


Seventh Grade ELA Curriculum Bundle # 2

Title		Suggested Dates
<i>Personal Narrative and Organizing Ideas</i>		Sep 14 – Oct 2 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
What we read and write affects how we make sense of the world.	<p>How can a text change the way you think?</p> <p>What can you learn about yourself and the world around you through reading and writing?</p> <p>How can focusing on a problem or obstacle that gets in your way help to focus your writing?</p> <p>What details are necessary to include in a narrative to keep the reader’s interest?</p> <p>How does adding prepositional phrases influence the rest of a sentence?</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>7.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>7.2C complete analogies that describe part to whole or whole to part</p>	<p>Prefixes: mon-, mono-</p> <p>Suffixes: -ee, -ward</p> <p>Greek/Latin: struct,</p> <p>Commonly Confused: dual/duel, foreword/forward</p> <p>Complete analogies when words have the relationship of synonyms or antonyms</p>	<p>Sample Card</p> <p>Vocabulary Assurance Cards</p> <p>Word Wall</p> <p>Word Wall Activities</p> <p>Word Web</p> <p>Word Wheel</p> <p>Analogies Template (PDF)</p> <p>Sample Analogy</p> <p>ELL: Accommodating Instruction Linguistically</p> <p>ELL: Language Objective Stems</p> <p>Vocabulary Reading</p>
<p>7.6 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>7.6A explain the influence of the setting on plot development</p> <p>TAKS-7.10H and TAKS-7.11C (see 7.3A)</p>	<p>TAKS-7.12G Recognize and analyze story plot, setting, and problem resolution</p> <p>Setting (influence on plot)</p> <p>Time</p> <ul style="list-style-type: none"> • historical time • clock time <p>Place</p> <ul style="list-style-type: none"> • real • imaginary 	<p>PISD 7th Grade ELA Online Curriculum</p> <p>Instructional Resources</p> <p>Considering Setting</p> <p>Tone/Style/Mood</p> <p>Story Elements</p>

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	<p><u>Purpose of Setting</u></p> <ul style="list-style-type: none"> • to establish or develop a unique plot line • to establish or develop unique traits/characteristics/belief of characters • to establish or develop unique conflicts and/or resolution of conflicts • to influence the reader’s perceptions/reactions of events/characters • to establish symbols or evoke an emotional response from reader. <p><u>Plot</u> The traditional elements of plot are listed below. Note that “story problem” is described as:</p> <ul style="list-style-type: none"> • the narrative hook or inciting incident in the plot • the introduction of the conflict 	
<p>7.6 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: 7.6B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts TAKS-7.10H and TAKS-7.11C (see 7.3A)</p>	<p>Motivation (for decisions, actions, and changes)</p> <ul style="list-style-type: none"> • Intellectual Motivation • Emotional Motivation • Physical Motivation • Status-seeking • Altruistic <p>Motivation of Characters</p> <ul style="list-style-type: none"> • Why did Carmen and her friends want to build a special place? • Why does Angelina sigh when she looks at the calendar? • Sammy wants the class to have a hermit crab for the ocean unit so that — <p>Conflicts: Types</p> <ul style="list-style-type: none"> • Man v. Man • Man v. Society • Man v. Environment • Man v. Self (internal) • Man v. Fate (particularly in mythology) <p>Conflicts: How they are addressed and resolved</p> <ul style="list-style-type: none"> • Everybody wins • Flight • Fight • Death • Compromise • Someone wins; someone loses • Acceptance (initial goal is not achieved) 	<p>PISD 7th Grade ELA Online Curriculum Instructional Resources Character Sociogram CASPER Character and POV Mind Games Character Study</p> <p>PISD 7th Grade ELA Online Curriculum Instructional Resources Tools for Thinking and Writing Under Teacher and Staff/Graphic Organizer and other great tools. Making predictions Inference Notes Inference Test and Subtext</p> <p>Laying the Foundation Grade 7 The Post-Mortem of a Protagonist Pg. 94</p>

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	<p>TAKS-7.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</p> <p>Conflict/Conflict Resolution (previous TAKS questions)</p> <p>What would most likely have happened if the father had not asked his sons to break the bundle of sticks? [Correct Answer: They would have kept arguing instead of working together.]</p> <p>What is Allison’s main problem in this story? [Correct Answer: She ignores her own strengths in trying to be like her sister]</p> <p>What is Allison’s main problem in this story?</p>	
Writing:		
<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:</p> <p>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>Generate ideas and plans for writing by using such prewriting strategies as brainstorming, 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:</p> <p>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>Note: TAKS-7.15H Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording</p>	<p>Example: Students practice prewriting strategies with a topic chosen during bundle 1.</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:</p> <p>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>Select and use reference materials and resources as needed for writing, revising, and editing final drafts</p> <p>TAKS-7.15E Select and use voice and style appropriate to audience and purpose</p> <p>TAKS-7.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text</p> <p>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>
Oral and Written Conventions:		

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<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:</p> <p>7.19A identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: 7.19A(v) prepositions and prepositional phrases and their influence on subject-verb agreement</p>	<p>Example: The sweet <u>potatoes</u> in the vegetable bin <u>are</u> green with mold. The <u>one</u> on the counter away from the others <u>is</u> good.</p> <p>TAKS-7.17E Use prepositional phrases to elaborate written ideas</p>	<p>Writing and Grammar/Prentice Hall Bronze Level (7) Prepositional Phrases Pg. 366-367, 369, 372, 426, 785</p> <p>PISD 7th Grade ELA 7 Online Curriculum Instructional Resources Playing with Prepositions through Poetry</p>
<p>7.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>7.20A use conventions of capitalization</p>	<p>Capitalization of proper nouns and titles</p> <p>TAKS-7.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation</p>	<p>PISD 7th Grade ELA Online Curriculum Capitalization Car</p> <p>Writing and Grammar/Prentice Hall Bronze Level (7) Capitalization: pg. 634-653</p>
<p>Listening and Speaking:</p>		
<p>7.26 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>7.26B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems</p>	<p>Example:</p> <ol style="list-style-type: none"> 1. Teacher guides Story Elements Activity with whole class 2. Students work in groups to complete activity with a second text. 	<p>See above</p>

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.