

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, Do Others See More Clearly Unit**

***Big Questions: What Should We Learn?, Do others see us more clearly than we see ourselves?, What is the best way to communicate?***

### Nonfiction (5 selections)

“The Real Story of a Cowboy’s Life” OR “Rattlesnake Hunt”

“How to Recognize Venomous Snakes in North America”

“California State Park Warning Signs”

“How to Download Ringtones for a Cell Phone”

“Limited Warranty for Telephones”

### Poetry (11 selections)

“Maestro” **AND** “The Desert is My Mother” **AND** “Bailando”

Collection 3: “Life” **AND** “Courage My Mother Had” **AND** “Loo-Wit”

**OR**

Collection 4: “Mother to Son” **AND** “The Village Blacksmith” **AND** “Fog” “The Highwayman” **AND** “How I Learned English”

Collection 5: “Sarah Cynthia Sylvia Stout” **AND** “One” **AND** “Weather”

**OR**

Collection 6: “Full Fathom Five” **AND** “Train Tune” **AND** “Onomatopoeia”

### Novel/Fiction (1 selection)

*The Giver*

### Optional Argumentative Prompt:

After reading *The Giver* and other texts, write an argumentative essay that makes a claim regarding living in a utopian society where there is little or no choice. Is it worth giving up your choices to live in a perfect world? Explain the reasons for your position and support your position with evidence from the novel and other sources.

**COLUMBUS CITY SCHOOLS  
ELA GRADE 7**

Do Others See More Clearly Unit				
Unit/Topics	Periods	Strands: Topics Standard Statements	Textbook/Supplemental Materials	Assessments/Assignments
<p><b>The Big Question:</b> <i>What should we learn?</i></p> <p><b>Model Selection:</b> “The Real Story of a Cowboy’s Life” (1160L) OR “Rattlesnake Hunt” (1030L)</p> <p><b>Writing Text Form:</b> Adaptation of an Incident</p> <p><b>Strands:</b> Reading for Informational Text; Writing; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Fact and Opinion</li> <li>• Mood</li> <li>• Word Choice</li> <li>• Roots</li> <li>• Subjects and</li> <li>• Predicates</li> <li>• Narrative</li> </ul>	<p><b>Week 1</b> <b>Periods: 3</b></p>	<p><b>Reading Informational Text: Key Ideas and Details</b></p> <p><b>RI.7.1</b> 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><b>RI.7.2</b> 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><b>RI.7.3</b> 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><b>Reading Informational Text: Craft and Structure</b></p> <p><b>RI.7.4</b> 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><b>RI.7.6</b> 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><b>Reading Informational Text: Integration of Knowledge and Ideas</b></p> <p><b>RI.7.8</b> 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.</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> <li>• Time and Resource Manager pp. 506a-506d</li> <li>• Before You Read pp. 506-507 Fact and Opinion Resources Chart Word Choice</li> <li>• Writing About the Big Question p. 508 OR 516</li> <li>• Meet the Author p. 509 OR 517</li> <li>• “The Real Story of a Cowboy’s Life” pp. 510-514 OR “Rattlesnake Hunt” pp. 518-524</li> <li>• After You Read p. 515 OR p. 525 Fact and Opinion Word Choice</li> <li>• Compound Subjects and Predicates p. 526 Adaptation p. 527</li> <li>• Prewriting for Comparison p. 527 Help-Wanted Ad p. 527</li> <li>• Test Practice: Fact and Opinion pp. 526-529</li> </ul> <p><i>Unit 3Resources pp.166-204</i></p> <ul style="list-style-type: none"> <li>• Vocabulary pp. 166-167, 173 OR 184-185, 191</li> <li>• Reading Warm-ups pp. 168-169 OR 186-187</li> </ul>	<p><b>Reading for Informational Text</b></p> <ul style="list-style-type: none"> <li>Reading Warm-ups</li> <li>Guided or Independent Reading</li> <li>• Reading Check Questions</li> <li>• Critical Thinking Questions</li> <li>• End-of-selection Questions</li> <li>Fact and Opinion</li> <li>• Author’s Word Choice</li> <li>•</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Bellringers</li> <li>• Writing About the Big Question</li> <li>• Write a Help-Wanted Ad</li> <li>• Adaptation of an Incident</li> <li>• Prewriting for Comparison</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Discussion</li> <li>• Think Aloud</li> <li>•</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Subjects and Predicates</li> <li>• Vocabulary</li> <li>• Development</li> <li>• Vocabulary Activities</li> </ul>

		<p><b>Writing: Production and Distribution of Writing</b>  <b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>Writing: Range of Writing</b>  <b>W.7.10</b> 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 audiences.</p> <p><b>Language: Conventions of Standard English</b>  <b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Language: Vocabulary Acquisition and Use</b>  <b>L.7.4</b> 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>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<ul style="list-style-type: none"> <li>• Writing About the Big Question p. 170 OR 188</li> <li>• Fact and Opinion p. 171 OR 189</li> <li>• Word Choice p. 172 OR 190</li> <li>• Compound Subjects and Predicates p. 193</li> <li>• Adaptation Writing p. 194</li> <li>• Help-Wanted Ad p. 195</li> <li>• Open-Book Test pp. 175-177 OR 196-198</li> <li>• Selection Test A pp. 178-180 OR 199-201</li> <li>• Selection Test B pp. 181-183 OR 202-204</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringers Week 17</li> <li>• Graphic Organizers: Fact-Opinion pp. 98-100</li> <li>• Graphic Organizers: Word Choice pp. 101-103</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• KWL Chart p. 75</li> </ul> <p><i>Write Source</i>  <a href="http://secure.greatsource.com/eservices/admin/glogin.do">http://secure.greatsource.com/eservices/admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Compound subjects and predicates pp. 690.4, 692.6</li> </ul> <p><i>Skills Book</i></p> <ul style="list-style-type: none"> <li>• Compound Subjects and Predicates pp. 73-74</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Get Connected Video</li> <li>• Background Video</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> <li>• BQ Tunes</li> <li>• Interactive Journals</li> <li>• Grammar Tutorial</li> </ul>	<ul style="list-style-type: none"> <li>• Word Study</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> <li>• Test Practice: Fact and Opinion</li> </ul>
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<p><b>The Big Question:</b> <i>What should we learn?</i></p> <p><b>Model Selection:</b> “How to Recognize Venomous Snakes” AND “California State Warning Signs”</p> <p><b>Writing Text Form:</b> Write an Explanation</p> <p><b>Strands:</b> Reading for Informational Text; Writing</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Locate Information</li> <li>• Analyze Information</li> <li>• Author’s Purpose</li> </ul>	<b>Week 1 Periods: 2</b>	<p><b>Reading for Informational Text: Key Ideas and Details</b></p> <p><b>RI.7.1</b> 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><b>RI.7.2</b> 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><b>Reading for Informational Text: Craft and Structure</b></p> <p><b>RI.7.5</b> 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><b>RI.7.6</b> 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><b>Reading for Informational Text: Integration of Knowledge and Ideas</b></p> <p><b>RI.7.9</b> 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><b>Writing: Production and Distribution of Writing</b></p> <p><b>W.7.4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p><b>Writing: Research to Build and Present Knowledge</b></p> <p><b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> <li>• Informational Texts: Real-Life Reading p. 530</li> <li>• Structure and Purpose p. 530</li> <li>• “How to Recognize Venomous Snakes” pp. 531-532 AND “California State Warning Signs” pp. 533-534</li> <li>• Analyze Structure and Purpose pp. 532-534</li> <li>• Comparing Informational Texts p. 535</li> <li>• Write an Explanation p.535</li> </ul> <p><i>Unit 3Resources pp.227- 234</i></p> <ul style="list-style-type: none"> <li>• Benchmark Test p. 227-234</li> </ul>	<p><b>Reading for Informational Text</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Guided or Independent Reading</li> <li>• Author’s Purpose</li> <li>• Comparing Informational Text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write an Explanation</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Benchmark Test</li> </ul>

		<p><b>b.</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 the evidence is relevant and sufficient to support the claims).</p>		
<p><b>The Big Question:</b> <i>Do others see us more clearly than we see ourselves?</i></p> <p><b>Selection - Novel Study:</b> <i>The Giver</i> (750L)</p> <p><b>Writing Text Form:</b> Argumentative: <i>After reading The Giver and other texts, write an argumentative essay that makes a claim regarding living in a utopian society where there is little or no choice. Is it worth giving up your choices to live in a perfect world? Explain the reasons for your position and support your position with evidence from the novel and other sources.</i></p> <p><b>Strands:</b> Reading for Literature; Writing; Speaking and Listening; Language,</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Connotation and</li> <li>Denotation</li> <li>Utopian Society Characteristics</li> <li>Analogies</li> <li>Symbolism</li> <li></li> </ul>	<p><b>Weeks 2-5</b> <b>Periods: 17</b></p> <p>Week 2 Periods: 4 Week 3 Periods: 5 Week 4 Periods: 5 Week 5 Periods: 3</p>	<p><b>Reading for Literature: Key Ideas and Details</b></p> <p><b>RL.7.1</b> 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><b>RL.7.2</b> 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><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>Reading for Literature: Craft and Structure</b></p> <p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>Reading for Literature: Integration of Knowledge and Ideas</b></p> <p><b>RL.7.7</b> 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><b>CCS Novel Lessons</b></p> <p><i>Novel: The Giver</i></p> <p><b>Writing Prompt:</b> <i>After reading The Giver and other texts, write an argumentative essay that makes a claim regarding living in a utopian society where there is little or no choice. Is it worth giving up your choices to live in a perfect world? Explain the reasons for your position and support your position with evidence from the novel and other sources.</i></p> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Utopian Societies video</li> <li>Links to short stories</li> <li>Student created PowerPoint presentations</li> <li>Audio Recording of a short story</li> <li>Audio Recording of novel</li> <li>SmartBoard lessons</li> <li></li> </ul>	<p><b>Reading for Literature</b> <i>Novel: The Giver</i></p> <ul style="list-style-type: none"> <li>Characteristics of a Utopian Society</li> <li>Venn Diagram</li> <li>Examples of Utopian Societies</li> <li>Close Readings (3)</li> <li>Graphic Organizers</li> <li>Assignment Day Jobs</li> <li>Your Job Assignment</li> <li>Compare <i>The Giver</i> with a selected short story</li> <li>Compare <i>The Giver</i> with a selected poem</li> <li>Word Analogies</li> <li>Analogies from <i>The Giver</i></li> <li>Connotation and <i>The Giver</i></li> <li>Point of View</li> <li>Symbols Activity</li> <li>Theme</li> </ul> <p><b>Writing Prompt:</b> <i>After reading The Giver and other texts, write an argumentative essay that makes a claim regarding living in a utopian society where there is little or no choice. Is it worth giving up your choices to live in a perfect world? Explain the reasons for your position and</i></p>

<ul style="list-style-type: none"> <li>• Points of View</li> <li>• Theme</li> <li>• Figurative Language</li> <li>• Debate</li> <li>• Visual Presentation</li> </ul>	<p><b>Reading for Literature: Range of Reading and Level of Text Complexity</b>  <b>RL.7.10</b> 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><b>Writing: Text Types and Purposes</b>  <b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.  <b>a.</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  <b>b.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  <b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  <b>d.</b> Establish and maintain a formal style.  <b>e.</b> Provide a concluding statement or section that follows and supports the argument presented.</p> <p><b>Writing: Production and Distribution of Writing</b>  <b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>W.7.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on how well purpose and audience has been addressed.</p>		<p><i>support your position with evidence from the novel and other sources.</i></p> <p><b>Review the Writing Process</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Peer Editing</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Elements of Argumentation</li> <li>• Argumentative Essay</li> <li>• Graphic Organizer</li> <li>• Writing Rubric</li> <li>• Argumentative Writing</li> <li>• Exit Tickets</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Group Discussions</li> <li>• Debate</li> <li>• Student Created Questioning</li> <li>• Visual Presentation</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Cards</li> <li>• Connotation</li> <li>• Analogies</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Formative Assessments</li> <li>• Symbolism Project</li> <li>• Argumentative Essay</li> </ul>
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		<p><b>W.7.6</b> 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><b>Writing: Research to Build and Present Knowledge</b></p> <p><b>W.7.8</b> 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><b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply <i>grade 7 Reading standards</i> 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><b>Speaking and Listening: Comprehension and Collaboration</b></p> <p><b>SL.7.1</b> 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><b>a.</b> 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>b.</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>c.</b> Pose questions that elicit elaboration</p>	
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		<p>and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>d.</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>SL.7.2</b> 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><b>SL.7.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>Speaking and Listening:</b>  <b>Presentation of Knowledge and Ideas</b></p> <p><b>SL.7.4</b> 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><b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language: Conventions of Standard English</b></p> <p><b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation and spelling</p>		
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		<p>when writing.</p> <p><b>Language: Knowledge of Language</b>  <b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><b>Language: Vocabulary Acquisition and Use</b>  <b>L.7.4</b> 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  <b>a.</b> 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.  <b>c.</b> 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><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  <b>a.</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  <b>b.</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  <b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p><b>L.7.6</b> 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>		
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UNIT 4				
<p><b>The Big Question:</b> <i>What is the best way to communicate?</i></p> <p><b>Model Selections:</b> “Maestro,” The Desert is My Mother,” AND “Bailando”</p> <p><b>Writing:</b> Resume Writing</p> <p><b>Strands:</b> Reading for Literature; Writing; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Literary Elements of Poetry Analysis</li> <li>of Poetry</li> <li>Resume Writing</li> <li>Figurative Language</li> </ul>	<p><b>Weeks 5-7</b> <b>Periods: 6</b></p> <p>Week 5 Periods: 1 Week 6 Periods: 4 Week 7 Periods: 1</p>	<p><b>Reading for Literature: Key Ideas and Details</b> <b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RL.7.2</b> 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. <b>Reading for Literature: Craft and Structure</b> <b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <b>RL.7.5</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. <b>Reading for Literature: Range of Reading</b> <b>RL.7.10</b> 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><b>Writing: Production and Distribution of Writing</b> <b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. <b>W.7.6</b> 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,</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> <li>Introducing the Big Question pp. 570-571</li> <li>Introduction: Poetry pp. 572-575</li> <li>Meet the Author p. 576</li> <li>Model Selection: “Maestro” pp. 577 AND “The Desert is My Mother” pp. 578-579 AND “Bailando” p. 580</li> <li>After You Read p. 581 Critical Thinking Poetry Review Create a Resume</li> </ul> <p><i>Unit 4 Resources pp1-22.</i></p> <ul style="list-style-type: none"> <li>Vocabulary pp. 1-3, 7-8</li> <li>Reading Warm-ups pp. 9-10</li> <li>Applying the Big Question p. 4</li> <li>Meet the Author p. 11</li> <li>Figurative Language pp. 12-13</li> <li>Open-Book Test pp. 14-16</li> <li>Selection Test A pp. 17-19</li> <li>Selection Test B pp. 20-22</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>Bellringers Week 18</li> <li>Graphic Organizers: Figurative Language pp. 109-110</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>Vocabulary Knowledge Rating Chart pp. 32-33</li> </ul> <p><i>Write Source</i> <a href="http://secure.greatsource.com/eservice_s_admin/glogin.do">http://secure.greatsource.com/eservice_s_admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>Using Special Poetry Techniques pp. 360-361</li> </ul>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>Introducing the Big Question</li> <li>Elements of Poetry</li> <li>Reading Warm-ups</li> <li>Activating Prior Knowledge</li> <li>Guided or Independent Reading</li> <li>Critical Thinking Questions</li> <li>Poetry Review Questions</li> <li>Figurative Language</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Bellringers</li> <li>Create a Resume</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Vocabulary Activities</li> <li>Vocabulary Development</li> <li>Figurative Language</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Music</li> <li>Games</li> <li>Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Open-Book Test</li> <li>Selection Test A</li> <li>Selection Test B</li> <li>Self-Test</li> </ul>

		<p>including linking to and citing sources.</p> <p><b>Writing: Research to Build and Present Knowledge</b></p> <p><b>W.7.7</b> 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><b>Writing: Range of Writing</b></p> <p><b>W.7.10</b> 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 audiences.</p> <p><b>Language: Vocabulary Acquisition and Use</b></p> <p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><b>L.7.6</b> 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><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Big Question Video</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary</li> <li>• Games BQ Tunes</li> <li>• Meet the Author Video</li> <li>• Poetry Video</li> <li>• Interactive Journals</li> <li>• Selection Audio</li> <li>• Self-test</li> </ul>	
<p><b>The Big Question:</b> <i>What is the best way to communicate?</i></p> <p><b>Selection:</b> Poetry Collection 3 OR Poetry Collection 4</p> <p><b>Writing:</b> Scientific Explanation Explanatory Essay</p>	<p><b>Weeks 7-8</b> <b>Periods: 5</b></p> <p>Week 7 Periods: 4 Week 8 Periods: 1</p>	<p><b>Reading for Literature: Key Ideas and Details</b></p> <p><b>RL.7.1</b> 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><b>Reading for Literature: Craft and Structure</b></p> <p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> <li>• Time and Resource Manager pp. 600a-600d</li> <li>• Before You Read pp. 600-601 Draw Conclusions Figurative Language</li> <li>• Writing About the Big Question p. 602 OR 610</li> <li>• Meet the Authors p. 603 OR p. 611</li> <li>• Read Poetry Collection 3</li> </ul>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Figurative Language Chart</li> <li>• Guided or Independent Reading</li> <li>• Critical Thinking</li> <li>• Draw Conclusions</li> <li>• Figurative Language</li> <li>• Metaphor</li> </ul>

<p><b>Strands:</b> Reading for Literature; Writing; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Draw Conclusions</li> <li>• Figurative Language</li> <li>• Appositives and Appositive Phrases</li> <li>• Explanatory Writing</li> </ul>	<p>impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>RL.7.5</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>Reading for Literature: Range of Reading</b></p> <p><b>RL.7.10</b> 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><b>Writing: Production and Distribution of Writing</b></p> <p><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>Writing: Research to Build and Present Knowledge</b></p> <p><b>W.7.7</b> 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><b>W.7.8</b> 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><b>Writing: Range of Writing</b></p> <p><b>W.7.10</b> 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 audiences.</p>	<p>(“Life” AND “Loo-Wit” AND “The Courage That My Mother Had”) pp. 604-608 OR Poetry Collection 4 (“Mother to Son” AND “The Village Blacksmith” AND “Fog”) pp. 612-616</p> <ul style="list-style-type: none"> <li>• After You Read p. 609 OR p. 617</li> </ul> <p>Draw Conclusions Figurative Language</p> <ul style="list-style-type: none"> <li>• Appositives and Appositive Phrases p. 618</li> <li>• Create a Metaphor p. 619</li> <li>• Prewriting for Exposition p. 619</li> <li>• Write a Scientific Explanation p. 619</li> <li>• Test Practice: Reading “Drawing Conclusions” pp. 620-621</li> </ul> <p><i>Unit 4 Resources pp.62-100</i></p> <ul style="list-style-type: none"> <li>• Vocabulary pp. 62-63, 69 OR 80-81, 87</li> <li>• Reading Warm-ups pp. 64-65 OR 87-88</li> <li>• Writing About the Big Question p. 66 OR 84</li> <li>• Draw a Conclusion p. 67 OR 85</li> <li>• Figurative Language p. 68 OR 86</li> <li>• Appositives and Appositive Phrases p. 89</li> <li>• Metaphor p. 90</li> <li>• Scientific Explanation p. 91</li> <li>• Open-Book Test pp. 71-73 OR 92-94</li> <li>• Selection Test A pp. 74-76 OR 95-97</li> <li>• Selection Test B pp. 77-79 OR 98-100</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Writing About the Big Question</li> <li>• Write a Scientific Explanation</li> <li>• Appositives and Appositive Phrases</li> <li>• Create a Metaphor</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Think Aloud</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Development</li> <li>• Vocabulary Activities</li> <li>• Word Study</li> <li>• Figurative Language</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> <li>• Vocabulary Practice</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> <li>• Test Practice: Drawing Conclusions</li> </ul>
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<p><b>The Big Question:</b> <i>What is the best way to communicate?</i></p> <p><b>Selection:</b> “How to Download Ringtones for a Cell Phone” AND “Limited Warranty for Telephones Purchased in the United</p>	<p><b>Week 8 Periods: 2</b></p>	<p><b>Reading Informational Text: Key Ideas and Details</b></p> <p><b>RI.7.1</b> 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><b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> <li>Follow Technical Directions p. 622</li> <li>Read “How to Download Ringtones for a Cell Phone” pp. 623-624</li> <li>Read “Limited Warranty for Telephones Purchased in the United States or Canada” pp.</li> </ul>	<p><b>Reading for Informational Text</b></p> <ul style="list-style-type: none"> <li>Follow Technical Directions</li> <li>Guided or Independent Reading</li> <li>Comparing Informational Texts</li> </ul>

<p>States or Canada”</p> <p><b>Writing:</b> Explanatory Writing</p> <p><b>Strands:</b> Reading for Informational Text; Writing</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Technical Writing</li> <li>• Author’s Purpose</li> <li>• Comparing Informational Text</li> <li>• Writing Explanations</li> <li>• Text Features</li> <li>• Follow Technical Directions</li> </ul>	<p>the text.</p> <p><b>RI.7.3</b> 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><b>Reading Informational Text: Craft and Structure</b></p> <p><b>RI.7.4</b> 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><b>RI.7.5</b> 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><b>RI.7.6</b> 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><b>Reading for Informational Text: Integration of Knowledge and Ideas</b></p> <p><b>RI.7.8</b> 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.</p> <p><b>RI.7.9</b> 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>.</p> <p><b>Writing: Research to Build and Present Knowledge</b></p> <p><b>W.7.7</b> 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>625-626</p> <ul style="list-style-type: none"> <li>• Comparing Informational Texts p. 627</li> <li>• Write an Explanation p. 627</li> </ul> <p><i>Write Source</i></p> <p><a href="http://secure.greatsource.com/eservice_s_admin/glogin.do">http://secure.greatsource.com/eservice_s_admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Writing Explanations pp. 208-209</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write an Explanation</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Test Practice: Informational Texts</li> </ul>
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		<b>Writing: Range of Writing</b> <b>W.7.10</b> 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 audiences.		
<b>The Big Question:</b> <i>What is the best way to communicate?</i>  <b>Selections;</b> “The Highwayman” AND “How I Learned English”  <b>Writing Text Form:</b> Problem and Solution  <b>Strands:</b> Reading Literature; Writing; Language  <b>Skills:</b> <ul style="list-style-type: none"> <li>• Narrative Poems</li> <li>• Figurative Language</li> <li>• Problem and Solution</li> <li>• Compare and Contrast</li> <li>• Theme</li> <li>• Participles</li> </ul>	<b>Weeks 8-9</b> <b>Periods: 3</b>  Week 8 Periods: 2 Week 9 Periods: 1	<b>Reading for Literature: Key Ideas and Details</b> <b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RL.7.2</b> 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. <b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). <b>Reading for Literature: Craft and Structure</b> <b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <b>RL.7.5</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. <b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <b>Reading for Literature: Integration of Knowledge and Ideas</b> <b>RL.7.9</b> Compare and contrast a	<b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i> <ul style="list-style-type: none"> <li>• Comparing Narrative Poems p. 628</li> <li>• Writing About the Big Question p. 629</li> <li>• Meet the Authors p. 629</li> <li>• Read “The Highwayman” pp. 630-635 AND “How I Learned English” pp. 636-638.</li> <li>• After You Read p.639              Comparing Narrative Poems              Writing to Compare Narrative Poems</li> <li>• Problem and Solution Essay pp. 640-645</li> <li>• Participles p. 643</li> </ul> <i>Unit 4 Resources pp.101-119</i> <ul style="list-style-type: none"> <li>• Vocabulary pp. 101-102, 107</li> <li>• Reading Warm-ups pp. 103-104</li> <li>• Writing About the Big Question p. 105</li> <li>• Comparing Narrative Poems pp. 106, 108</li> <li>• Problem and Solution Essay p. 118</li> <li>• Participles p. 119</li> <li>• Open-Book Test pp. 109-111</li> <li>• Selection Test A pp. 112-114</li> <li>• Selection Test B pp. 115-117</li> <li>• Benchmark Test 7 pp.120-125</li> </ul>	<b>Reading for Literature</b> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Comparing Narrative Poems</li> <li>• Guided or Independent Reading</li> <li>• Critical Thinking Questions</li> <li>• Comparing Narrative Poems Chart</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Writing about the Big Question</li> <li>• Writing to Compare Narrative Poems</li> <li>• Problem and Solution Essay</li> <li>• Participles</li> </ul> <b>Speaking and Listening</b> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Think Aloud</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>• Vocabulary Activities</li> <li>• Vocabulary Development</li> </ul> <i>Vocabulary Central</i> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> <li>• Games</li> <li>• Worksheets</li> </ul>

		<p>fictional portrayal of a time, place or character and how a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p><b>Reading for Literature: Range of Reading</b></p> <p><b>RL.7.10</b> 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><b>Writing: Production and Distribution of Writing</b></p> <p><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>Writing: Range of Writing</b></p> <p><b>W.7.10</b> 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 audiences.</p> <p><b>Language: Knowledge of Language</b></p> <p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><b>a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>Language: Vocabulary Acquisition and Use</b></p> <p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><b>b.</b> Use the relationship between</p>	<p><i>Graphic Organizer, and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringers Week 21</li> <li>• Graphic Organizers: Comparing Narrative Poems pp. 123-126</li> </ul> <p><i>Professional Development Guidebook</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Rating Chart p.33</li> </ul> <p><i>Write Source</i></p> <p><a href="http://secure.greatsource.com/eservice_s_admin/glogin.do">http://secure.greatsource.com/eservice_s_admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Proposing a Solution pp. 223-226</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> <li>• BQ Tunes</li> <li>• Interactive Journals</li> <li>• Selection Audio</li> <li>• Self-test</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> <li>• Benchmark Test 7</li> </ul>
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		<p>particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>L.7.6</b> 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><b>The Big Question:</b> <i>What is the best way to communicate?</i></p> <p><b>Selection:</b> Poetry Collection 5 OR Poetry Collection 6</p> <p><b>Writing:</b> Paraphrase a Poem</p> <p><b>Strands:</b> Reading for Literature; Writing; Speaking and Listening; Language</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read Aloud According to Punctuation</li> <li>• Recognize Sound Devices</li> <li>• Understand Onomatopoeia, Alliteration, and Repetition</li> <li>• Identify and Use Independent and Subordinate Clauses</li> <li>• Paraphrase a Poem</li> </ul>	<p><b>Week 9 Periods: 4</b></p>	<p><b>Reading for Literature: Key Ideas and Details</b></p> <p><b>RL.7.1</b> 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><b>RL.7.2</b> 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><b>Reading for Literature: Craft and Structure</b></p> <p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>Writing: Production and Distribution of Writing</b></p> <p><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p><b>Writing: Range of Writing</b></p> <p><b>W.7.10</b> Write routinely over extended time frames (time for research,</p>	<p><b>Textbook (hard copy or eBook)</b> <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> <li>• Time and Resource Manager pp. 646a-646d</li> <li>• Before You Read p.647 Paraphrase Sound Devices</li> <li>• Writing About the Big Question p. 648 OR p. 656</li> <li>• Meet the Authors p. 649 OR p. 657</li> <li>• Tongue Twisters p.650</li> <li>• Visual Connections p. 653</li> <li>• Read Poetry Collection 5 ("Sarah Cynthia Sylvia Stout..." AND "One" AND "Weather") pp. 650-654 OR Poetry Collection 6 ("Full Fathom Five" AND "Train Tune" AND ("Onomatopoeia") pp. 658-660</li> <li>• After You Read p. 655 OR p. 661 Paraphrase Sound Devices</li> <li>• Independent and Subordinate Clauses p. 662</li> <li>• Write a Paraphrase of a Poem p. 663</li> <li>• Poetry reading p. 663</li> </ul> <p><i>Unit 4 Resources pp.127-165</i></p> <ul style="list-style-type: none"> <li>• Vocabulary pp. 127-128, 134 OR 145-146, 152</li> <li>• Reading Warm-ups pp. 129-</li> </ul>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• Reading Warm-ups</li> <li>• Figurative Language</li> <li>• Paraphrase</li> <li>• Guided or Independent Reading</li> <li>• Critical Thinking Questions</li> <li>• Literary Analysis Questions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Bellringers</li> <li>• Writing About the Big Question</li> <li>• Write a Paraphrase of a Poem</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Whole-Class Activity: Tongue Twisters, Visual Connections</li> <li>• Poetry Reading</li> <li>• Discussion</li> <li>• Think Aloud</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Word Study</li> <li>• Vocabulary Development</li> <li>• Vocabulary Activities</li> </ul> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Music</li> </ul>

		<p>reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p><b>Speaking and Listening: Comprehension and Collaboration</b>  <b>SL.7.2</b> 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><b>Speaking and Listening: Presentation of Knowledge and Ideas</b>  <b>SL.7.4</b> 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.  <b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Language: Conventions of Standard English</b>  <b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>a.</b> Explain the function of phrases and clauses in general and their function in specific sentences.  <b>c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p><b>Language: Vocabulary Acquisition and Use</b>  <b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly</p>	<p>130 OR 147-148</p> <ul style="list-style-type: none"> <li>• Writing About the Big Question p. 131 OR 149</li> <li>• Paraphrase p. 132 OR 150</li> <li>• Sound Devices p. 133 OR 151</li> <li>• Independent and Subordinate Clauses p. 154</li> <li>• Writing a Poem p. 155</li> <li>• Poetry Reading p. 156</li> <li>• Open-Book Test pp. 136-138 OR 157-159</li> <li>• Selection Test A pp. 139-141 OR 160-162</li> <li>• Selection Test B pp. 142-144 OR 163-165</li> </ul> <p><i>Graphic Organizers and Bellringers</i></p> <ul style="list-style-type: none"> <li>• Bellringer Week 22</li> <li>• Graphic Organizers: Sound Devices pp. 128-130</li> <li>• Graphic Organizers: Paraphrase pp. 131-133</li> </ul> <p><i>Professional Development Guide Book</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Knowledge Rating Chart p. 33</li> </ul> <p><i>Write Source</i>  <a href="http://secure.greatsource.com/eservices/admin/glogin.do">http://secure.greatsource.com/eservices/admin/glogin.do</a></p> <ul style="list-style-type: none"> <li>• Independent and Subordinate Clauses p. 75</li> <li>• Writing Poems pp. 353-354</li> </ul> <p><i>Skills Book</i></p> <ul style="list-style-type: none"> <li>• Independent and Subordinate Clauses pp. 75-76</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Get Connected Video</li> <li>• Illustrated Vocabulary Words</li> <li>• Interactive Vocabulary Games</li> <li>• BQ Tunes</li> <li>• Grammar Tutorial: Independent and Subordinate</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Worksheets</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Open-Book Test</li> <li>• Selection Test A</li> <li>• Selection Test B</li> <li>• Self-test</li> </ul>
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		<p>from a range of strategies.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><b>b.</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>L.7.6</b> 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>Clauses</p> <ul style="list-style-type: none"> <li>• Interactive Journals</li> <li>• Selection Audio</li> <li>• Self-test</li> </ul>	
<b>END OF NINE WEEK PERIOD</b>				

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