

## Seventh Grade ELA Curriculum Bundle # 9



Title	Suggested Dates
<b>Reflective Writing: Narrative and Non Narrative forms</b> <i>*NOTE: Focus on writing process and conventions prior to TAKS Writing on March 3.</i>	Feb 22 – March 12 15 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Writers share what they know from experiences in narrative and non narrative forms.	What kinds of information are better shared in narrative form? Non narrative? How does the form of the writing shape the effect it has on the reader? How can a writer’s use of conventions influence the effectiveness of the writing?

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> 7.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	<b>Greek/Latin:</b> vis, vid <b>Commonly Confused:</b> bring/carry  <b>TAKS-7.6B</b> Use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes <b>TAKS 7.6D</b> 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- <b>Note:</b> Refer to bundle 1 for Patterns of Questions.	<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>7.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 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, e pluribus unum, bona fide, nemesis</i> )		
<b>7.4 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical</b>	<b>TAKS-7.10H (see 7.3A)</b> <b>Note:</b> Refer to bundle 4 for Patterns of Questions	<b>Literature/Prentice Hall</b> Bronze Level (7) Poetry Unit pg. 723  <b>Pre AP/ GT:</b>

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elements (e.g., capital letters, line length, word position) on the meaning of a poem.		<b>Laying the Foundation Grade 7</b> Finding Patterns and Contrasts Pg. 134
<b>7.12 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b> 7.12B explain the function of the graphical components of a text		
<b>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:</b> 7.13B interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message	<p><b>TAKS-7.12C Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants</b></p> <p><b>Patterns of Questions</b>  <u>Within a Text</u></p> <ul style="list-style-type: none"> <li>• It is easier for Will to cross the river the first time because —</li> <li>• How does the description of Thayer’s adventure in the story differ from that in the announcement?</li> </ul> <p><u>Across Texts</u></p> <ul style="list-style-type: none"> <li>• In what way are Angela’s and Sandra’s experiences similar?</li> <li>• How do the descriptions of the skating championship differ in the two selections?</li> </ul>	Music, tone activity  PISD 7 <sup>th</sup> Grade ELA Online Curriculum Instructional Resources <a href="#">Cartoon Comprehension</a> <a href="#">Media Literacy</a> Suggested website for video clips: <a href="#">United Streaming</a>  Students compare/contrast a book and movie to find similarities and differences.
<b>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:</b> 7.13D assess the correct level of formality and tone for successful participation in various digital media		PISD 7 <sup>th</sup> Grade ELA Online Curriculum Instructional Resources <a href="#">Media Literacy</a> Suggested website for video clips: <a href="#">United Streaming</a>
<b>HEALTH TEKS 7.4A</b> Use critical thinking to analyze and use health information such as interpreting media messages.		<a href="#">United Streaming</a>
<b>HEALTH TEKS 7.4B</b> Develop evaluation criteria for health information.		<a href="#">United Streaming</a>
<b>Writing:</b>		
<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><b>Apply editing to multi paragraph essay from Bundle 8</b></p> <p><b>TAKS-7.15F</b> Spell accurately in final drafts</p>	<b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b> <a href="#">Editing Checklist</a> <a href="#">Focus on Proofreading</a>

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7.14D edit drafts for grammar, mechanics, and spelling	<b>TAKS-7.18E</b> Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice	<a href="#">Peer Edit</a> <a href="#">Peer Review: Narrative</a> <a href="#">Peer Revision</a> <a href="#">Peer Revision - Show Not Tell</a> <a href="#">Mini Lessons in Drafting</a>
<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> 7.14E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences	<b>Apply revisions to multi paragraph essay from Bundle 8</b> <ul style="list-style-type: none"> <li>• Respond in constructive ways to others' writings</li> <li>• Evaluate how well his/her own writing achieves its purposes; revise</li> </ul> <b>TAKS-7.18H</b> Proofread his/her own writing and that of others	<b>PISD 7<sup>th</sup> Grade ELA Online Curriculum Purpose for Writing</b> <a href="#">TAKS Rubric</a> <a href="#">Self-Evaluation</a> <a href="#">Sample Writing</a> <a href="#">Peer Revision Narrative</a> <a href="#">Peer Revision</a>
<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> 7.15B write a poem using: 7.15B(i) poetic techniques (e.g., rhyme scheme, meter) <b>Note: TAKS-7.15A (See 7.15A(i))</b>	<b>Note: Focus on Poetic forms after TAKS</b>	<b>Laying the Foundation Grade 7:</b> Use Models to Write Poetry Pg. 450 <b>PISD 7<sup>th</sup> Grade ELA Online Curriculum:</b> <a href="#">Composing Cinquain Poems with Basic Parts of Speech</a> Suggested Novel: <i>Out of the Dust</i>
7.15B write a poem using: 7.15B(ii) figurative language (e.g., personification, idioms, hyperbole)	<b>Note: Use figurative language in personal narrative as well</b>  <b>TAKS-7.15A (See 7.15A(i))</b> <b>TAKS 7.15G</b> Use literary devices effectively such as suspense, dialogue, and figurative language	Literature/Prentice Hall Bronze Level (7) Figurative Language Pg. 723, 789, 796, 888 <ul style="list-style-type: none"> <li>• Metaphor- pg. 723, 789, 796</li> <li>• Personification- pg. 723, 789, 796, 891</li> <li>• Simile- pg. 723, 789, 893</li> <li>• Hyperbole- pg. 397, 408</li> </ul> <b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b> <a href="#">Composing Cinquain Poems with Basic Parts of Speech</a>
7.15B write a poem using: 7.15B(iii) graphic elements (e.g., word position)		
<b>Oral and Written Conventions:</b>		
<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(vi) relative pronouns (e.g., whose, that, which)	<b>Example</b> The children <u>who skateboard in the street</u> are especially noisy in the early evening. The girl <u>whose book I need</u> was not at school today. <b>Note: TAKS-7.17H</b> Write with increasing accuracy when using pronoun case.	<b>Writing and Grammar/Prentice Hall</b> Bronze Level (7) Pronouns pg. 165, 296, 301-309, 786

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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 spellings  <b>Note: TAKS-7.16D</b> Spell frequently misspelled words correctly such as their, they're, and there  <b>TAKS-7.16E</b> Use resources to find correct spellings  <b>TAKS-7.16G</b> Write with increasing accuracy when using apostrophes in contractions such as won't and possessives such as Smith's</p>	<p><b>Spelling Notes</b></p> <ul style="list-style-type: none"> <li>• Understand the influence of other languages and cultures on the spelling of English words</li> <li>• Write with increasing accuracy when using apostrophes in contractions such as won't and possessives such as Smith's</li> <li>• Possessives of compound nouns (daughter-in-law's)</li> </ul>	<p><a href="#">Shared Spelling Strategies</a></p>
<p><b>Listening and Speaking:</b></p>		
<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>          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><b>Note:</b>          Students work cooperatively to assist each other in revising and editing their work</p>	<p><b>PISD 7<sup>th</sup> Grade ELA Online Curriculum</b>  <a href="#">Matrix</a></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>		