

Seventh Grade ELA Curriculum Bundle # 6

Title	Suggested Dates
<i>Expository and Organization</i>	Dec 7 – Dec 18 10 Instructional Days



Big Idea/Enduring Understanding	Guiding Questions
Writers use techniques to elicit an intended response from the reader.	Why is it important to consider the way information is presented? What is the relationship between organization and meaning? How can context help me identify the meaning of an unknown word?

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: 7.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words</p>	<p>Prefixes: deci-, ambi-, Suffixes: -ate, -rupt Greek/Latin: micro, macro, tens, tent Commonly Confused: fewer/less, weather/whether/rather TAKS-7.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language, idioms, multiple-meaning words, and analogies Interpreting Multiple-meaning Words Multiple-meaning words which have been tested include assemble, tarnish, depression, and persistent. Interestingly, the alternate meanings of these words have not been used as incorrect answers/distracters. Items in word meaning are presented in a variety of contexts on the TAKS test: What does the word _____ mean? Which word(s)/phrase help(s) the reader know what _____ means? Which word from paragraph ___ means the opposite of _____? Read this dictionary entry for the word _____. Which of these represents the meaning of _____ as it is used in paragraph ___? (multiple meaning words) In paragraph __, the author writes _____ to show</p>	<p>Sample Card Vocabulary Assurance Cards Word Wall Word Wall Activities Word Web Word Wheel Analogies Template (PDF) Sample Analogy ELL: Accommodating Instruction Linguistically ELL: Language Objective Stems Vocabulary Reading</p> <p>AVID: Write Path Student Guide pp. 22-23 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; Write Path Teacher Guide pp. 32-33</p>

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	<p>that _____ (meaning of figurative language) The description of ___ as ___ means that _____ (meaning of figurative language)</p> <p>TAKS 7.9F Distinguish denotative and connotative meanings</p> <p>Connotative: the emotional content, significance or implied meaning of a word, phrase, or sentence. Denotative: the actual, literal, explicit meaning of a word, phrase, or sentence.</p> <p>Pattern of Questions on TAKS: In paragraph ____, the word _____ is used to communicate a feeling of — In paragraph ____, the word _____ helps give the reader a sense of Hudson Middle School’s — In paragraph ____ of the newspaper article, the description of the AAU as “deaf to Thorpe’s plea” means that — What is the tone of paragraph ____? In paragraph ____, the author uses the words [figurative/descriptive language from the passage] to show—</p>	
<p>7.9 Reading/ Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text</p>	<p>Note: TAKS-7.10I Find similarities and differences across texts such as in treatment, scope, or organization Note: TAKS-7.12A Identify the purposes of different types of texts such as to inform, influence, express, or entertain Note: TAKS-7.10H and TAKS-7.11C (see 7.3A)</p>	
<p>7.10 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: 7.10A evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning</p>	<p>Note: Focus on summary of expository text. TAKS-7.10F Determine a text’s main (or major) ideas and how those ideas are supported with details. TAKS-7.10G Paraphrase and summarize text to recall, inform, and organize ideas. 1. Traditional Main Idea Questions: These questions ask students to identify the main of</p> <ul style="list-style-type: none"> • a paragraph, • a set of paragraphs • the entire passage (typically only for expository passages, since narrative passages typically do not have a single main idea). <p>2. Supporting A Main Idea Question: These questions provide the main idea in the question, and then ask</p>	

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	<p>students to choose an answer that <u>supports</u> that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because —). The text structure of most narrative/literary text is chronological—events in the order in which they occur. The subtext of the chronological events is typically cause/effect—an event occurs and causes another event which in turn causes another event, etc. These events are components of a plot line that traces the central conflict/story problem and the rising action, climax, falling action, and resolution. Since many of the events on the plot line are in a cause/effect relationship, any of them represent an opportunity for a “supporting main idea” question.</p> <p>Sample TAKS Stems Main Idea What is this article mainly about? _____ is mostly about — Paragraph ___ is mostly about —</p> <p>TAKS-7.10G Paraphrase and summarize text to recall, inform, and organize ideas. The best summary of an <u>expository passage</u> will have the following attributes:</p> <ul style="list-style-type: none"> • 2-4 sentences • Main idea • Multiple, accurate details that support the main idea • Details come from the beginning, middle, and end of the passage <p>Note: The details are in the passage—they are typically not inferred from the passage.</p> <p>Pattern of Questions on TAKS</p> <ul style="list-style-type: none"> • Read the first sentence of the summary below to answer the next question. [1-2 sentences that are part of a summary] Which sentences complete the summary? • Which of these gives the best summary for the article/story/passage? 	
<p>7.10 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: 7.10B distinguish factual claims from commonplace assertions</p>	<p>TAKS-7.10J Distinguish fact and opinion in various texts FACT STATEMENTS A statement about an event, person, situation or issue in the passage (not based on feelings, emotions, beliefs, judgments or values). The factual statement will be an explicit or paraphrased statement from the passage.</p>	<p>Laying The Foundation Grade 7 Fact and Opinion and Author’s Purpose pg 148</p> <p>PISD 7th Grade ELA Online Curriculum Instructional Resources Tools for Thinking and Writing</p>

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<p>and opinions</p>	<p>Fact Statements Do NOT Contain Value Language. OPINION STATEMENTS A statement about an event, person, situation or issue in the passage that is based on feelings, emotions, beliefs, judgments, or values. The opinion is generally explicitly stated in the passage but it may sometimes be inferred from the passage. Opinion Statements Do Contain Value Language.</p>	<p>Under Teacher and Staff/Graphic Organizer and other great tools. Fact vs Opinion (graphic organizer)</p>
<p>7.10C use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text</p>	<p>TAKS-7.10H and TAKS-7.11C (see 7.3A) Note: Refer to bundle 4 for Patterns of Questions TAKS-7.10E Use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information The vast majority of questions have been cause/effect text structure: Uncle Baelo cuts out different amounts of wood from the two ends of the bamboo so that — Lisa’s mother could not have seen the Dinosaur Sue exhibit when she was in fourth grade because — Why is Brianna able to walk around the whole island in an hour? Some questions have been chronological text structure: <i>Doctors first thought of putting disabled people on horses after Lis Hartel —</i> <i>Mercedes first begins to realize that she has been wrong about Dustin when he —</i> <i>A letter criticizing the decision to allow professional athletes to participate in the Olympics could not have been written prior to 1981 because —</i> TAKS-7.12I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically Note: Refer to bundle 2 for Patterns of Questions</p>	<p>Laying the Foundation Grade 7 The Three Levels of Reading Pg 86-91</p>
<p>7.11 Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: 7.11A analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument</p>	<p>TAKS-7.10H and TAKS-7.11C (see 7.3A) Note: Refer to bundle 4 for Patterns of Questions TAKS-7.12H Describe how the author’s perspective or point of view affects the text Note: Refer to bundle 2 for Patterns of Questions TAKS-7.11D Connect, compare, and contrast ideas, themes, and issues across text Patterns of Questions This student expectation is tested using basically two</p>	<p>Author’s Organization Lesson Suggested resource: local newspaper Laying the Foundation Grade 7 Persuasive Appeals Pg. 154 Interpreting Logical and Emotional Appeals: <i>Letter from Birmingham Jail</i></p>

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	<p>kinds of questions:</p> <ul style="list-style-type: none"> • connecting characters/ideas/themes across two texts and • connecting characters/ideas/themes within a single text. <p>Connect Ideas (sample TAKS questions): In this selection, in what way does Grandpa Delgado feel connected to the old barn? Why was the Inuit bear hunter mentioned in both the announcement and the story?</p> <p>Connect Sign/Message to Plot (sample TAKS questions): Read the four protest signs below. Which of these signs would most likely have been carried by a member of the Friends of the Everglades?</p> <p>Compare/Contrast of Characters (sample TAKS questions): How is Sete different from his friends? How are Kathy in “Training Luke” and Annie in “Saddle Up!” alike? Comparison of Ideas The newspaper article and Lisa’s report both tell about — An idea present in both selections is —</p> <p>Comparison of Characters (sample TAKS questions): How is the first woman who is questioned in “The Sultan’s Pearls” like the first man who is questioned in “The King’s Gold” One similarity between the selections is that both show— One idea present in both of these selections is —</p>	Pg. 222
7.11B identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts	Example: Mini-lesson on persuasive techniques including examination of media.	Persuasive Techniques ReadWriteThink: Lesson Plan: Persuasive Essay: Environmental Issues
HEALTH TEKS 7.8B Explain how programmers develop media to influence buying decisions.	See above	United Streaming
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: 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 a letter (see 7.17B below). Note: Brainstorm real topics of concern for the students to encourage authentic writing.</p>	<p>Journal Writing “Bellwork” “Jumpstarters” PISD 7th Grade ELA Online Curriculum Writing from the Heart Heart Mapping Writing Process</p>

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<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 Note: TAKS-7.15H Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording</p>	<p>Apply letter format</p>	<p>ReadWriteThink: Lesson Plan: Comparing and Contrasting: Picturing an Organizational Pattern</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>Consider language appropriate to audience—who will receive the letter. 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>7.14D edit drafts for grammar, mechanics, and spelling</p>	<p>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>	<p>Prepare letter for sending <ul style="list-style-type: none"> • Respond in constructive ways to others’ writings • Evaluate how well his/her own writing achieves its purposes; revise • Encourage students to “publish” by sending the letter. 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>7.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: 7.17B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context</p>	<p>Note: Encourage students to find an authentic topic and audience for the letter.</p>	<p>PISD 7th Grade ELA Online Curriculum Instructional Resources Persuasive Writing Graphic Organizer</p> <ol style="list-style-type: none"> 1. Student Debates 2. Write a resume <ul style="list-style-type: none"> • Persuade employer to hire

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<p>Note: TAKS-7.15C (See 7.17A)</p>		<p>applicant</p> <ul style="list-style-type: none"> • Request a job
<p>7.18 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: 7.18A establishes a clear thesis or position</p>	<p>Persuasive Letter</p> <p>TAKS-7.15B Write to influence such as to persuade, argue, and request</p>	<p>Laying the Foundation Grade 7 Writing the Argumentative Essay Pg. 366</p>
<p>7.18 B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments</p>	<p>Persuasive Letter</p>	
<p>7.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion</p>	<p>Persuasive Letter</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: 7.19A identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: 7.19A(vii) subordinating conjunctions (e.g., because, since)</p>	<p>Including: Comma with subordinate (dependent) clauses Note: TAKS-7.17B Use conjunctions to connect ideas meaningfully</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: 7.19A identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: 7.19A(viii) transitions for sentence to sentence or paragraph to paragraph coherence</p>	<p>Example: Mini-lesson on transition words to be used in persuasive letter.</p>	<p>Transitions - Writing and Grammar/Prentice Hall Bronze Level (7) pg. 60</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: 7.26A listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that</p>	<p>Techniques:</p> <ul style="list-style-type: none"> • Identify specific persuasive techniques (e.g., examples, statistics), emotional appeals (<i>pathos</i>), and appeals to authority (<i>ethos</i>) • Identify any logical fallacies the speaker used (e.g., overgeneralization, false appeals to emotion, illogical 	<p>Pair share Classroom newspaper PISD 7th Grade ELA Online Curriculum Reporter's Formula Gift of Words Socratic Seminar Inner Outer Circle</p>

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<p>supports a speaker's claims Teacher note: focus on “asking questions or making comments about the evidence that supports a speaker's claims”</p>	<p>use of authority, etc.)</p> <ul style="list-style-type: none"> • Identify what the speaker does/says to enhance (or dilute) credibility • Identify speaker’s use of connotative language • Note-taking • Use graphic organizers 	<p>Persuasive Writing Graphic Organizer Self-Evaluation Determining Author and Purpose</p> <p>Teacher selected advertisement (magazines, commercial clips, and bill boards) that students analyze for persuasive techniques.</p> <p>Laying The Foundation Seventh Grade</p> <ol style="list-style-type: none"> 1. Persuasive Appeals pg 154 (LTF) 2. Analysis of Rhetoric – Persuasion and Argumentation pg 156 (LTF)
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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.