginning-of-Year Assessment; see Additional Materials for details.

Pausing Point

Each unit concludes with a Pausing Point—in Unit 4, two days following the final lesson—dedicated to differentiation. Drawing on unit assessment results, the teacher may provide remediation or enrichment to individuals, small groups, or the whole class. The Pausing Point includes a culminating activity that lets students consolidate and apply the unit’s knowledge.

Teacher Resources

The back of each Teacher Guide collects the reference materials the teacher needs throughout the unit. In Unit 4, the Teacher Resources section includes a complete glossary for *The Time Machine*; an overview of the Writing Process; the Science Fiction Narrative writing model, rubric, peer review checklist, and editing checklist; and standard proofreading symbols. It is followed by a complete Activity Book Answer Key, so that every activity page in the unit can be scored and reviewed without a separate document.

Taken together, these features mean a teacher opening any CKLA 6–8 unit knows what students will read, write, and learn; when and for how long each segment runs; what knowledge the text assumes and how the unit supplies it; and how learning will be checked along the way.

NAME: _____
DATE: _____

9.1
CONTINUED

ASSESSMENT

The following question has two parts. Answer **Part A**, and then answer **Part B**.

4. Read the following section.

Here and there they were scattered, nearly fifty altogether, in that great gulf they had made, overtaken by a death that must have seemed to them as incomprehensible as any death could be. To me also at that time this death was incomprehensible. All I knew was that these things that had been alive and so terrible to men were dead.

PART A: What is the narrator’s response to the sight of the dead Martians?

PART B: How does the author contrast the perspective of the Martians about what happened to them?

Core Knowledge Language Arts | Grade 7

Activity Book | Unit 4 79

Grade 7, Unit 4: *The Time Machine* Teacher Guide, Assessment 9.1 (p. 79)

Teacher Resources

In this section you will find:

- Glossary for *The Time Machine*
- The Writing Process
- Science Fiction Narrative Writing Model
- Science Fiction Narrative Rubric
- Science Fiction Narrative Peer Review Checklist
- Science Fiction Narrative Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

110 Unit 4 | Teacher Resources

Grade 7 | Core Knowledge Language Arts

Grade 7, Unit 4: *The Time Machine* Teacher Guide, Teacher Resources (p. 110)