

Ohio's Learning Standards are the defacto curriculum for ELA 7 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 7, Best Way to Find Truth Unit

Big Questions: What Is The Best Way to Find The Truth?, Does Every Conflict Have a Winner?

Fiction (5 selections)

- “The Three Century Woman”
- “The Luckiest Time of All”
- “A Day’s Wait”
- “All Summer in a Day” **OR** “Suzy & Leah”
- “The Treasure of Lemon Brown”

Nonfiction (4 selections)

- “The Fall of the Hindenburg”
from *An American Childhood*
- “Barrio Boy”
- “My First Free Summer” **OR** from *Angela’s Ashes*

Novel/Fiction (1 selection)

- *The Watsons Go To Birmingham—1963*

Optional Narrative Writing Prompt:

After reading *The Watsons Go To Birmingham-1963*, write a narrative about the bombing of the Birmingham church from the perspective of one of the victims or the victim’s family. Use similes, metaphors, and allusions to develop your work.

**COLUMBUS CITY SCHOOLS
ELA GRADE**

Best Way to Find Truth Unit				
Unit/Topics	Periods	Strands: Topics Standard Statements	Textbook/Supplemental Materials	Assessments/Assignments
UNIT 1				
<p>The Big Question: <i>What is the best way to find the truth?</i></p> <p>Model Selections: “The Three-Century Woman” AND “The Fall of the Hindenburg”</p> <p>Writing: Research the Author</p> <p>Strands: Reading for Literature; Reading for Informational Text; Writing; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> Fiction Nonfiction • Context Clues • Purposes for Reading • Plot and Conflict • Close Reading • Author’s Purpose • Characteristics of • Literary Forms and • Genres • Informal Writing 	<p>Introduction Periods: 3</p>	<p>Reading for Literature: Key Ideas and Details 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. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Reading for Literature: Integration of Knowledge and Ideas 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.</p> <p>Reading for Informational Texts: Craft and Structure RI.7.6 Determine an author’s point of view or purpose in a text & analyze how the author distinguishes his or her position from that of others.</p> <p>Writing: Range of Writing W.7.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audience.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> The Big Question pp. 2-3 Introduction: Fiction and Nonfiction pp. 4-7 • Model Selection: Fiction: “The Three-Century Woman” pp. 8-17 • Model Selection: Nonfiction: “The Fall of the Hindenburg” pp. 18-20 • After You Read p. 21 Critical Thinking Fiction and Nonfiction Review Research the Author <p><i>Unit Resources 1 pp. 1-29</i></p> <ul style="list-style-type: none"> Vocabulary pp. 1-3, 13-14 Applying the Big Question pp. 4, 11 • Listening and Viewing p. 17 Reading Warm-ups pp. 15-16 • Elements of Fiction and Nonfiction pp. 18-20 Diagnostic Test pp. 5-10 • Open-Book Test pp. 21-23 • Selection Test A pp. 24-26 • Selection Test B pp.27-29 • <p><i>Graphic Organizers and Bellringers</i> Bellringers Week 1 Graphic Organizers: Fiction</p>	<p>Reading Literature/Informational Text</p> <ul style="list-style-type: none"> Reading Warm-ups Guided or Independent Reading • Comparing Elements of Fiction and Nonfiction <p>Writing</p> <ul style="list-style-type: none"> Bellringers Research the Author • <p>Speaking and Listening</p> <ul style="list-style-type: none"> Class Discussion Think Aloud • Listening and Viewing • Activity • <p>Language</p> <ul style="list-style-type: none"> Vocabulary Warm-ups Vocabulary Development • Word Form Chart <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary Music • Games • Worksheets • <p>Assessments</p> <ul style="list-style-type: none"> Diagnostic Test Selection Test A • Selection Test B • Open-Book Test • Self-test •

		<p>Language: Vocabulary Acquisition and Use L.7.4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>and Nonfiction Review pp. 1-2</p> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Word Form Chart p.42 <p>Technology <i>Interactive Digital Path</i></p> <ul style="list-style-type: none"> • Big Question Video • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Meet the Author Video • Interactive Journals • Selection Audio • Self-test 	
<p>The Big Question: <i>What is the best way to find the truth?</i></p> <p>Selection: from <i>An American Childhood</i> (900L) OR “The Luckiest Time of All” (1000L)</p> <p>Writing Text Form: Descriptive</p> <p>Strands: Reading for Literature; Writing; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Context Clues • Roots and Affixes • Point of View • Sensory Details • Possessive Nouns 	<p>Week 1 Periods: 4</p>	<p>Reading for Literature: Key Ideas and Details 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. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Reading for Literature: Craft and Structure RL.7.6 Analyze how an author develops & contrasts the points of view of different characters or narrators in a text. Writing: Text Types and Purposes W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Time and Resource Manager pp. 48a-48d • Before You Read p. 49: Context Clues Point of View • Writing About the Big Question p. 50 OR 60 • Meet the Author, p. 51 OR p. 61 • from <i>An American Childhood</i> pp. 52-58 OR “The Luckiest Time of All” pp. 62-66 • After You Read, p. 59 or 67 Context Clues Point of View Vocabulary • Possessive Nouns p. 68 • Description That Includes Hyperbole p. 69 • Prewriting for Description 	<p>Reading Literature</p> <ul style="list-style-type: none"> • Reading Warm-ups • Guided or Independent Reading • Reading Skills Graphic Organizer • Literary Analysis Graphic Organizer • Connecting to the Big Question • Point of View • Context Clues <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Description • Possessive Nouns • Writing About the Big Question <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Think Aloud • Discussion

		<p>language to capture the action and convey experiences and events.</p> <p>Language: Convention of Standard English L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language: Knowledge of Language L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>Language: Vocabulary Acquisition and Use L.7.4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>p. 67</p> <ul style="list-style-type: none"> • OAA Practice: Context Clues pp. 70-71 <p><i>Unit 1 Resources pp. 69-107</i></p> <ul style="list-style-type: none"> • Vocabulary pp. 69-70, 76, OR 87-88, 91 • Reading Warm-ups pp. 71-72 OR 89-90 • Writing About the Big Question p. 73 OR 91 • Context Clues p. 74 OR 92 • Point of View p. 75 OR 93 • Possessive Nouns p. 96 • Descriptive writing with hyperbole p. 97 • Open-Book Test pp. 78-80 OR 99-101 • Selection Test A pp. 81-83 OR 102-104 • Selection Test B pp. 84-86 OR 105-107 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 2 • Graphic Organizer: Context Clues, p. 9 or p. 10 • Graphic Organizers: Point of View, pp. 12-13 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocab-o-Gram p. 40 <p><i>Write Source</i> http://secure.greatsource.com/eservic/esadmin/glogin.do</p> <ul style="list-style-type: none"> • Possessive Nouns pp. 604.4, 606.1-606.4 <p><i>Skills Book</i></p> <ul style="list-style-type: none"> • Possessive Nouns pp. 39-40 	<p>Language</p> <ul style="list-style-type: none"> • Vocabulary Warm-ups • Word Study • Vocabulary Development • Vocab-o-Gram <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Open-Book Test • Selection Test A • Selection Test B • Self-test • AIR Practice: Context Clues
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<p>The Big Question: <i>What is the best way to find the truth?</i></p> <p>Selection: from <i>Barrio Boy</i>* (1110L) AND “A Day’s Wait” (900L) *(See Edmodo.com for Common Core exemplar lesson in the “Anthology Alignment Project” group folder. Use password <i>pkx4sp</i> to join.)</p> <p>Writing Text Form: Writing to Compare Fiction and Nonfiction</p> <p>Strands: Reading for Literature; Writing; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Define Characteristics of Fiction and Nonfiction • Comparing Text 	<p>Week 1 Periods: 1</p> <p>Week 2 Periods: 4</p>	<p>Reading for Literature: Key Ideas and Details 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. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Reading for Literature: Craft and Structure RL.7.6 Analyze how an author develops & contrasts the points of view of different characters or narrators in a text. Reading for Literature: Range of Reading and Text Complexity 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. Writing: Text Types and Purposes W.7.2 Write informative/explanatory texts to examine a topic and convey</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Comparing Literary Works pp. 78-79 Comparing Fiction and Nonfiction Vocabulary Writing About the Big Question • Meet the Authors p. 79 • from <i>Barrio Boy</i> pp. 80-85 • “A Day’s Wait” pp. 86-90 • After You Read p. 91 Comparing Fiction and Nonfiction Writing to Compare Fiction & Non-fiction Vocabulary <p><i>Unit 1 Resources p. 108-126</i></p> <ul style="list-style-type: none"> • Vocabulary pp. 108-109, 114 • Reading Warm-up pp. 110-111 • Writing About the Big 	<p>Reading Literature/Informational Text</p> <ul style="list-style-type: none"> • Questioning • Activating Prior Knowledge • Guided or Independent Reading • Comparing Fiction and Nonfiction • Characteristics of Genres <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question • Compare and Contrast Essay <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discussion • Think Aloud • Visual Connections <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Activities • Vocabulary Development <p><i>Vocabulary Central</i></p>

		<p>ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Language: Vocabulary Acquisition and Use</p> <p>L.7.4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Question p. 112</p> <ul style="list-style-type: none"> • Compare Fiction to Nonfiction pp. 113, 115 • Open-Book Test pp. 116-118 • Selection A Test pp. 119-121 • Selection B Test pp. 122-124 • Benchmark Test 1 pp. 127-132 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 3 • Graphic Organizers: Comparing Fiction and Nonfiction pp. 15-18 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 <p>Technology</p> <p><i>Interactive Digital Path</i></p> <ul style="list-style-type: none"> • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Interactive Journals • Selection Audio • Self-test 	<ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Open-Book Test • Selection Test A • Selection Test B • Self-test • Benchmark Test 1 (Cumulative)
<p>The Big Question: <i>What is the best way to find the truth?</i></p> <p>Selection: “All Summer in a Day” (940L) OR “Suzy and Leah” (590L)</p>	<p>Week 3 Periods: 5</p>	<p>Reading for Literature: Key Ideas and Details</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Reading for Informational Texts: Integration of Knowledge and Ideas</p> <p>RI.7.6 Determine an author’s point of</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Time and Resource Manager pp. 98a-98d • Before You Read pp. 98-99 Author’s Purpose Details Chart Setting • Writing About the Big 	<p>Reading Literature</p> <ul style="list-style-type: none"> • Reading Warm-ups • Author’s Purpose • Guided or Independent Reading • Setting • Reading Check Questions • End-of-selection Questions

<p>Writing Text Form: Expository Narration</p> <p>Strands: Reading for Literature; Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Roots • Author’s Purpose • Setting • Personal Pronouns; Subject and Object • Oral Communication 		<p>view or purpose in a text & analyze how the author distinguishes his or her position from that of others.</p> <p>Writing: Text Types and Purposes W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Speaking and Listening: Comprehension and Collaboration SL.7.1 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.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Language: Vocabulary Acquisition</p>	<p>Question p. 100 OR p. 112</p> <ul style="list-style-type: none"> • Meet the Author p. 101 OR p. 113 • “All Summer in a Day” pp. 102-110 OR “Suzy and Leah” pp. 114-124 • After You Read p. 111 OR 125 <p>Author’s Purpose Setting Word Study</p> <ul style="list-style-type: none"> • Personal Pronouns p. 126 • Writing a News Report p. 127 • Prewriting for Narration p. 127 • Partner Discussion p.127 <p><i>Unit 1 Resources pp. 134-172</i></p> <ul style="list-style-type: none"> • Vocabulary pp. 134-135, 141 OR 152-153, 159 • Reading Warm-ups pp. 136-137 OR 154-155 • Writing About the Big Question p. 138 OR 156 • Author’s Purpose p. 139 OR 157 • Setting p. 140 OR 158 • Communication Skills p. 160 • Personal Pronouns p. 161 • News Report p. 162 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 4 • Graphic Organizers: Author’s Purpose pp. 20-22 • Graphic Organizers: Setting pp. 23-25 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 	<p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question • News Report Prewriting for Narration <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discussion • Think Aloud • Partner Discussion • Communication Skills <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Development • Vocabulary Activities • Word Study <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Open-Book Test • Selection Test A • Selection Test B • Self-test
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		<p>and Use L.7.4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes & roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p><i>Write Source</i> http://secure.greatsource.com/eservice/esadmin/glogin.do</p> <ul style="list-style-type: none"> Personal Pronouns pp. 701.1, 714.2,706.1,712.1-712.4 <p><i>Skills Book</i></p> <ul style="list-style-type: none"> Personal Pronouns pp. 143-148 <p>Technology <i>Interactive Digital Path</i></p> <ul style="list-style-type: none"> Get Connected Video Background Video Illustrated Vocabulary Words Interactive Vocabulary Games BQ Tunes Interactive Journals Interactive Graphic Organizers Selection Audio Self-test Grammar Tutorial: Personal Pronouns 	
<p>The Big Question: <i>What is the best way to find the truth?</i></p> <p>Selection: “My First Free Summer” (760L) OR from <i>Angela’s Ashes</i> (1270L)</p> <p>Writing Text Form: Letter Writing</p> <p>Strands: Reading for Literature; Reading for Informational Texts; Speaking and Listening; Language</p>	<p>Week 4 Periods: 5</p>	<p>Reading for Literature: Key Ideas and Details 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. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Reading for Informational Texts: Integration of Knowledge and Ideas RI.7.6 Determine an author’s point of view or purpose in a text & analyze how the author distinguishes his or her</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> Time and Resource Manager pp. 128a- 128d Before You Read pp. 128-129 Author’s Purpose Historical Context Writing About the Big Question p. 130 OR 138 Making Connections p. 130 OR p. 138 Meet the Author p. 131 OR p. 139 “My First Free Summer” 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> Reading Warm-ups Guided or independent reading Reading Check Questions Author’s Purpose Historical Context End-of-selection Questions <p>Writing</p> <ul style="list-style-type: none"> Bellringers Writing About the Big Question Prewriting for Autobiography Possessive Pronouns

<p>Skills:</p> <ul style="list-style-type: none"> • Roots • Author’s Purpose • Historical Context • Characteristics of Nonfiction • Interviewing • Possessive Pronouns 		<p>position from that of others.</p> <p>Speaking and Listening: Comprehension and Collaboration SL.7.1 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.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Language: Vocabulary Acquisition and Use L.7.4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes & roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p>pp. 132-136 OR from <i>Angela’s Ashes</i> pp. 140-148</p> <ul style="list-style-type: none"> • After You Read p. 137 OR p. 149 Author’s Purpose Historical Context • Possessive Pronouns p. 150 • Interview p. 151 • Prewriting for Autobiography p. 151 • Practice: Author’s Purpose pp. 152-153 <p><i>Unit 1 Resources pp. 173-211</i></p> <ul style="list-style-type: none"> • Vocabulary pp. 173-174, 180 OR pp. 191-192, 198 • Reading Warm-ups pp. 175-176 OR 193-194 • Writing About the Big Question p. 177 OR 195 • Author’s Purpose p. 178 OR 196 • Historical Context p. 179 OR 197 • Possessive Pronouns p. 200 • Letter Writing p. 201 • Interview p. 202 • Open-Book Test pp. 182-184 OR 203-205 • Selection Test A pp. 185-187 OR 206-208 • Selection Test B pp. 188-190 OR 209-211 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 5 • Graphic Organizers: Author’s Purpose pp. 26-28 • Graphic Organizers: Historical Context pp. 29-31 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discussion • Think Aloud • Interview <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Development • Vocabulary Activities • Word Study <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Open-Book Test • Selection Test A • Selection Test B • Self-test • Practice: Author’s Purpose
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			<p>Rating Chart p. 33</p> <ul style="list-style-type: none"> • Anticipation Guide p. 38 <p>Technology <i>Interactive Digital Path</i></p> <ul style="list-style-type: none"> • Get Connected Video • Background Video • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Interactive Journals • Selection Audio • Self-test • Grammar Tutorial: Possessive Pronouns 	
<p>The Big Question: <i>Does every conflict have a winner?</i></p> <p>Selection – Novel Study: <i>The Watsons Go To Birmingham-1963</i> (1000L)</p> <p>Writing Text Form: Narrative: After reading <i>The Watsons Go To Birmingham--1963</i>, write a narrative about the bombing of the Birmingham church from the perspective of one of the victims or the victim’s family. Use similes, metaphors, and allusions to develop your work.</p> <p>Strands: Reading for Literature; Writing; Speaking and Listening; Language</p> <p>Skills:</p>	<p>Weeks 5-8 Periods: 19</p>	<p>Reading for Literature: Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Reading for Literature: Craft and Structure</p> <p>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 or other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or a section of a story or drama.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators</p>	<p>CCS Novel Lessons</p> <p><i>Novel: The Watsons Go To Birmingham-1963</i></p> <p>Writing</p> <ul style="list-style-type: none"> • Narrative Prompt: After reading <i>The Watsons Go To Birmingham-1963</i>, write a narrative about the bombing of the Birmingham church from the perspective of one of the victims or the victim’s family. Use similes, metaphors, and allusions to develop your work. <p><i>Write Source</i> http://secure.greatsource.com/eservic/esadmin/glogin.do</p> <ul style="list-style-type: none"> • The Writing Process, pp. 5-26 • Sharing a Learning Experience pp. 97-100 	<p>Reading for Literature <i>Novel: The Watsons Go To Birmingham 1963</i></p> <ul style="list-style-type: none"> • Novel Overview • Novel Organizer • Point of View • Close Readings • Contrasting Characters • Character Analysis • Cause/Effect • Plot Events • Allusions • Using a Glossary or Dictionary <p>Writing</p> <ul style="list-style-type: none"> • Narrative Prompt: After reading <i>The Watsons Go To Birmingham 1963</i>, write a narrative about the bombing of the Birmingham church from the perspective of one of the victims or the victims’ family. Use similes, metaphors, and allusions to develop your work.

<ul style="list-style-type: none"> • Metaphors, Similes and Hyperboles • Using Dictionaries • Purpose for Reading • Make Critical Comparisons • Point of View • Answer Questions (Close Reading) • Author’s Purpose • Compare the Treatment, Scope and Organization of Ideas • Interaction Between Main and Minor Characters • Setting • Plot • Allusions • Narrative Writing 		<p>in a text.</p> <p>Reading for Literature: Integration of Knowledge and Ideas</p> <p>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).</p> <p>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.</p> <p>Reading for Literature: Range of Reading and Level of Text Complexity</p> <p>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.</p> <p>Writing: Text Types and Purposes</p> <p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory</p>	<ul style="list-style-type: none"> • Prewriting for Portfolio Piece pp. 101-106 • Write First Draft of Portfolio Piece pp. 107-112 • Revise Portfolio Piece pp. 113-124 • Edit Portfolio Piece pp. 125-128 • Evaluate and Assess pp. 130-134 	<ul style="list-style-type: none"> • Review the Writing Process • Prewriting • Drafting • Revising • Editing • Evaluating and Assessing • What do you know about the 1960s? <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Think Aloud • Discussion • Cooperative Group Activities • Informal Debate • Jigsaw Activity • Chapter Skit • Viewing “4 Little Girls” (optional activity) <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Activities
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	<p>language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Writing: Production and Distribution of Writing</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6 Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>Writing: Research to Build and Present Knowledge</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “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”).</p> <p>Speaking and Listening: Comprehension and Collaboration</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in</p>		
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		<p>groups, and teacher-led) with diverse partners <i>on grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>Language: Conventions of Standard English L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>Language: Vocabulary Acquisition and Use L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade seven reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>		
UNIT 2		Conflict Unit		
<p>The Big Question: <i>Does Every Conflict Have a Winner?</i></p> <p>Model Selection: “The Treasure of Lemon Brown”</p> <p>Writing: Timeline</p> <p>Strands: Reading for Literature; Language</p>	<p>Week 9 Periods: 5</p>	<p>Reading for Literature: Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Introducing the Big Question pp. 198-199 • Introduction: Short Stories pp. 200-201 • Meet the Author p. 201 • Elements of Short Stories pp. 202-203 • Literary Devices p. 203 • Put Yourself in the Picture p. 203 • Model Selection: Short 	<p>Reading Literature</p> <ul style="list-style-type: none"> • Reading Warm-ups • Short Story Elements • Literary Devices • Put Yourself in the Picture • Guided or Independent Reading • Critical Thinking • Short Story Review • Characterization <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Write What You Know

<p>Skills:</p> <ul style="list-style-type: none"> • Identifying Literary Forms and Genres • Characteristics of Short Stories • Literary Devices • Figurative Language • Conveying Mood or Meaning • Characterization 		<p>or plot).</p> <p>Reading for Literature: Craft and Structure</p> <p>RL.7.6 Analyze how an author develops & contrasts the points of view of different characters or narrators in a text.</p> <p>Language: Vocabulary Acquisition and Use</p> <p>L.7.4 Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Stories: “The Treasure of Lemon Brown” pp. 204-214</p> <ul style="list-style-type: none"> • After You Read p. 215 <p>Short Story Review Timeline</p> <p><i>Unit 2 Resources pp. 1-22</i></p> <p>Vocabulary pp. 1-3, 7-8</p> <ul style="list-style-type: none"> • Applying the Big Question • pp. 4-5 <p>Reading Warm-ups pp. 9-10</p> <ul style="list-style-type: none"> • Listening and Viewing p. 11 • Characterization pp. 12-13 • Open-Book Test pp. 14-16 • Selection Test A pp. 17-19 • Selection Test B pp. 20-22 • <p><i>Graphic Organizers and Bellringers</i></p> <p>Bellringers Week 7</p> <ul style="list-style-type: none"> • Graphic Organizers: Short • Story Review pp. 37-38 <p><i>Professional Development</i></p> <p><i>Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 • Anticipation Guide pp. 36-38 <p>Technology</p> <p><i>Interactive Digital Path</i></p> <p>Big Question Video Illustrated Vocabulary Words</p> <ul style="list-style-type: none"> • Interactive Vocabulary • Games <p>BQ Tunes Meet the Author Video Short Story Video Interactive Journals Selection Audio Self-test</p>	<ul style="list-style-type: none"> • Timeline <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discussion • Think Aloud <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Warm-ups • Vocabulary Development • Vocabulary Activities <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Open-Book Test • Selection Test A • Selection Test B • Self-test
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END OF NINE WEEK PERIOD * This pacing guide is based on 52 minute periods and should be adjusted to fit alternative schedules.