


Seventh Grade Curriculum Bundle # 5

Title		Suggested Dates
Literary Text and Creating Voice		Nov 16 – Dec 4 12 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Writers choose words/devices/techniques to elicit an intended response from the reader.	<p>How can I use what I read and write to develop and support my own voice and enhance my own writing skills?</p> <p>What techniques do various media sources use to influence others?</p> <p>How is the point of view from which I am telling my story helping or limiting the impact of my writing?</p> <p>How can varying sentence types make writing more effective?</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>7.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes</p> <p>Note: TAKS-7.6B Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes</p> <p>TAKS 7.6D Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre-, un-</p>	<p>Prefixes: bon-, bene-, ante-</p> <p>Suffixes: -dom, -hood</p> <p>Greek/Latin: liber</p> <p>Commonly Confused: hanged/hung, statue/stature</p> <p>Note: Refer to bundle 1 for Patterns of Questions</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> </p> <p>ELL: Language Objective Stems</p> <p>ELL: Accommodating Instruction Linguistically</p> <p>Vocabulary</p> <p>Reading</p>
<p>7.2D identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i>, <i>e pluribus unum</i>, <i>bona fide</i>, <i>nemesis</i>)</p>	<p>Identify foreign words and phrases from common and/or independent texts</p>	<p>Sample Card</p>
<p>7.4 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and</p>	<p>TAKS-7.10H (see 7.3A)</p> <p>Note: Refer to bundle 4 for Patterns of Questions</p>	<p>Literature/Prentice Hall Bronze Level (7) Poetry Unit pg. 723</p>

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<p>elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.</p>		<p>Pre AP/ GT: Laying the Foundation Grade 7 Finding Patterns and Contrasts Pg. 134</p>
<p>7.5 Reading/ Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. 7.5 Students are expected to explain a playwright's use of dialogue and stage directions</p>		<p>PISD 7th Grade ELA Online Curriculum Instructional Resources Literary Terms</p>
<p>7.13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: 7.13A interpret both explicit and implicit messages in various forms of media</p>	<p>Example: Students view and take notes on a video in order to make a personal connection. (See Research below)</p>	<p>United streaming video...</p> <p>PISD 7th Grade ELA Online Curriculum Creative Writing Through Wordless Pictures Cartoon Comprehension Media Literacy Suggested website for video clips: United Streaming</p> <p>Students compare and contrast a book and a movie to find similarities and differences.</p>
<p>HEALTH TEKS 7.8A Explain the role of media and technology in influencing individuals and community health such as watching television or reading a newspaper and billboard.</p>	<p>Example: Class discussion about the possible social impact of the video.</p>	<p>United Streaming</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: 7.14C 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>	<ul style="list-style-type: none"> • Select and use reference materials and resources as needed for writing, revising, and editing final drafts <p>Note: 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>

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<p>7.14D edit drafts for grammar, mechanics, and spelling</p>	<p>Note: TAKS-7.15F Spell accurately in final drafts TAKS-7.18E Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice</p>	<p>PISD 7th Grade ELA Online Curriculum Editing Checklist Focus on Proofreading Peer Edit Peer Review: Narrative Peer Revision Peer Revision - Show Not Tell Mini Lessons in Drafting</p>
<p>7.14E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences</p>	<ul style="list-style-type: none"> • 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 <p>TAKS-7.18H Proofread his/her own writing and that of others</p>	<p>PISD 7th Grade ELA Online Curriculum Purpose for Writing TAKS Rubric Self-Evaluation Sample Writing Peer Revision Narrative Peer Revision</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>Example: Students write a personal narrative addressing the following prompt: <i>Write a composition about a time when you felt thankful.</i></p>	<p>Thankfulness piece PISD 7th Grade ELA Online Curriculum Narrative Writing Tools</p>
<p>Oral and Written Conventions:</p>		
<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: 7.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses</p>	<p>Simple: Mike and Sarah decided to return their surfboards to the car. Compound: <u>It was a beautiful day,</u> and Mike and Sarah decided to go surfing. Complex: <u>Because hungry sharks flashed on the surface of the waves,</u> Mike and Sarah decided to return their surfboards to the car. Note: TAKS-7.17A Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses TAKS-7.17C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech</p>	<p>Writing and Grammar/Prentice Hall Bronze Level (7) Sentence Joining and Sentence Varying Pg. 460-468 Laying the Foundation Grade 7 Sentence Structure Basics Pg. 238-243 Laying the Foundation Grade 7 Sentence Strategies Pg. 244-247</p>
<p>Research:</p>		

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<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:</p> <p>7.25A draws conclusions and summarizes or paraphrases the findings in a systematic way</p>	<p>Example: Video notes</p> <p>Note TAKS-7.10L Represent text information in different ways such as in outline, timeline, or graphic organizer</p>	<p>Graphic organizer to go with video</p> <p>PISD 7th Grade ELA Online Curriculum Inference Notes Inference Text and Subtext Graphic Organizers and other Great ELA Teaching Tools</p>
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Listening and Speaking:

<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>7.26C draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).</p>	<p>Recognize the speaker's point of view and make connections to a personal experience</p>	<p>PISD 7th Grade ELA Online Curriculum Language Registers Poetry For TwoVoices Determining Author and Purpose</p>
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Figure: 19 TAC §110.17(b) Seventh Grade (§110.19 English Language Arts and Reading)

<p>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:</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>
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