

## Seventh Grade ELA Curriculum Bundle # 3



Title	Suggested Dates
<i>Personal Narrative and Developing Ideas continued</i>	Oct 5 – Oct 23 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
How we make sense of the world affects what we read and write.	How do people use writing to express themselves? How can adding clauses and phrases to sentences make them more effective? Why do writers use figurative language rather than just stating the facts and details? How could adding figurative language to my writing make it more effective?

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)
<b>Reading:</b>		
<b>7.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 7.2C complete analogies that describe part to whole or whole to part	<b>Prefixes:</b> il-, im-/in- <b>Suffixes:</b> -er, -ly <b>Greek/Latin:</b> voc, plic, ply <b>Commonly Confused:</b> formerly/formally, farther/further, imply/infer, good/well <b>Complete analogies</b> when words have the relationship of synonyms or antonyms	<a href="#">Sample Card</a> <a href="#">Vocabulary Assurance Cards</a> <a href="#">Word Wall</a> <a href="#">Word Wall Activities</a> <a href="#">Word Web</a> <a href="#">Word Wheel</a> <a href="#">Analogies Template (PDF)</a> <a href="#">Sample Analogy</a> <a href="#">ELL: Accommodating Instruction Linguistically</a> <a href="#">ELL: Language Objective Stems</a> <a href="#">Vocabulary</a> <a href="#">Reading</a>
<b>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:</b> 7.6C analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited	<b>Compare</b> the effects different points of view have on the telling of a story.	<b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b> <a href="#">Character and POV</a> <a href="#">Characterization and Point of View</a> <a href="#">Author's Point of View</a> Story Elements
<b>7.8 Reading/ Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates</b>	<b>TAKS-7.10H and TAKS-7.11C (see 7.3A)</b> <b>TAKS-7.12J</b> Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism	<b>Suggested short story to teach foreshadowing and symbolism:</b> "The Lottery" by Shirley Jackson

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<p><b>imagery in literary text and provide evidence from text to support their understanding.</b> 7.8 Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood</p>	<p><b>TAKS-7.12K</b> Recognize how style, tone, and mood contribute to the effect of the text</p> <p><b>Figurative/Descriptive Language TAKS stems:</b></p> <ul style="list-style-type: none"> <li>• What does the narrator mean when he says _____?</li> <li>• The author states that _____ to help the reader understand —</li> <li>• The author uses the phrase “ _____ ” to —</li> <li>• <b>Symbolism</b></li> <li>• In paragraph ____, the _____ symbolizes —</li> <li>• In both selections, a _____ represents —</li> <li>• To _____ the _____ is a symbol of —</li> <li>• <b>Foreshadowing</b></li> <li>• Paragraph __, _____ is important because it —</li> <li>• <b>Point of View</b></li> <li>• The author’s use of the _____ point of view helps the reader understand —</li> </ul>	<p><b>Suggested novel to teach foreshadowing, flashback, and symbolism:</b> <i>The Outsiders</i> by S.E. Hinton <i>Freak the Mighty</i> by W. Rodman Phipilbrick</p> <p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b> Instructional Resources <a href="#">Tone and Mood - DVD</a> <a href="#">The Pentad</a></p> <p><b>Laying the Foundation Grade 7</b> Sensory Appeals Pg. 108 Irony Pg. 130 Strategies for Interpreting Poetry (Figurative Language Lesson/ Lesson was introduced in 6<sup>th</sup> Grade) Pg. 140 Peeling Back the Layers: “Mossflower” Pg. 162</p> <p><b>Pre AP/GT:</b> <b>Laying the Foundation Grade 7</b> Putting it All Together: “The Sound of Summer Running” Pg. 58</p>
<b>Writing:</b>		
<p><b>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:</b> 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 <b>TAKS-7.15E</b> Select and use voice and style appropriate to audience and purpose <b>TAKS-7.18C</b> Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text <b>TAKS-7.18D</b> Revise drafts for coherence, progression, and logical support of ideas</p>	<p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b> <a href="#">Empty Writing</a> <a href="#">Clocking</a></p>
<p>7.14D edit drafts for grammar, mechanics, and spelling</p>	<p><b>TAKS-7.15F</b> Spell accurately in final drafts <b>TAKS-7.18E</b> Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice</p>	<p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b> <a href="#">Editing Checklist</a> <a href="#">Focus on Proofreading</a> <a href="#">Peer Edit</a> <a href="#">Peer Review: Narrative</a> <a href="#">Peer Revision</a></p>

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		<a href="#">Peer Revision - Show Not Tell</a> <a href="#">Mini Lessons in Drafting</a>
<p>7.14E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</p>	<p>Apply criteria to evaluate writing  Respond in constructive ways to others' writings  Evaluate how well his/her own writing achieves its purposes  Analyze published examples as models for writing  Review a collection of written works to determine its strengths and weaknesses and to set goals as a writer  <b>TAKS-7.18H</b> Proofread his/her own writing and that of others</p>	<p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b>  <a href="#">Purpose for Writing</a>  <a href="#">TAKS Rubric</a>  <a href="#">Self-Evaluation</a>  <a href="#">Sample Writing</a>  <a href="#">Peer Revision Narrative</a>  <a href="#">Peer Revision</a></p>
<b>Oral and Written Conventions:</b>		
<p><b>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:</b>  7.19A identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:  7.19A(iii) adverbial and adjectival phrases and clauses</p>	<p><b>Examples:</b>  <b>Adverbial phrase:</b> Tommy scrubbed the bathroom tile until 3:00.  <b>Adverbial Clause:</b> Tommy scrubbed the bathroom tile until his arms ached.  <b>Adjectival Phrase:</b> A friend with a fat wallet will never want for weekend shopping partners.  <b>Adjectival Clause:</b> The students who neglected to prepare for Mrs. Mauzy's English class hid in the cafeteria rather than risk their instructor's wrath.  <b>Comparatives:</b> Steve, a suck up who sits in the front row, has a thicker notebook than Nina, who never comes to class.  The new suit makes Marvin more handsome than a movie star  <b>Superlatives:</b> The thinnest notebook belongs to Mike, a computer geek who scans all notes and handouts and saves them on the hard drive of his laptop.  The least believable detail of the story was that the space aliens had offered Eli a slice of pepperoni pizza before his release.  <b>Note:</b> Emphasize correct use of commas in clauses and phrases  <b>Note: TAKS-7.17D</b> Use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise</p>	<p><i>Prentice Hall Writing and Grammar: Communication in Action</i> (Bronze Level) pgs. 334-359</p> <p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b>  <a href="#">Coloring Language with Adverbs and Adjectives</a></p>
<b>Research:</b>		

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<p><b>7.23 Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: 7.23D differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources</p>	<p><b>Example:</b> Use of direct quotations as textual evidence</p>	<p><a href="#">Website Evaluation Form</a></p> <p>Direct Quotations - <i>Prentice Hall Writing and Grammar: Communication in Action</i> (Bronze Level) pg. 239 and/or 606-617</p>
<p><b>Listening and Speaking:</b></p>		
<p><b>7.27 Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</p> <p>7.27 Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p>	<p><b>Example:</b> Socratic seminar, class discussion</p>	<p><b>PISD 7<sup>th</sup> Grade ELA 7 Online Curriculum</b> Instructional Resources</p> <p><a href="#">Thriller exercise</a> <a href="#">Persuasive Writing Graphic Organizer</a> Socratic Seminar</p>
<p><b>Figure: 19 TAC §110.17(b)</b> <b>Seventh Grade (§110.19 English Language Arts and Reading)</b></p>		
<p><b>Reading/Comprehension Skills.</b> 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:</p>		
<p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(D) make complex inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p>		