


Seventh Grade ELA Curriculum Bundle # 1

Title		Suggested Dates
<i>Establishing Communication Procedures and Review</i>		Aug 25 – Sep 11 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Communication and life experiences are your connection to the world around you.	<p>What are effective communication skills, and why is it important to use them?</p> <p>Why is it important to consider the way information is presented?</p> <p>How can readers figure out the meaning of unknown words as they are reading?</p> <p>How do writers decide what information to include when writing about a personal memory?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
Reading:		
<p>7.1 Reading/Fluency. Students read grade-level text with fluency and comprehension. 7.1 Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text</p>	<p>Example: Small group read aloud of a short story</p>	<p>PISD 7th Grade ELA Online Curriculum “Seventh Grade” Prentice Hall pg. 122 Instructional Resources SSR Management Timed Reading Log Teacher read “alouds” Novels on CD</p> <p>ELL: Buddy Reading ELL: Language Objective Stems ELL: Accommodating Instruction Linguistically Vocabulary</p>
<p>7.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 7.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes Note: TAKS-7.6B Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes TAKS 7.6D Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or</p>	<p>Prefixes: un-, non-, neg- Suffixes: -ing, Greek/Latin: miss, derm Commonly Confused: wear/were/where/we’re, then/than</p> <p>Word Meaning What does the word _____ mean? Which word(s)/phrase help(s) the reader know what _____ means?</p>	<p>Sample Card Vocabulary Assurance Cards Word Wall Word Wall Activities Word Web Word Wheel</p> <p>ELL: You can’t spell the word prefix without a prefix Reading</p>

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<p>happy and affixes such as dis-, pre-, un-</p>	<p>Synonyms/Antonyms Which word in paragraph ____ means the opposite of the word _____? Which word from paragraph ____ means almost the same as _____? Which word from paragraph _____ means about the same as the word _____?</p> <p>Dictionary Entries Read the meanings below for the word _____ [Dictionary Entry] Which meaning best fits the way make is used in paragraph 5?</p>	
<p>Writing:</p>		
<p>7.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: 7.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>	<p>Brainstorm possibilities for writing based on experiences. Generate ideas and plans for writing personal narrative by using such prewriting strategies as graphic organizers and notes</p>	<p>PISD 7th Grade ELA Online Curriculum Writing from the Heart Heart Mapping Writing Process</p>
<p>7.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p>	<p>Develop first draft of personal narrative TAKS-7.15H Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording</p>	<p>PISD 7th Grade ELA Online Curriculum Leads Narrative Writing Tools TAKS Rubric Prewriting Strategies</p> <p>AVID: Write Path Student Guide pp. 27-31 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; Write Path Teacher Guide pp. 41-46</p>
<p>7.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: 7.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed</p>	<p>Revise personal narrative to convey the impact of the experience. TAKS-7.15E Select and use voice and style appropriate to audience and purpose TAKS-7.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text TAKS-7.18D Revise drafts for coherence, progression, and logical support of ideas</p>	<p>PISD 7th Grade ELA Online Curriculum Empty Writing Clocking</p>
<p>7.16 Writing. Students write about their own experiences. 7.16 Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences</p>	<p>Introduce steps 1-3 of the writing process through the personal narrative.</p>	<p>PISD 7th Grade ELA Online Curriculum Narrative Writing Tools Heart Map Writing Process</p>

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		<p>ELL: What's in your heart? AVID: Write Path Student Guide p. 46 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; Write Path Teacher Guide pp. 68-70 & 177-178</p>
Oral and Written Conventions:		
<p>7.19 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: 7.19A identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: 7.19A(i) verbs (perfect and progressive tenses) and participles</p>	<p>Examples: Present Perfect: The researchers <u>have traveled</u> to many countries in order to collect more significant data. Past Perfect: By the time the troops arrived, the war <u>had ended</u>. Present Progressive: The sociologist <u>is examining</u> the effects that racial discrimination has on society. Past Progressive: The explorer <u>was explaining</u> the latest discovery in Egypt when protests began on the streets Note: TAKS-7.17F Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive</p>	<p>Writing and Grammar/Prentice Hall Bronze Level (7) Verb Tense present: pg. 492-493, 495, 497, 500, 502, 503 past: pg. 492-493, 495, 496, 500, 502 future: pg. 492, 500-502 perfect: pg. 500, 502, 504, 506</p> <p>Laying the Foundation Grade 7 Subject Verb Agreement Pg 300-301 ELL: Grammar with Toys</p>
Research:		
<p>7.25 Research/ Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: 7.25C presents the findings in a meaningful format</p>	<p>Example: Students interview one another and present findings.</p>	<p>Reporter's Formula ELL: Question Matrix</p>
Listening and Speaking:		
<p>HEALTH 7.10 Personal/interpersonal skills. The student recognizes and uses communication skills in building and maintaining healthy relationships. The student is expected to: C. Distinguish between effective and ineffective listening such as paying attention to the speaker versus not making eye contact.</p>	<p>CKC: Reframing</p>	<p>Capturing Kids Hearts Manual: Reframing p 47 AVID: Write Path Student Guide p. 146 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; Write Path Teacher Guide pp. 224-225 Presentation Peer Evaluation ELL: Language Registers</p>
<p>7.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. 7.28 Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p>Create Social Contract</p> <ul style="list-style-type: none"> • Connect students' experiences, information, insights, and ideas with the experiences of others through speaking and listening • Discuss speakers' verbal and non-verbal techniques 	<p>Capturing Kids Hearts Manual: Social Contract pp 3, 26-32 X-PLORE p 42 PISD 7th Grade ELA Online Curriculum Listening Logs Instructional Resources</p>

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		Suggest resource for pair share. Use to put students in pairs. Make a Date Strategies to “Fix Up” Confusion Buddy Reading Cooperative Learning Guidelines
Figure: 19 TAC §110.17(b) Seventh Grade (§110.19 English Language Arts and Reading)		
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:		
(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images); (D) make complex inferences about text and use textual evidence to support understanding; (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.		