

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, Conflict Unit

Big Questions: Does Every Conflict Have a Winner?, What Should We Learn?

Fiction (2 selections)

“Rikki-Tikki-Tavi”

“The Third Wish” **OR** “Amigo Brothers”

Nonfiction (4 selections)

“Mongoose on the Loose”

“Indian Grey Mongoose”

“Walking for Exercise” (Government Publication)

“Safe Routes to School” (website)

Novel/Nonfiction (1 selection)

Of Beetles and Angels

Optional Informative/Explanatory Prompt: Informational research report about refugee camps

After reading *Of Beetles and Angels*, write an essay that defines refugee camps and explains the conditions found in various camps. Support your discussion with evidence from the text and other sources. What conclusions can you draw about the effects of these camps on human beings?

**COLUMBUS CITY SCHOOLS
ELA GRADE 7**

Conflict Unit				
Unit/Topics	Periods	Strands: Topics Standard Statements	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Big Question: <i>Does every conflict have a winner?</i></p> <p>Selection: “Mongoose on the Loose”* AND “Indian Grey Mongoose” *(See <i>Edmodo.com for Common Core exemplar lesson in the “Anthology Alignment Project” group folder. Use password pkx4sp to join.</i>)</p> <p>Writing Text Form: Descriptive Writing</p> <p>Strands: Reading for Informational Text; Writing; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Understand Text Structure and Purpose • Compare and Contrast Different Sources of Information • Draw Conclusions • Verbs • 	<p>Week 1 Periods: 4</p>	<p>Reading for Informational Text: Key Ideas and Details RI.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>Reading for Informational Text: Integration of Knowledge and Ideas RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</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>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>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Informational Texts p. 282 Text Structure Text Features Chart • “Mongoose on the Loose” pp. 283-284 • “Indian Grey Mongoose” pp. 285-286 • Comparing Informational Texts p. 287 • Descriptive Writing p. 287 • • <i>Graphic Organizers and Bellringers</i> • Bellringers Week 8 days 1-2 <p><i>Write Source</i> http://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Verbs p. 718 <p><i>Skills Book</i></p> <ul style="list-style-type: none"> • Verbs pp. 151-152 	<p>Reading for Informational Text</p> <ul style="list-style-type: none"> • Guided or Independent Reading • Comparing Informational Text <p>Writing</p> <ul style="list-style-type: none"> • Bellringer • Descriptive Writing • Verbs • <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Think Aloud • Discussion • <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Development <p>Assessments</p> <ul style="list-style-type: none"> • Test Practice: Informational Texts

<p>The Big Question: <i>Does every conflict have a winner?</i></p> <p>Selection: “Rikki-Tikki-Tavi” (1010L)</p> <p>Writing Text Form: Compare-Contrast Essay: Compare the nonfiction articles from week 1 to the fiction story.</p> <p>Strands: Reading for Literature; Reading for Informational Text; Writing</p> <p>Skills:</p> <ul style="list-style-type: none"> • Compare-contrast fiction to nonfiction • Plot elements 	<p>Week 1 Periods: 1</p> <p>Week 2 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.</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 Text: Integration of Knowledge and Ideas RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</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>Writing: Research to Build and Present Knowledge W.7.9 Draw evidence from literary or informational texts to support analysis, reflections, and research.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Writing About the Big Question p. 226 • Meet the Authors p. 227 • “Rikki-Tikki-Tavi” pp.228-244 • Critical Thinking p. 244 <p><i>Unit 2 Resources pp. 42-61</i></p> <ul style="list-style-type: none"> • Vocabulary pp. 41-42, 48 • Reading Warm-ups pp. 43-44 • Writing About the Big Question p. 45 • Literary Analysis: Plot p. 47 • Enrichment: Real-Life Animals p. 49 • Open Book Test pp. 53-55 • Selection Test A pp. 56-58 • Selection Test B pp. 59-61 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 9 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 • Vocab-o-Gram p. 40 <p><i>Write Source</i> http://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Writing compare-contrast essay pp. 161-177 <p>Technology <i>Interactive Digital Path</i></p> <ul style="list-style-type: none"> • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Interactive Journals • Selection Audio 	<p>Reading for Literature</p> <ul style="list-style-type: none"> • Reading Warm-ups • Introduce the Skills • Critical Thinking • Guided or Independent Reading • Reading Skill: Plot <p>Reading for Informational Text</p> <ul style="list-style-type: none"> • Compare-contrast literary piece with non-fiction. <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question • Compare-Contrast Essay: Compare the nonfiction articles about mongooses to this short story. <p>Speaking and Listening Discussion</p> <ul style="list-style-type: none"> • Think Aloud • <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Activities • Vocabulary • Development • Vocabulary Knowledge Rating Chart • Vocab-O-Gram <p><i>Vocabulary Central</i> Vocabulary</p> <ul style="list-style-type: none"> • Music • Games • Worksheets • <p>Assessments</p> <ul style="list-style-type: none"> • Open Book Test • Selection Test A • Selection Test B
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<p>The Big Question: <i>Does every conflict have a winner?</i></p> <p>Selection: “The Third Wish”* (1110L) OR “Amigo Brothers” (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: Anecdote, News Story</p> <p>Strands: Reading for Literature; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> Recognize Details Make Inferences Develop Vocabulary • Character 	<p>Week 3 Periods: 4</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.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</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>Writing: Range of Writing</p> <p>W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <p>Time and Resource Manager pp. 308a-308d Before You Read pp. 308-309 Making Inferences Details Chart Conflict and Resolution</p> <ul style="list-style-type: none"> • Writing About the Big Questions p. 310 OR p. 320 Meet the Author p. 311 OR p. 321 “The Third Wish” pp. 312-318 OR “Amigo Brothers” pp. 322-332 • After You Read p. 319 OR p. 333 Making Inferences Conflict and Resolution Vocabulary Adjectives p. 334 • Anecdotal Writing p. 335 • Prewriting for Narration p. 335 News Story p. 335 <p><i>Unit 2 Resources pp. 126-164</i></p> <p>Vocabulary pp. 126-127, 133 OR 144-145, 151 Reading Warm-ups pp. 128-129 OR 146-147</p> <ul style="list-style-type: none"> • Writing About the Big Question p. 130 OR 148 • Inferences p. 131 OR 149 Conflict p. 132 OR 150 Open-Book Test pp. 135-137 OR 156-158 	<p>Reading for Literature</p> <p>Reading Warm-ups Writing About the Big Question</p> <ul style="list-style-type: none"> • Reading Check Questions • Predictions and Critical Viewing Prompts • End-of-selection Questions Making Inferences Conflict and Resolution • Anticipation Guides <p>Writing</p> <ul style="list-style-type: none"> • Bellringer • Anecdotal Writing Prewrite for Narration News Story Adjectives <p>Speaking and Listening</p> <p>Think Aloud Discussion</p> <ul style="list-style-type: none"> • Presenting a News Story
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<p>Interactions and Conflicts</p> <ul style="list-style-type: none"> • Anecdotal Writing • Adjectives • Presenting News Story 		<p>pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language: Conventions of Standard English</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language: Vocabulary Acquisition and Use</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<ul style="list-style-type: none"> • Selection A Test pp. 138-140 OR 159-161 • Selection B Test pp. 141-143 OR 162-164 • Adjectives p. 153 • Anecdote Writing p. 154 • News Story p. 155 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 10 • Graphic Organizers: Inferences pp. 56-58 • Graphic Organizers: Conflict pp. 59-61 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Anticipation Guide p. 38 <p><i>Write Source</i></p> <p>http://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Adjectives pp. 486-489, pp. 732.4-734.2 <p><i>Skills Book</i></p> <ul style="list-style-type: none"> • Adjectives pp. 163-166 <p>Technology</p> <p><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 • Grammar Tutorial: Adjectives • Self-test 	<p>Language</p> <ul style="list-style-type: none"> • Vocabulary Activities • Word Study • Vocabulary Development <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
UNIT 3				
<p>The Big Question: <i>What should we learn?</i></p> <p>Selection - Novel Study: <i>Of Beetles and Angels</i> (850L)</p> <p>Writing Text Form:</p>	<p>Weeks 4-8 Periods: 21</p> <p>Week 9 Periods: 1</p>	<p>Reading for Informational Text: Key Ideas and Details</p> <p>RI.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>RI.7.2 Determine two or more</p>	<p>CCS Novel Lessons</p> <p><i>Novel: Of Beetles and Angels</i></p> <ul style="list-style-type: none"> • Novel Unit in Curriculum Guide Online <p><i>Grading Period 2</i></p> <p>Writing Prompt</p> <ul style="list-style-type: none"> • Informative Prompt: After reading <i>Of Beetles</i> 	<p>Reading for Informational Text</p> <p><i>Novel: Of Beetles and Angels</i></p> <ul style="list-style-type: none"> • Book Overview • Text Dependent Questions • Points of View • Comparing Original Text to

<p><i>Writing:</i> Informative/Explanatory Text: After reading <i>Of Beetles and Angels</i>, write an essay that defines refugee camps and explains the conditions found in various camps. Support your discussion with evidence from the text and other sources. What conclusions can you draw about the effects of these camps on human beings?</p> <p>Standards: Reading for Informational Text; Writing; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Context clues • Summarize • Compare original text to summary • Root words and affixes • Create a works-cited page • Proofreading • Write an informative report 		<p>central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Reading for Informational Text: Craft and Structure</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>Reading for Informational Text: Integration of Knowledge and Ideas</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><i>and Angels</i>, write an essay that defines refugee camps and explains the conditions found in various camps. Support your discussion with evidence from the text and other sources. What conclusions can you draw about the effects of these camps on human beings?</p> <p><i>Write Source</i> http://secure.greatsource.com/eservicesadmin/glogin.do</p> <ul style="list-style-type: none"> • Research Writing: Building Skills pp. 363-376 • Research Writing: Research Report pp. 381-395, pp. 398-410 	<p>Summary</p> <ul style="list-style-type: none"> • Primary source refugee articles • Author interview • Close Read 1 and 2 <p>Writing</p> <ul style="list-style-type: none"> • How to Write a Summary • Quick Writes • Going to a Refugee Camp • Description of a Refugee Camp • Primary vs. Secondary Sources • Using the Internet • Using the Library • Using Reference Materials • Evaluating Sources <p>Portfolio Prompt – Informative Text: After reading <i>Of Beetles and Angels</i>, write an essay that defines refugee camps and explains the conditions found in various camps. Support your discussion with evidence from the text and other sources. What conclusions can you draw about the effects of these camps on human beings?</p> <ul style="list-style-type: none"> • Prewriting • Thesis Statement • Drafting • Works-Cited Page • Proofreading • Revising • Editing • Publishing <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Collaborative work (groups, partners) • Discussions • Point of view role
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		<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>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from or supports the information or explanation presented.</p> <p>Writing: Production and Distribution of Writing W.7.4 Produce clear and coherent writing in which the development, organization, and style are</p>		<ul style="list-style-type: none"> playing • Skits from text • PowerPoint presentation <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Cards • Root Words and Affixes • Word Chart • Vocabulary Activities • Metaphors • Word Quadrants <p>Assessments</p> <ul style="list-style-type: none"> • Formative Assessments • Alternate Assessments • Summative Quiz
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		<p>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 has 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.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and</p>		
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		<p>the evidence is relevant and sufficient to support the claims”).</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 <i>grade 7 topics, texts and issues</i>, building on others’ ideas and express their own clearly. 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. SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>Language: Conventions of Standard English L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.</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 7 reading and content</i>, choosing flexibly from a range of</p>		
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		<p>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>b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</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> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p>The Big Question: <i>Does every conflict have a winner?</i></p> <p>Selection: “Government Publication: Walking for Exercise and</p>	<p>Week 9 Periods: 4</p>	<p>Reading for Informational Text: Key Ideas and Details RI7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> www.pearsonsuccessnet.com</p> <ul style="list-style-type: none"> • Inferences and Generalizations p. 364 • “Walking for Exercise and Pleasure” pp. 365-366 AND “Safe Routes to School” pp. 367-368 	<p>Reading for Informational Text</p> <ul style="list-style-type: none"> • Inferences and Generalizations • Comparing Informational Texts

<p>Pleasure” AND Web Site: “Safe Routes to School”</p> <p>Writing Text Form: Directions</p> <p>Strands: Reading for Informational Text; Writing</p> <p>Skills:</p> <ul style="list-style-type: none"> • Making Inferences • Compare Informational Texts • Writing Directions 		<p>Reading for Informational Text: Integration of Knowledge and Ideas</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>Writing: Text Types and Purposes</p> <p>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>	<ul style="list-style-type: none"> • Comparing Informational Texts p. 369 • Write Directions and Draw a Map p. 369 	<p>Writing</p> <ul style="list-style-type: none"> • Write Directions and Draw a Map <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Think Aloud • Discussion <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Development <p>Assessments</p> <ul style="list-style-type: none"> • Test Practice: Informational Texts
END OF NINE WEEK PERIOD				

* This pacing guide is based on 52 minute periods and should be adjusted to fit alternative schedules.