


Seventh Grade ELA Curriculum Bundle # 8

Title	Suggested Dates
<i>Considering Narrative and Expository Texts together</i> 	Feb 1 – Feb 19 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Narrative and expository texts contain different structures because they have different purposes.	What do authors of both narrative and expository text do to produce coherence in their writing? How do writers express themes through their writing? How does a writer decide on an organizational structure?

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:		
7.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 7.2C complete analogies that describe part to whole or whole to part	Commonly Confused: sit/set, pin/pen Completes analogies when words have the relationship of synonyms	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
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. 7.9 Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text TAKS-7.12A Identify the purposes of different types of texts such as to inform, influence, express, or entertain	TAKS-7.10H and TAKS-7.11C (see 7.3A) Note: Refer to bundle 4 for Patterns of Questions TAKS-7.10I Find similarities and differences across texts such as in treatment, scope, or organization Pattern of Questions (question which have appeared on a TAKS test, grade 3-8) Comparison/Contrast of Texts <ul style="list-style-type: none"> • <i>Lisa's report is different from the newspaper article</i> 	Suggested reading: <i>Seedfolks</i> by Paul Fleischman PISD 7th Grade ELA Online Curriculum Instructional Resources Determining Audience and Purpose Making Personal and Cultural Connections Reader's Response Author's Point of View Character and POV Tools for Thinking and Writing Under Teacher and Staff/Graphic Organizer and

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	<p><i>because the report —</i></p> <ul style="list-style-type: none"> • <i>A similarity between these two selections is that both discuss —</i> • <i>How are the stories alike?</i> • <i>One similarity between the selection and the interview is that both —</i> • <i>One way these selections are alike is that both mention —</i> • <i>How is the author’s approach to writing “The Black Blizzards” different from the author’s approach in “Dust Bowl Days”?</i> <p>Comparison/Contrast of Characters</p> <ul style="list-style-type: none"> • <i>What is one difference between the sultan and the king?</i> • <i>The brothers in “The Sculptor and His Sons” are different from the bulls in “Strength in Numbers” because, unlike the bulls, the brothers —</i> • <i>How do Allison and Mikhail approach their goals differently?</i> • <i>Why do Chen, Li, and Tao argue after the emperor asks them to create a sculpture? (within a text)</i> 	<p>other great tools.</p> <p>Laying The Foundations Grade 7 and Prentice Hall Literature Book (Purple)</p> <ul style="list-style-type: none"> • Author’s Purpose pg 150 (LTF) • Read <u>Seventh Grade</u> by Gary Soto (Literature Book) and <u>Use Figures of Speech</u> pg 200 (LTF) • Putting It All Together – Tone Analysis Using “The Tell-Tale Heart” pg 41 (LTF) <p>Literature Book /Prentice Hall Bronze Level (7)</p> <ul style="list-style-type: none"> • Table of Contents Unit 10 Myths and Fables • Table of Contents Unit 9 Poetry • Table of Contents Unit 8 <u>The Monsters Are Due on Maple Street</u> pg 696 • Table of Contents Unit 7 Nonfiction (Autobiography and Biography)
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:</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 multi-paragraph essay</p>	<p>Journal Writing “Bellwork” “Jumpstarters”</p> <p>PISD 7th Grade ELA Online Curriculum</p> <p>Writing from the Heart</p> <p>Heart Mapping</p> <p>Writing Process</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:</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>Develop draft of multi-paragraph essay using an appropriate strategy and building ideas around a coherent topic and theme</p> <p>TAKS-7.15H Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording</p>	<p>PISD 7th Grade ELA Online Curriculum</p> <p>Leads</p> <p>Narrative Writing Tools</p> <p>TAKS Rubric</p> <p>Prewriting Strategies</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:</p> <p>7.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and</p>	<p>Consider language appropriate to audience</p> <p>Note: TAKS-7.15E Select and use voice and style appropriate to audience and purpose</p> <p>TAKS-7.18C Revise selected drafts by adding,</p>	<p>PISD 7th Grade ELA Online Curriculum</p> <p>Empty Writing</p> <p>Clocking</p>

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<p>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>elaborating, deleting, combining, and rearranging text TAKS-7.18D Revise drafts for coherence, progression, and logical support of ideas</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: 7.14D 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>	<p>Note:</p> <ul style="list-style-type: none"> • Respond in constructive ways to others’ writings • Evaluate how well his/her own writing achieves its purposes; revise <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>7.17 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: Note: TAKS-7.15C (See 7.17A) 7.17A write a multi-paragraph essay to convey information about a topic that: 7.17A(i) presents effective introductions and concluding paragraphs</p>	<p>TAKS Note: Write from personal experience—students select a topic about which they have knowledge and experience</p>	<p>Laying the Foundations Grade 7 Introductions and Conclusions Pg. 352</p>
<p>7.17A write a multi-paragraph essay to convey information about a topic that: 7.17A(ii) contains a clearly stated purpose or controlling idea</p>	<p>TAKS Note: Students identify a clear focus for the topic about which they have personal knowledge and experience</p>	<p>KWL</p>
<p>7.17A write a multi-paragraph essay to convey information about a topic that: 7.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies</p>	<p>TAKS Note: Students include relevant facts and details to develop their focused idea for the topic about which they have personal knowledge and experience</p>	
<p>7.17A write a multi-paragraph essay to convey information about a topic that: 7.17A(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs</p>		<p><i>Writing and Grammar – Bronze (7)</i> pg. 200 - 214</p>

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Oral and Written Conventions:		
<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:</p> <p>7.19B write complex sentences and differentiate between main versus subordinate clauses</p> <p>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</p>	<p>Comma with compound and complex sentences</p>	<p>Writing and Grammar/Prentice Hall: Bronze Level (7) Commas: pg. 214, 434, 445, 580, 585-597, 781</p> <p>PISD 7th Grade ELA Online Curriculum: Four Uses of a Comma Conjunction Junction</p> <p>Laying the Foundation Grade 7: Sentence Structure Basics Pg. 238-243</p>
<p>7.20B recognize and use punctuation marks including: 7.20B(ii) semicolons, colons, and hyphens.</p>	<p>Punctuation Notes</p> <ul style="list-style-type: none"> • Semicolon to join clauses in compound sentence without coordinating conjunctions • Colon for time, business letter, introduce items in a series, introduce formal or long quotation • Hyphenate titles compounded with ex- or elect- • When to hyphenate other compound words 	<p>PISD 7th Grade ELA Online Curriculum: Composing Cinquain Poems with Basic Parts of Speech</p> <p><i>Writing and Grammar - Bronze Level (7)</i> Semicolons and Colons – 600 – 605 Hyphens – 618 - 629</p>
Listening and Speaking:		
<p>7.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</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>Note: Students work cooperatively to assist each other in revising and editing their work</p>	<p>PISD 7th Grade ELA Online Curriculum Listening Logs Instructional Resources Suggest resource for pair share. Use to put students in pairs. Make a Date</p>

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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