

Course: Pre-AP Language Arts – Grade 7			Designated Six Weeks: ALL		
TEKS	Guiding Questions/ Specificity	Assessment	Vocabulary	Instructional Strategies	Suggested Resources/ Weblinks

Ongoing TEKS Reinforced Each Six Weeks

**Figure: 19 TAC §110.17(b)**

**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 and increasingly more complex texts as they become self-directed, critical readers. The student is expected to:**

<p>**<b>(A)</b> establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p><u>College Readiness Standard</u> (CRS): (Reading A.3) Identify explicit and implicit textual information including main ideas and author’s purpose. (3.b) Identify author’s purpose in a variety of texts, such as magazine articles.</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p><u>(CRS):</u> (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience.</p>	<p>How can students effectively use reading skills to comprehend text and become independent readers?</p> <p>How does the selection read connect to real life situations?</p> <p>-Student created questions -Discuss and write about literary elements using text evidence -Text dependent reading</p>	<p>*<b>(A)</b> What is the purpose for reading this selection? *Was your purpose for reading this article accomplished in the actual reading of the article?</p> <p>(B) <b>Literal:</b> conforming or limited to the simplest, nonfigurative, or most obvious meaning of a word or words; avoiding exaggeration, metaphor, or embellishment. <b>Interpretive:</b> relating to or marked by interpretation; explanatory.</p>		<p>-Graphic organizers -Kilgo’s levels of questions -Literature circles</p>	<p>-AVID reading strategies -Lesson ideas: <a href="http://www.lessonplanet.com/search?keywords=inference&amp;media=lesson">http://www.lessonplanet.com/search?keywords=inference&amp;media=lesson</a>. -Reading graphic organizers: <a href="http://freeology.com/graphicorgs/">http://freeology.com/graphicorgs/</a>.</p>
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<p>(1.c) Reread to deepen understanding of a text’s literal and figurative meaning.</p> <p>**<u>(C)</u> reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p><u>(CRS)</u>: (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.c) Reread to deepen understanding of a text’s literal and figurative meaning. (1.e) When appropriate, make connections between a text and current and historical events. (Reading A.6) Analyze imagery in literary texts. (6.a) Analyze how imagery reveals theme,</p>		<p><b>Evaluative:</b> to examine and judge carefully.  <b>Universal:</b> knowledgeable about or constituting all or many subjects; comprehensively broad.</p> <p>*(C) What information did I not understand in this informative article?          *Am I adding information to increase my understanding and therefore not reading text dependently?          *What part of this story should I reread to gain a deeper understanding?          *What images are created in my mind when I read paragraph __?          *Am I drawing conclusions from the information in this article based on my personal experiences or based on clues and evidence in the text?          *Am I reading creatively by adding information to the text based on my prior knowledge and experiences?          *Am I reading text dependently and interpreting the text with only the information provided?</p>			
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<p>sets tone, and creates meaning in literary texts.</p> <p>**<b>(D)</b> make complex inferences about text and use textual evidence to support understanding; (<b>Readiness-Fiction, expository/Supporting-Literary nonfiction, poetry, drama, persuasive</b>)</p> <p><b>(CRS):</b> (Reading A.4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. (Reading A.5) Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument. (5.b) Draw conclusions based on the sufficiency and strength</p>		<p>*<b>(D)</b> What is a conclusion the reader can draw about?            *Which sentence in this informative article (textual evidence) provides the proof for the inference __?            *What information in this story tells you that __?            *An important inference that the reader can make about __ is –            *What text evidence clearly proves that __ was planning to __?</p>			
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<p>of evidence used in research papers.</p> <p>**<b>(E)</b> summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; (<b>Readiness-Fiction, expository/Supporting-Literary nonfiction, poetry, drama, persuasive</b>)</p> <p><b>(CRS):</b> (Reading A.3) Identify explicit and implicit textual information including main ideas and author’s purpose. (3.a) Analyze connections between main ideas and supporting details. (Reading A.4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. (4.b) Summarize key points in important historical</p>		<p>(E)*What is this article mostly about?</p> <p>*What are the four most important facts in this information? (summary)</p> <p>*Which of the following is the best summary of this article?</p> <p>*A summary of this information is__.</p> <p>*Which of the following summaries is an accurate paraphrase of the story?</p> <p>*Does the following summary of this story maintain logical order?</p>			
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<p>documents.</p> <p>** (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence. <b>(Readiness)</b></p> <p><u>(CRS)</u>: (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.d) Compare and contrast texts that have similar subjects and themes. (Reading A.3) Identify explicit and implicit textual information including main ideas and author’s purpose. (3.b) Identify author’s purpose in a variety of texts, such as magazine articles. (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perception of readers. (7.b) Describe and</p>		<p>*(F) What is a theme found in both selections?            *What text evidence supports a theme in both the movie and the play?            *What is a theme found in the film and the play?            *How are the themes in the film and the play alike/different?            *How are the authors’ purposes similar in these two selections?            *Provide text evidence to show how the author’s purpose in selection 1 is different from the author’s purpose in selection 2?            *What do the implied purposes of the authors of these two selections have in common?            *How are the authors’ purposes alike/different in these two selections?</p>			
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<p>compare how authors use style to evoke specific cultures, social classes, geographical locations, and time periods. (Reading A.8) Compare and analyze how generic features are used across texts. (8.b) Analyze the use of persona in texts with diverse voices. (Reading C.4) Analyze and compare the use of language in literary works from a variety of world cultures. (4.b) Compare contemporary poems by writers from different nations and note similarities and differences in form, style, and theme.</p>					
<b>(7.1) Reading/Fluency. Students read grade-level text with fluency and comprehension.</b>					
<p>Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<p>Do students comprehend information from text read aloud?</p> <p>What determines when students adjust their reading rate?</p>			<p>-Choral reading -Group reading -Partner reading</p> <p>ELPS 4E, 4H</p>	

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	Author's purpose				
<b>(7.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>					
<p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; <b>(Readiness)</b></p> <p><u>(CRS):</u> (Reading B.2) Apply knowledge of roots and affixes to infer meanings of new words. (2.a) Identify word meanings based on their Greek or Latin roots.</p> <p>**<b>(B)</b> use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; <b>(Readiness)</b></p> <p><u>(CRS):</u> (Reading B.1) Identify new words and concepts acquired through study of their relationships to other words. (1.a) Describe meanings of words read in texts based</p>	<p>How do you use context clues to determine the meaning of unknown words?</p> <p>-Use vocabulary words in writing -Study vocabulary in context</p>	<p>*(A) In paragraph __ of this story, what does the word __ mean? *What is the root word for the word in paragraph __ that means __?</p> <p>*(B) In paragraph __, what does the word __ mean? *What (or which) words in paragraph __ help the reader understand what __ means?</p>	<p>Antonyms Connotation Denotation Mnemonics Synonyms</p>	<p>-Word walls  ELPS 4A, 4C, 1F, 4F, 1C, 1H, 1B</p>	<p>-Dictionary -Thesaurus -Vocabulary word box: <a href="http://forpd.ucf.edu/strategies/stratWordB.html">http://forpd.ucf.edu/strategies/stratWordB.html</a>. -Word Stems -Word wall activities: <a href="http://www.educationworld.com/a_lesson/lesson/lesson328.shtml">http://www.educationworld.com/a_lesson/lesson/lesson328.shtml</a>.</p>

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<p>on context clues (e.g., definitions, examples, comparison, contrast, cause and effect, details provided in surrounding text).</p> <p>(C) complete analogies that describe part to whole or whole to part;</p> <p>(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeas corpus</i>, <i>e pluribus Unum</i>, <i>bona fide</i>, <i>nemesis</i>);</p> <p><u>(CRS)</u>: (Reading B.2) Apply knowledge of roots and affixes to infer the meanings of new words. (2.a) Identify word meanings based on their Greek and Latin roots.</p> <p>(E) Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication,</p>		<p>*(C) In this story, the word __ is in paragraph __; this word is to __ as __ is to __. * __ is to __ as __ is to __.</p> <p>*(D) What does the expression __ as used in paragraph __ mean? *The phrase __ used in paragraph __ means -</p> <p>*(E) Read the dictionary entry for the word __. Which definition represents the meaning of the word __ as used in paragraph __? (Dictionary entry with four</p>			
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pronunciations, alternate word choices, and parts of speech of words. <b>(Readiness)</b>  <b>(CRS):</b> (Reading B.3) Use reference guides to confirm meanings of new words or concepts. (3.a) Consult dictionaries, glossaries, thesauruses, or other guides to confirm word or phrase meanings.		definitions is shown and students must use context clues to determine the meaning of the word as it is used in the passage.)			
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**(7.3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:**

** <b>(A)</b> describe multiple themes in a work of fiction; <b>(Supporting)</b>  <b>(CRS):</b> (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.d) Compare and contrast texts that have similar subjects and themes. (Reading C.2) Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary	What is the theme in literature?  How does setting affect your ability to understand various genres of literature?	* <b>(A)</b> A description of a theme in this story is __. *Descriptions of two themes in this story are __ and __. *The two themes in this story are __ and __. *This story has multiple themes including __ and __.	<u>Literary Forms</u> Drama Fiction Verse	ELPS 4J, 4K	-Story elements: <a href="http://www.learner.org/interactives/story/index.html">www.learner.org/interactives/story/index.html</a>
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literature. (2.d) Analyze universal or recurrent themes across a variety of works and genres.  ***(C) analyze how place and time influence the theme or message of a literary work. <b>(Supporting)</b>  <u>(CRS):</u> (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perception of readers. (7.b) Describe and compare how authors use style to evoke specific cultures, social classes, geographical locations, and time periods.		*(C) What impact does the setting in this story have on the theme? *Why is paragraph __ important in this story? *How did the time in which this story took place influence the moral lesson of this story?			
<b>(7.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</b>					
**Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood. <b>(Readiness)</b>	How does figurative language add to the mood of the story?	*When the author used the words “__,” what was the intended impact on the reader? *What did the author mean by the phrase, “__” in paragraph __? *What mood was the author trying to set by the wording of the phrase, “__?” *What does the phrase __ mean in	<u>Figures of Speech</u> Metaphor Personification Simile <u>Sound Devices</u> Alliteration Onomatopoeia	ELPS 4J	-Activities: <a href="http://lesson-plans-materials.suite101.com/article.cfm/figurative_language_theatre">http://lesson-plans-materials.suite101.com/article.cfm/figurative_language_theatre</a> . -Internet activity: <a href="http://www.internet4classrooms.com/skill_builders/figurative_la">http://www.internet4classrooms.com/skill_builders/figurative_la</a>

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<p>(CRS): (Reading A.6) Analyze imagery in literary texts. (6.a) Analyze how imagery reveals theme, sets tone, and creates meaning in literary texts.</p> <p>(Reading A.10) Identify and analyze how an author’s use of language appeals to the senses, creates imagery, and suggests mood. (10.a) Identify words that convey mood and voice to inform readers of aspects of a setting or time period. (10.b) Explain how the author’s use of literary elements creates meaning.</p>		<p>this passage?</p>			<p><a href="#">language language arts seventh 7th grade. htm.</a></p>
<p><b>(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.</b></p>					
<p>**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><b>(Supporting)</b></p> <p>(CRS): (Reading A.3) Identify explicit and</p>	<p>How do themes differ between literary work and expository text?</p> <p>-Author’s purpose -Theme</p>	<p>*What is the difference between the theme in the story ___ and the author’s purpose in the newspaper article?</p> <p>*How does the author’s purpose on the topic of ___ differ from the overall theme of a story on the same topic?</p> <p>*Compare the author’s purpose in ___ with the overall theme in ___.</p>		<p>ELPS 4J, 4K</p>	<p>Slideshow: <a href="http://www.authorstream.com/Presentation/ttravis-57266-Authors-Purpose-Reasons-Write-Strategy-Identify-Try-Sentences-Lets-Entertainment-ppt-powerpoint/">http://www.authorstream.com/Presentation/ttravis-57266-Authors-Purpose-Reasons-Write-Strategy-Identify-Try-Sentences-Lets-Entertainment-ppt-powerpoint/</a>.</p>

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<p>implicit textual information including main ideas and author’s purpose. (3.b) Identify author’s purpose in a variety of texts, such as magazine articles. (Reading C.2) Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature. (2.d) Analyze universal or recurrent themes across a variety of works and genres.</p>					
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**(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**

<p>(A) interpret both explicit and implicit messages in various forms of media; <b>(Supporting)</b>  (CRS): (Reading A.11) Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme. (11.c) Analyze how</p>	<p>How do media convey meaning?  -View various media types with similar messages</p>	<p>*(A) What is the overall message in this television advertisement? *What is the intended message in this newspaper advertisement? *What is the message in this Internet advertisement? *What message is implied in this editorial?</p>		<p>ELPS 2F, 4I, 4K, 4J, 1G, 4B, 4E</p>	<p>Activities: <a href="http://www.angelfire.com/ms/MediaLiteracy/Grade7.html">http://www.angelfire.com/ms/MediaLiteracy/Grade7.html</a>.  <a href="http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMedia.pdf">http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMedia.pdf</a>.</p>
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<p>authors present opposing viewpoints on the same issue.</p> <p>(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p> <p>(C) evaluate various ways media influences and informs audiences; <b>(Supporting)</b></p> <p><u>(CRS)</u>: (Reading A.9) Identify and analyze the audience, purpose, and message of an informational or persuasive text. (9.b) Explain how the author’s use of rhetorical devices influences the reader, evokes emotions, and creates meaning.</p>		<p>*(B) How did the angle that the cameraman used in this television presentation influence the viewer? *What special effects did the Internet advertisement use to influence the reader? *How was the viewer influenced by the music in the television advertisement?</p> <p>*(C) What technique did the television announcer use to impact the audience with his/her point of view? *How did the author of the newspaper advertisement use media techniques to influence the reader’s point of view?</p>			
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(D) assess the correct level of formality and tone for successful participation in various digital media.		<p>*(D) Is this information on the web presented formally or informally? Explain your answer.</p> <p>*What would be a more formal way of presenting this information?</p> <p>*Why are text messages considered informal communication?</p> <p>*Was the information in this television advertisement presented at the correct level of formality and tone? Why or Why not?</p>			
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**(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>**<u>(A)</u> 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><u>(CRS)</u>: (Writing A.1) Determine effective approaches, forms, and rhetorical techniques that</p>	<p>Why is the writing process important?</p> <p>-Writing check points</p> <p>-Teacher/student conferences</p> <p>-Mini lessons for each stage of writing</p>		<p><u>The Process of Composition</u></p> <p>-Prewriting</p> <p>consideration of audience</p> <p>determination of purpose</p> <p>generation of ideas</p> <p>organization of ideas</p> <p>selection of topic</p> <p>-Drafting</p> <p>extended time and timed</p> <p>-Revision</p> <p>content organization</p>	<p>-Group writing</p> <p>-Teacher modeling of writing, editing, and revision</p> <p>ELPS 1A, 3G, 5B, 1C, 5F, 5D, 4F</p>	<p>-Student writing models:</p> <p><a href="http://www.thewritesource.com/studentmodels/#ws_2000">http://www.thewritesource.com/studentmodels/#ws_2000</a>.</p> <p>-Rubrics:</p> <p><a href="http://www.rubrician.com/writing.htm">http://www.rubrician.com/writing.htm</a>.</p>
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<p>demonstrate understanding of the writer’s purpose and audience. (1.a) Prepare a topic proposal that specifies and justifies the topic, audience, and purpose. (1.b) Identify the types of writing (e.g., informational, analytical, polemical) and forms of writing (e.g., letter, editorial, essay) that are appropriate for the writer’s particular purpose and audience. (1.c) Recognize rhetorical techniques appropriate to the purposes, audience, and form of a particular composition.</p> <p>**<b>(B)</b> 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; <b>(Readiness)</b></p> <p><b>(CRS):</b> (Writing A.2)</p>			<p>precise diction sentence variety unity -Editing mechanics sentence structure usage <u>Structural Elements</u> -Introduction thesis -Body incorporation of topic sentence use of commentary use of evidence -Conclusion</p>		
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<p>Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. (2.a) Utilize effective prewriting strategies: outline and prioritize ideas, anticipate questions that might be raised by readers, and identify appropriate primary and secondary source material. (Writing A.3) Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated and formulate a thesis. (3.a) Craft a thesis statement that articulates a position and logically organize relevant evidence and examples that support the thesis statement. (Writing A.4) Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use</p>					
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<p>language more precisely and effectively, and draw the reader to the author’s purpose. (4.a) Produce drafts that are logically organized in relation to the writer’s purpose, audience, and chosen form. (4.b) Produce drafts that create tone and style appropriate to topic, audience, and task, including non-standard English when appropriate. (4.c) Produce drafts that use precise and engaging vocabulary appropriate to audience, purpose, and task, using sentences that are well-crafted and varied in structure. (4.d) Strengthen thesis statements, supported by relevant evidence and examples, cogent reasoning, anecdotes, and illustrations.</p> <p>** (C) revise drafts to ensure precise word choice and vivid images; consistent point of view;</p>					
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<p>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; <b>(Readiness)</b></p> <p><u>(CRS)</u>: (Writing A.3) Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated and formulate a thesis. (Writing A.4) Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. (4.a) Produce drafts that are logically organized in relation to the writer’s purpose, audience, and chosen form. (4.e)</p>					
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<p>Revise drafts of functional texts (e.g., application, resume, operations manual) so that they demonstrate clear language and effective organization and formatting. (4.f) Produce texts that present technical information accurately in accessible language and utilize appropriate formatting structures (e.g., headings, graphics, white space).</p> <p>**<b>(D)</b> edit drafts for grammar, mechanics, and spelling; <b>(Readiness)</b></p> <p><b>(CRS):</b> (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation. (5.b) Edit for subject-verb agreement. (5.c) Edit for pronoun reference and agreement. (5.d) Improve coherence</p>					
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<p>by increasing logical connections within and between sentences. (5.e) Edit for correct sentence structure (e.g., subordination, coordination). (5.f) Consult reference guides for citation conventions, grammar, mechanics, and punctuation. (5.g) Use a variety of proofreading techniques to compensate for the limitations of automated aids such as electronic spell and grammar checks.</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p><u>(CRS)</u>: (Writing A.4) Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively,</p>					
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and draw the reader to the author’s purpose. (4.g) submit multiple drafts that reflect judicious use of self, peer, and instructor assessment.					
<b>(7.21) Oral and Written Conventions/Spelling. Students spell correctly.</b>					
<p>**Students are expected to spell correctly, including using various resources to determine and check correct spellings. <b>(Readiness)</b></p> <p><b>(CRS):</b> (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.</p>	Why is it important to know how to spell words correctly?			ELPS 1B, 5C, 5A	-Commonly misspelled word list -Word stems
<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>					
(A) listen to and interpret a speaker’s purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or	<p>What is the speaker’s purpose?</p> <p>How does the audience affect the speaker’s purpose?</p>		<p>Formal setting</p> <p>Gesture</p> <p>Informal setting</p> <p>Nonverbal cues</p> <p>Tone</p>	-Teacher modeling	-Listening rubrics: <a href="http://www.teach-nology.com/web_tool/rubrics/">http://www.teach-nology.com/web_tool/rubrics/</a> .

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<p>making comments about the evidence that supports a speaker's claims;</p> <p><u>(CRS)</u>: (Listening A.3) Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). (3.a) Develop and ask questions related to the content for clarification and elaboration.</p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p> <p><u>(CRS)</u>: (Listening A.3) Use a variety of strategies to enhance listening</p>	<p>Why are posture, word choice, tone, and facial expressions important when delivering a spoken message?</p> <p>-Group listening activities</p>				
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<p>comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). (3.b) Follow complex verbal instructions that include technical vocabulary and processes.</p> <p>(C) 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><u>(CRS)</u>: (Listening A.1) Analyze and evaluate the effectiveness of a public presentation. (1.a) Critique the speaker's delivery skills (e.g., word choice, pitch, feelings,</p>					
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tone, voice). (1.b) Analyze, synthesize, and evaluate the effectiveness of a speaker’s presentation. (Listening A.2) Interpret a speaker’s message; identify the position taken and the evidence in support of that position. (2.b) Analyze the effectiveness of a speaker’s nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).					
<b>(7.27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</b>					
Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.  (CRS): (Speaking A.1) Understand how style and	Are students able to effectively present a critique of a literary work using appropriate language conventions?  What is a literary critique?		Enunciation Gestures Pitch Speaking rate Volume	-Students grade the teacher -Group collaboration -Class discussion	-Speaking rubrics: <a href="http://www.teach-nology.com/web_tools/rubrics/">http://www.teach-nology.com/web_tools/rubrics/</a>

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content of spoken language varies in different contexts and influences the listener’s understanding. (1. b) When speaking, observe audience reaction and adjust presentation (e.g., pace, tone, vocabulary, body language) to suit the audience.					
<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>					
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.  (CRS): (Speaking B.2) Participate actively and effectively in group discussions. (2.a) Cooperate with peers to organize a group discussion: establish roles, responsibilities, ground rules; complete assignments; evaluate the work of the group based	Can students work productively and effectively as part of a team?  Set clear guidelines for working in teams		Agenda Goal Key issue		-Team rubrics: <a href="http://www.teach-nology.com/cgi-bin/teamwork.cgi">http://www.teach-nology.com/cgi-bin/teamwork.cgi</a> .

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on agreed-upon criteria. (2.b) Use discussion techniques to arrive at a consensus or complete a task.					
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