


## Seventh Grade ELA Curriculum Bundle # 4

<b>Title</b>		<b>Suggested Dates</b>
<i>Literary Text and Finding Voice</i>		Oct 26- Nov 14 14 Instructional Days

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Writers choose words/devices/techniques to elicit an intended response from the reader.	<p>Which specific words/devices reveal the writer’s personality to the reader?</p> <p>What impact does word choice have on the reading experience?</p> <p>What can you add to your writing to help keep your reader’s attention or make it more authentic (real)?</p> <p>How can the use (or misuse) of commas change the meaning of your writing?</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)
<b>Reading:</b>		
<p><b>7.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p> <p>7.2C complete analogies that describe part to whole or whole to part</p>	<p><b>Prefixes:</b> a-, re-</p> <p><b>Suffixes:</b> -ty, -ways</p> <p><b>Greek/Latin:</b> auto, flex, flect</p> <p><b>Commonly Confused:</b> device/devise, pedal/peddle/petal</p> <p>Completes analogies when words have the relationship of synonyms or antonyms</p>	<p><a href="#">Sample Card</a></p> <p><a href="#">Vocabulary Assurance Cards</a></p> <p><a href="#">Word Wall</a></p> <p><a href="#">Word Wall Activities</a></p> <p><a href="#">Word Web</a></p> <p><a href="#">Word Wheel</a></p> <p><a href="#">Analogies Template (PDF)</a></p> <p><a href="#">Sample Analogy</a></p> <p><a href="#">ELL: Accommodating Instruction Linguistically</a></p> <p><a href="#">ELL: Language Objective Stems</a></p> <p><a href="#">Vocabulary Reading</a></p>
<p><b>7.3 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b></p> <p>7.3B describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero’s tasks, circle stories)</p>	<p><b>TAKS-7.10H and TAKS-7.11C (see 7.3A)</b></p> <p><b>Note: Refer to bundle 4 for Patterns of Questions</b></p>	

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<p><b>7.3 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b></p> <p>7.3C analyze how place and time influence the theme or message of a literary work</p>	<p><b>Note: TAKS-7.10H and TAKS-7.11C (see 7.3A)</b></p> <p><b>Infer:</b> taking specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” The writer implies; the reader infers.</p> <p><b>Conclusion:</b> A statement about an individual person, place, thing, or event that can be supported by accurate information <b>On TAKS</b>, that information must come from the text alone. Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions,</p> <ul style="list-style-type: none"> <li>• a straightforward statement about an individual person, place, thing, or event</li> <li>• a statement/conclusion about the future = prediction</li> <li>• a statement/conclusion about why something happened = cause/effect</li> </ul> <p><b>Generalization:</b> A statement about a group/class of persons, places, things, or events supported by accurate information. [Note: On TAKS, that information must come from the text.] There are many different kinds of generalizations, e.g.:</p> <ul style="list-style-type: none"> <li>• a straightforward statement about a group/class of persons, places, things, or events</li> <li>• a statement/generalizations about the future = prediction</li> <li>• a statement/generalizations about why something happened = cause/effect</li> </ul> <p><b>Pattern of Questions</b> The typical form of the question is: "Which sentence/statement/idea in/from the/this selection/story/article shows / tells / implies / supports / suggests (a conclusion given in the question)</p> <p><b>Sample TAKS Items:</b></p> <ul style="list-style-type: none"> <li>• Which sentence from the story shows that Cory is no longer worried about how tall he is after the roundup?</li> <li>• Which idea from the article shows the reader that elephants may be able to see colors?</li> <li>• Which sentence from the selection shows that Kathy is a patient person?</li> </ul>	<p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b> <a href="#">Making Personal and Cultural Connections</a> <a href="#">Interpreting Idioms</a></p>
<p><b>Writing:</b></p>		

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<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>            7.14A 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>Journal Writing “Bellwork” “Jumpstarters”  <b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b>  <a href="#">Writing from the Heart</a>  <a href="#">Heart Mapping</a>  <a href="#">Writing Process</a></p>
<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>            7.14B 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  <b>Note: TAKS-7.15H Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording</b></p>	<p><b>Example:</b> Students practice prewriting strategies with a topic chosen during bundle 1.</p>	<p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b>  <a href="#">Leads</a>  <a href="#">Narrative Writing Tools</a>  <a href="#">TAKS Rubric</a>            Prewriting Strategies</p>
<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>

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<p><b>7.15 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>            7.15A write an imaginative story that:            7.15A(i) sustains reader interest</p>	<p><b>Example:</b> Students write a short story focused on the development of setting and use of voice.</p> <p><b>TAKS-7.15A</b> Write to express, discover, record, develop, reflect on ideas, and to problem solve</p>	<p><b>Laying the Foundation Grade 7:</b>            Style and Voice Workshop            pg. 390-393  <b>PISD 7<sup>th</sup> Grade ELA Online Curriculum:</b>  <a href="#">Developing Short Story With Paper Bag Leads</a>  <a href="#">Leads PPT</a>  <a href="#">Show Me Don't Tell Me Voice</a>  <a href="#">Mini Lessons in Drafting</a>            Sensory Story  <b>Extensions:</b>  <a href="#">Projecting Voice: How Should we Protect Edward's Aquifer?</a></p>
<p>7.15A(ii) includes well-paced action and an engaging story line</p>	<p><b>See above</b>  <b>TAKS-7.15A (See 7.15A(i))</b></p>	
<p>7.15A(iii) creates a specific, believable setting through the use of sensory details</p>	<p><b>See above</b>  <b>TAKS-7.15A (See 7.15A(i))</b></p>	
<p><b>Oral and Written Conventions:</b></p>		
<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(ii) appositive phrases</p>	<p><b>Comma with appositives</b>  <b>Example:</b> The insect, <i>a large, hairy-legged cockroach that has spied my bowl of oatmeal</i>, is crawling across the kitchen table.</p> <p><b>TAKS-7.16B</b> Capitalize and punctuate correctly</p>	<p>Writing and Grammar/Prentice Hall            Bronze Level (7)            Appositive Phrases            Pg. 434-435, 437, 593, 780</p>
<p><b>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:</b>            7.20B recognize and use punctuation marks including:            7.20B(i) commas after introductory words, phrases, and clauses</p>	<p><b>Review comma use with coordinating conjunctions (for, and, nor, but, or, yet, so)</b></p>	<p><b>PISD 7<sup>th</sup> Grade ELA 7 Online Curriculum</b>  <a href="#">Macaroni Punctuation</a>  <a href="#">End punctuation</a>            FANBOYS</p>

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<b>Listening and Speaking:</b>		
<p><b>7.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</b></p> <p>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>Peer Revisions</p>	<p><a href="#">Clocking</a> topics for revision</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>		