

## Seventh Grade ELA Curriculum Bundle # 7



Title	Suggested Dates
<i>Personal Narrative and Organization</i>	Jan 5 – Jan 29 16 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Prior knowledge and life experience shape how writers/artists develop and present ideas.	How do people use writing to express themselves? How does the organization of my ideas help me communicate better with the reader? How do writers connect their words, phrases, and sentences to make their writing 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> intra <b>Suffixes:</b> -ery, -ry <b>Greek/Latin:</b> pent, mit <b>Commonly Confused:</b> loose/lose, raise/rise <b>Complete analogies</b> when words have the relationship of synonyms	<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>7.7 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.</b> 7.7 Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it	<b>TAKS-7.10H and TAKS-7.11C (see 7.3A)</b> <b>Note:</b> Refer to bundle 4 for Patterns of Questions  <b>TAKS-7.11D</b> Connect, compare, and contrast ideas, themes, and issues across text <b>Note:</b> Refer to bundle 6 for Patterns of Questions	<b>PISD 7<sup>th</sup> Grade ELA 7 Online Curriculum</b> Instructional Resources <a href="#">Comparing and Contrasting: Picturing an Organizational Pattern</a> <a href="#">Text Connections</a>  <b>Laying The Foundation Grade 7</b> Journal Lesson: Strength in Adversity – <u>Out of the Dust</u> (pg 448) <b>Laying the Foundation Grade 7</b>

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		Comparison/Contrast Pg. 104-105
<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></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 an imaginative story (see 7.15A below).</p> <p>Note: Brainstorm real topics familiar or important to the students</p>	<p>Journal Writing “Bellwork” “Jumpstarters”</p> <p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b></p> <p><a href="#">Writing from the Heart</a></p> <p><a href="#">Heart Mapping</a></p> <p><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></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>Use story structure (exposition, conflict, climax, resolution)</p> <p><b>TAKS-7.15H</b> Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording</p>	<p><a href="#">WritingProcess</a></p>
<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></p> <p>7.15A write an imaginative story that:</p> <p>7.15A(iv) develops interesting characters</p> <p>7.15A(v) uses a range of literary strategies and devices to enhance the style and tone</p>	<p><b>TAKS-7.15A (See 7.15A(i))</b></p> <p><b>TAKS 7.15G</b> Use literary devices effectively such as suspense, dialogue, and figurative language</p>	<p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b></p> <p><a href="#">Developing Short Story With Paper Bag Leads</a></p> <p><a href="#">Leads PPT</a></p> <p><a href="#">Show Me Don't Tell Me</a></p> <p><a href="#">Voice</a></p> <p><a href="#">Mini Lessons in Drafting</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></p> <p>7.19A identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>7.19A(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed)</p>	<p><b>TAKS-7.17B</b> Use conjunctions to connect ideas meaningfully</p>	<p>Prentice Hall Writing and Grammar</p> <p>Bronze Level (7)</p> <p>Pg. 348-351</p>
<p>7.19A identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>7.19A(vii) subordinating conjunctions (e.g., because, since)</p>	<p><b>Including:</b></p> <p>Comma with subordinate (dependent) clauses</p> <p><b>TAKS-7.17B</b> Use conjunctions to connect ideas meaningfully</p>	<p><b>Laying the Foundation Grade 7</b></p> <p>Subordination Techniques</p> <p>Pg. 284-291</p> <p>Sentence Strategies</p> <p>Pg. 244-247</p>

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<p><b>7.21 Oral and Written Conventions/Spelling. Students spell correctly.</b> 7.21 Students are expected to spell correctly, including using various resources to determine and check correct spelling</p>	<p><b>Teacher note:</b> Address conventions as part of revising and editing.</p>	<p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b> Instructional Resources <a href="#">Shared Spelling Strategies</a> <a href="#">You Can't Spell the Word <i>Prefix</i> Without a Prefix Affixes and Roots – Grade 7</a></p>
<p><b>Listening and Speaking:</b></p>		
<p><b>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:</b> 7.26B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems</p>	<p><b>Example:</b> Review and practice classroom procedures after break</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.