

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, Individual vs Community Unit

Big Questions: Do Others See Us More Clearly Than We See Ourselves?, *Community or individual-- which is more important?*

Drama (1 selection)

- “Dragonwings”

Fiction (3 selections)

- “Icarus and Daedalus” **OR** “Demeter and Persephone”
- “The Fox Outwits the Crow”
- “The Fox and the Crow”

Nonfiction (6 selections)

- “Veteran Returns, Becomes Symbol”
- “The Wrong Orbit”
- “The Seasons on Earth”
- “What Gives the Sunrise its Orange Glow?”
- “Zoos: Joys or Jails”
- “Kid Territory: Why Do We Need Zoos?”

Informative/Explanatory Book (1 selection)

Cathedral: The Story of its Construction

Optional Informative/Explanatory Prompt:

After reading *Cathedral*, write an essay that describes how a famous building or a specific building in your community was constructed. Research the reasons the structure was built and the way the structure has been used over the years. Include multimedia resources such as a power point, video, posters or other multimedia to clarify your essay.

**COLUMBUS CITY SCHOOLS
ELA GRADE 7**

| Individual vs Community Unit | | | | |
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| Unit/Topics | Periods | Strands: Topics Standard Statements | Textbook/Supplemental Materials | Assessments/Assignments |
| UNIT 5 | | | | |
| The Big Question: <i>Do others see us more clearly than we see ourselves?</i> Model Selection: “Dragonwings” Strands: Reading for Literature; Writing; Speaking and Listening Skills: <ul style="list-style-type: none"> • Understand Elements and Types of Drama • Relate to Visual Elements of Drama • Script Writing | Week 1 Periods: 5 | Reading for Literature: Craft and Structure RL.7.5 Analyze how a drama’s or poem’s form or structure contributes to its meaning. Reading for Literature: Integration of Knowledge and Ideas 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. Writing: Production and Distribution of Writing W.7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Writing: Research to Build and Present Knowledge 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. Speaking and Listening: Presentation of Knowledge and Ideas SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and | Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> <ul style="list-style-type: none"> • Introducing the Big Question pp. 720-721 • Introduction: Drama pp. 722-723 • Meet the Author pp. 723, 726 • Elements of Drama p. 724 • Types of Drama p. 725 • Model Selection: “Dragonwings” pp. 727-734 • After You Read p. 735 • Critical Thinking • Drama Review • Research the Author: Exhibit of Books • AIR Practice: Purposes for Reading pp. 810-811 • Research: Multimedia Report pp. 824-829 • Commonly Confused Words p. 827 <i>Unit 5 Resources pp. 1-22, 82-83</i> <ul style="list-style-type: none"> • Vocabulary pp. 1-3, 7-8 • Reading Warm-ups pp. 9-10 • Applying the Big Question p. 4 • Listening and Viewing p. 11 • Drama pp. 12-13 • Open-Book Test pp. 14-16 • Selection Test A pp. 17-19 • Selection Test B pp. 20-22 | Reading Drama <ul style="list-style-type: none"> • Introducing the Big Question • Introduction: Drama • Elements of Drama • Types of Drama • Reading Warm-ups • Guided or Independent Reading • Critical Thinking Questions • Drama Review Chart Writing <ul style="list-style-type: none"> • Bellringers • Writing a Script Speaking and Listening <ul style="list-style-type: none"> • Discussion • Exhibit of Books by Author • Monologue • Drama Reading • Listening and Viewing • Activity • Research: Multimedia Report Language <ul style="list-style-type: none"> • Vocabulary Activities • Vocabulary • Development • Vocabulary Knowledge |

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| | | emphasize salient points. | <ul style="list-style-type: none"> • Multimedia Report p. 82 • Commonly Confused Words p. 83 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 25 • Graphic Organizers: Drama Review pp. 145-146 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 • Word Form Chart p. 42 <p><i>Write Source</i> http://secure.greatsource.com/eservice/admin/glogin.do</p> <ul style="list-style-type: none"> • Using the Right Word pp. 652-658, 660-666, 668-676, 678-682 <p><i>Skills Book</i></p> <ul style="list-style-type: none"> • Using the Right Word pp. 61-66 <p>Technology</p> <ul style="list-style-type: none"> • Big Question Video • Illustrated Vocabulary Words • Interactive Vocabulary • Games BQ Tunes • Meet the Author Video • Drama Video • Interactive Journals • Selection Audio • Self-test | <p>Rating Chart</p> <ul style="list-style-type: none"> • Word Form Chart • Commonly Confused Words <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"> • Selection Test A • Selection Test B • Open-Book Test • Self-test • AIR Practice: Purposes for Reading |
| <p>The Big Question: <i>Do others see us more clearly than we see ourselves?</i></p> <p>Selections: “Veteran Returns, Becomes</p> | <p>Weeks 2-3 Periods: 7 (Week 2: 5 periods; Week 3: 2 periods)</p> | <p>Reading for Information: Craft and Structure 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>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Bias and Stereotyping p. 862 • “Veteran Returns, Becomes Symbol” AND “The Wrong Orbit: Senator Has No Legitimate Business Blasting | <p>Reading for Information</p> <ul style="list-style-type: none"> • Bias/Stereotyping • Guided or Independent Reading • Comparing Editorials |

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| <p>Symbol” AND “The Wrong Orbit: Senator Has No Legitimate Business Blasting into Space”</p> <p>Writing: Informative Writing Argumentative Writing</p> <p>Strands: Reading for Information; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Understand Bias and Stereotyping • Purpose for Reading Persuasive Texts • Understand Meaning of Words and Phrases from Other Languages • Understand Origins of Borrowed and Foreign Words • Evaluative Writing | | <p>Reading for Information: 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 Type and Purposes W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Writing: Research to Build and Present Knowledge W.7.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>Speaking and Listening: Comprehension and Collaboration SL.7.1d Acknowledge new information expressed by others and , when warranted, modify their own views.</p> <p>Language: Vocabulary Acquisition and Use L.7.4c Consult general and specialized materials 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>into Space” pp. 863-864</p> <ul style="list-style-type: none"> • Comparing Informational Texts p. 865 • Write an Evaluation p. 865 • Borrowed and Foreign Words pp. 888-889 • Conducting an Interview p. 890 <p><i>Unit 5 Resources pp. 131-132</i></p> <ul style="list-style-type: none"> • Borrowed and Foreign Words pp. 131-132 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 30 <p>Essay Scorer:</p> <ul style="list-style-type: none"> • School Vacations (Argument) | <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Write an Evaluation • Argumentative Essay: School Vacations (Essay Scorer) <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discussion • Think Aloud • Interview <p>Language</p> <ul style="list-style-type: none"> • Borrowed and Foreign Words • Vocabulary Development <p>Assessments</p> <ul style="list-style-type: none"> • Test Practice: Comparing Informational Texts |
| UNIT 6 | | | | |
| <p>The Big Question: <i>Community or individual-- which is more important?</i></p> <p>Selection: “Icarus and Daedalus” (1110L) or “Demeter and Persephone” (790L)</p> | <p>Weeks 3-4 Periods: 8 (Week 3: 3 periods; Week 4: 5 periods)</p> | <p>Reading for Literature: Key Ideas and Details RL.7.3 Analyze how particular elements of a story or drama interact.</p> <p>Reading for Information: Key Ideas and Details RI.7.3 Analyze the interactions between individuals, events and ideas</p> | <p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • What is Storytelling? pp. 902-903 • Learning About Themes in the Oral Tradition pp. 904-905 • Time and Resource Manager pp. 912a-912d • Before You Read p. 913 | <p>Reading for Literature/Information</p> <ul style="list-style-type: none"> • Reading Warm-ups • Cause-and-Effect Web • Guided or Independent Reading • Critical Thinking Questions • Cause and Effect |

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| <p>Writing Text Form: Narrative Writing</p> <p>Strands: Reading for Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Cause and Effect • Themes of Oral Tradition • Genre: Myth • Writing a Myth • Punctuation Marks • Debate | | <p>in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>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.</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Language: Convention of Standard English L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> | <p>Cause and Effect Cause and Effect Web Myths</p> <ul style="list-style-type: none"> • Writing About the Big Question p. 914 OR 922 • Meet The Author p. 915 OR 923 • “Icarus and Daedalus” pp. 916-920 OR “Demeter and Persephone” pp. 924-930 • After You Read p. 921 OR p. 931 <p>Cause and Effect Myth Vocabulary</p> <ul style="list-style-type: none"> • Punctuation Marks p. 932 • Write a Myth p. 933 • Prewriting for Workplace Writing p. 933 • Debate p. 933 • OAA Practice: Cause and Effect pp. 958-959 <p><i>Unit 6 Resources pp.23-61</i></p> <ul style="list-style-type: none"> • Vocabulary pp. 23-24, 30 OR 41-42, 48 • Reading Warm-ups pp. 25-26 OR 43-44 • Writing About the Big Question p. 27 OR 45 • Cause and Effect p. 28 OR 46 • Myths p. 29 OR 47 • Punctuation: Colons p. 50 • Writing a Myth p. 51 • Debate p. 52 • Open-Book Test pp. 32-34 OR 53-55 • Selection Test A pp. 35-37 OR 56-58 • Selection Test B pp. 38-40 OR 59-61 | <ul style="list-style-type: none"> • Myth <p>Writing</p> <ul style="list-style-type: none"> • Bellringers • Writing About the Big Question • Write a Myth • Punctuation Marks <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Think Alouds • Discussion • Debate <p>Language</p> <ul style="list-style-type: none"> • Vocabulary Development • Vocabulary Activities • Word Study • Vocab-o-gram • Vocabulary Knowledge Rating 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"> • Open-Book Test • Selection Test A • Selection Test B • Self-test • OAA Practice: Cause and Effect |
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| | | | <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 31 • Graphic Organizers: Cause and Effect pp. 171-173 • Graphic Organizers: Myths pp. 174-176 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocab-o-grams p. 39 • Vocabulary Knowledge Rating Chart p. 33 <p><i>Write Source</i></p> <p>http://secure.greatsource.com/eservice s admin/glogin.do</p> <ul style="list-style-type: none"> • Semicolons pp. 594-595 • Colons pp. 596-597 • Hyphens pp. 608-611 • Dashes pp. 612-613 <p><i>Skills Book</i></p> <ul style="list-style-type: none"> • Punctuation pp. 29-30, 41-44 <p>Technology</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: Colons • Self-test | |
| <p>The Big Question: <i>Community or individual-- which is more important?</i></p> <p>Selections: “The Seasons on Earth” AND “What Gives the Sunrise its Orange Glow?”</p> | <p>Week 5 Periods: 4</p> | <p>Reading for Information: Key Ideas and Details 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>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Analyze Cause-and-Effect Organization p. 960 • “The Seasons on Earth” pp. 961-962 • “What Gives the Sunrise and Sunset its Orange Glow?” pp. 963-964 | <p>Reading for Information</p> <ul style="list-style-type: none"> • Analyzing Cause-and - Effect Organization • Guided or Independent Reading • Comparing Informational Texts: Cause-and-Effect Organization |

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| <p>Writing Text Form: Informational/Explanatory Writing</p> <p>Strands: Reading for Information; Writing</p> <p>Skills:</p> <ul style="list-style-type: none"> Analyze Cause-and-Effect Organization Compare Texts Explanatory Writing | | <p>Reading for Information: Craft and Structure RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>Reading for Information: 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. 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, graphics, and multimedia when useful to aiding comprehension.</p> | <ul style="list-style-type: none"> Comparing Informational Texts : Cause-and-Effect Organization p. 965 Writing an Explanation p. 965 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> Bellringers Week 32 | <p>Writing</p> <ul style="list-style-type: none"> Bellringers Writing to Explain <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>Community or individual-- which is more important?</i></p> <p>Selection—Book: <i>Cathedral: The Story of Its Construction</i> (1120L)</p> <p>Writing Text Form: Informative Writing: Prompt: After reading</p> | <p>Weeks 6-8 Periods: 15</p> | <p>Reading for Information: Key Ideas and Details RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says as well as inferences drawn from the text. RI.7.2 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>CCS Book Lesson</p> <p><i>Book: Cathedral: The Story of Its Construction</i></p> <p>Writing</p> <ul style="list-style-type: none"> Informative/Explanatory Prompt: After reading <i>Cathedral</i>, write an essay that describes how a famous building or a specific building in | <p>Reading for Information <i>Cathedral: The Story of Its Construction</i></p> <ul style="list-style-type: none"> Book Overview Close Readings Article on Siena Cathedral Event/Research timeline Venn Diagram Credibility of sources |

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| <p><i>Cathedral</i>, write an essay that describes how a famous building or a specific building in your community was constructed. Research the reasons the structure was built and the way the structure has been used over the years. Include multimedia resources such as a power point, video, posters or other multimedia to clarify your essay.</p> <p>Strands: Reading for Informational Text; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> • Cite sources • Close reading • Summarize • Use dictionary to define unknown words • Root words and affixes • Compare and contrast texts • Make Critical Comparisons • Research questioning • Using credible sources • Connotations and denotations • Compare text to multimedia | | <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 Information: 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.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>Reading for Information: 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 text.</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 interpretation 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,</p> | <p>your community was constructed. Research the reasons the structure was built and the way the structure has been used over the years. Include multimedia resources such as a power point, video, posters or other multimedia to clarify your essay.</p> <p><i>Write Source</i> http://secure.greatsource.com/eservice_s_admin/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 | <ul style="list-style-type: none"> • Research • Citing sources • Connotation • Comparing book to video <p>Writing</p> <p>Prompt-- Explanatory/ Informative Essay: After reading <i>Cathedral</i>, write an essay that describes how a famous building or a specific building in your community was constructed. Research the reasons the structure was built and the way the structure has been used over the years. Include multimedia resources such as a power point, video, posters or other multimedia to clarify your essay.</p> <p>Using the Internet</p> <ul style="list-style-type: none"> • Using reliable sources • Summary • Compare and contrast • Point of View • Prewriting • Thesis Statement • Drafting • Works-Cited Page • Proofreading • Revising • Editing • Publishing • <p>Language</p> <ul style="list-style-type: none"> • Root Words and Affixes Word Chart • Connotations and • Denotations |
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| | | <p>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</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 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> | <ul style="list-style-type: none"> • Word Sort • Glossary • Using dictionary to define <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Oral Presentation • Group Discussion • Partner sharing • Think Aloud • Discussion • Cooperative Group Activities <p>Assessments</p> <ul style="list-style-type: none"> • Portfolio Writing • Multimedia Project |
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| | | <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>Speaking and Listening: Comprehension and Collaboration</p> <p>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 expressing their own clearly.</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 pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | | |
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| | | <p>Language: Conventions of Standard English</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore and old [,] green shirt). Spell correctly. <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> <ol style="list-style-type: none"> 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, | | |
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| | | diplomatic, condescending). | | |
| <p>The Big Question: <i>Community or individual-- which is more important?</i></p> <p>Selections: “Zoos: Joys or Jails?” AND “Kid Territory: Why Do We Need Zoos?”</p> <p>Writing Text Form: Argument writing</p> <p>Strands: Reading for Information; Writing; Speaking and Listening</p> <p>Skills:</p> <ul style="list-style-type: none"> Analyze Point of View Editorial Reading/Writing Argumentative Presentation | <p>Week 9 Periods: 5</p> | <p>Reading for Information: Key Ideas and Details LI.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 Information: Craft and Structure 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 Information: Integration of Knowledge and Ideas RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 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.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. d. Establish and maintain a formal style</p> <p>Speaking and Listening: Presentation of Knowledge and Ideas SL.7.4 Present claims and findings, emphasizing salient points in a focused,</p> | <p>Textbook (hard copy or eBook) <i>Literature Language and Literacy</i></p> <ul style="list-style-type: none"> Analyze Point of View p. 128 “Zoos: Joys or Jails?” pp. 1029-1030 “Kid Territory: Why Do We Need Zoos?” pp. 1031-1032 Comparing Informational Texts: Point of View p. 1033 Write an Editorial p. 1033 Proposal for a Zoo p. 1033 <p>Essay Scorer</p> <ul style="list-style-type: none"> Should Animals Be Put in Zoos? | <p>Reading for Information</p> <ul style="list-style-type: none"> Guided or independent reading Comparing Informational Texts Point of View <p>Writing</p> <ul style="list-style-type: none"> Write an Editorial Argument (Essay Scorer) <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discussion Think aloud Proposal for a Zoo Presentation <p>Language</p> <ul style="list-style-type: none"> Vocabulary Development <p>Assessments</p> <ul style="list-style-type: none"> Test Practice: Informational Texts |

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| | | coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | | |
| <p>The Big Question: <i>Community or individual-- which is more important?</i></p> <p>Selections: “The Fox Outwits the Crow” (730L) AND “The Fox and the Crow” (730L)</p> <p>Writing Text Form: Informational/Explanatory</p> <p>Strands: Reading for Literature; Writing; Speaking and Listening; Language</p> <p>Skills:</p> <ul style="list-style-type: none"> Analyze Point of View Compare Tone and Theme Figurative Language Research Writing and Presentation Pronoun Case | Week 10 Periods: 3 | <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>Reading for Literature: Craft and Structure 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 on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Writing: Production and Distribution of Writing 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: Research to Build and Present Knowledge W.7.9 Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply Grade 7 Reading standards to literature.</p> | <p>Textbook (hard copy or eBook) <i>Literature Language and Literacy</i></p> <ul style="list-style-type: none"> Comparing Tone and Theme p. 1034 Writing About the Big Question p. 1035 Meet the Authors p. 1035 “The Fox Outwits the Crow” pp. 1036-1037 AND “The Fox and the Crow” p. 1038 After You Read p. 1039 Comparing Tone and Theme Writing to Compare Tone and Theme Vocabulary Research Report pp. 1040-1049 Pronoun Case p. 1045 Figurative Language pp. 1052-1053 Research Presentation p. 1054 OAA Practice: Literary Skills, Informational Reading Skills, Vocabulary, Writing and Language Conventions pp. 1056-1061 <p><i>Unit 6 Resources pp. 205-232</i></p> <ul style="list-style-type: none"> Vocabulary pp. 205-206, 211 Reading Warm-ups pp. 207-208 Writing About the Big Question p. 209 | <p>Reading for Literature</p> <ul style="list-style-type: none"> Guided or Independent reading Comparing Tone and Theme Figurative Language <p>Writing</p> <ul style="list-style-type: none"> Bellringers Writing About the Big Question Writing to Compare Tone and Theme Research Report Pronoun Case <p>Speaking and Listening</p> <ul style="list-style-type: none"> Think Alouds Discussion Research Presentation <p>Language</p> <ul style="list-style-type: none"> 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 |

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|--------------------------------|--|--|---|---|
| | | <p>Speaking and Listening: Presentation of Knowledge and Ideas SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation. SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language: Vocabulary Acquisition and Use L.7.5 Demonstrate understanding of figurative language, word relationships and nuances in word meaning. a. Interpret figures of speech.</p> | <ul style="list-style-type: none"> • Comparing Tone p. 210 • Writing to Compare Tone and Theme p. 212 • Open-Book Test pp. 213-215 • Selection Test A pp. 216-218 • Selection Test B pp. 219-221 • Research Report p. 222 • Pronoun Case p. 223 • Figurative Language pp. 224-225 • Benchmark Test 12 pp. 227-232 <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> • Bellringers Week 36 • Graphic Organizers: Comparing Tone pp. 200-203 <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> • Vocabulary Knowledge Rating Chart p. 33 <p>Technology</p> <ul style="list-style-type: none"> • Illustrated Vocabulary Words • Interactive Vocabulary Games • BQ Tunes • Interactive Journals • Selection Audio • The Rewards of Writing Video • Writing Process Video • Self-test | <ul style="list-style-type: none"> • Selection Test B • Self-test • OAA Practice: Literary Skills, Informational Reading Skills, Vocabulary, Writing and Language Conventions • Benchmark Test 12 |
| END OF NINE WEEK PERIOD | | | | |

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