

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: First	
Unit: Short stories, Poetry, Personal narrative, Imaginative story, Research					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

Ongoing TEKS reinforced each six weeks

1st Six Weeks – New TEKS Introduced

Reading

(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.

<p>Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem. (Supporting)</p> <p><u>College Readiness Standard</u> (CRS): (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.</p>	<p>How do graphic elements affect meaning in poetry?</p> <p><i>Sentences are divided into stanzas or paragraphs</i></p> <p><i>Descriptive language creates sensory images</i></p> <p><i>Emotional tone</i></p> <p><i>Rhythm or beat</i></p> <p><i>Rhyme scheme or pattern of line with the same end sound.</i></p>	<p>*Why is line __ presented differently by the author of this poem?</p> <p>*How does the poet demonstrate to the reader that lines __ through __ are important?</p> <p>___ is similar to ___</p> <p>___ is different from ___</p> <p>___ relates to what happened when ___ because ___</p> <p>___ is a result of ___ because ___.</p>	<ul style="list-style-type: none"> • alliteration • form • free verse • imagery • metaphor • onomatopoeia • personification • repetition • rhyme • rhyme_scheme • simile • stanza • verse • analyze • compare • contemporary • demonstrate 	<ul style="list-style-type: none"> • Annotation <p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p>B- organize reading into short segments</p> <p>I- divide poems into shorter segments</p> <p>A/AH- divide poems into shorter segments and provide guided reading strategies. Break assignments or tasks into smaller segments or parts.</p>	<ul style="list-style-type: none"> • Activity: http://www.teacher-vision.fen.com/poetry/curriculum-planning/6218.html • Holt- Unit 5- pgs.552-559 • Holt-Unit 2- pg. 288 • Holt-Unit 2- pg.292 • Inside NG pgs 280, 437, 511 • AVID Write Path for ELL pg. 339-377
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<p>imagery, and theme.</p> <p><i>ELPS:</i> <i>1G Distinguish formal and informal English</i> <i>4K Show comprehension through analytical skills</i> <i>4G show comprehension of English text individually and in groups</i></p>					
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(7.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

<p>**(A) explain the influence of the setting on plot development; (Readiness)</p> <p>(CRS): (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</p>	<p>What role do the literary elements play within plot development?</p> <p>Why is it important to know each character’s characteristics?</p> <p>How does the conflict in a selection move the plot to the climax and resolution?</p>	<p>*(A) How does the setting in this story affect the plot? *Why is the setting of this story important to the plot development? *What influence does the story’s setting have on the development of the plot?</p>	<ul style="list-style-type: none"> • literary elements • analogy • antagonist • author’s purpose • characterization • climax • complication • conflict • connotation • denotation • detail • diction 	<ul style="list-style-type: none"> • Annotation <p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p>All-</p> <ul style="list-style-type: none"> -Book reviews -Dialog journal -Double entry journals -Directed reading-thinking activity -Graphic organizers 	<p>-Holt - Unit 1 pg. 34; pg. 66; pg.76; pg. 32; pg.234; pg. 322</p> <p>-Story elements: www.learner.org/interactives/story/index.html</p> <p>A) <i>Inside NG pgs 90-91, 120, 168 CRS)51, 105, 111, 117, 133, 170</i></p>
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<p>setting or time period.</p> <p>**(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; (Readiness)</p> <p>**(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited. (Supporting) (CRS): (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perception of readers. (7.a) Analyze a</p>	<p>In discovering the layers of meaning in literature, what role do the literary elements play?</p> <p>What role does the structure play in conveying effective meaning?</p> <p>-Textual evidence -Text dependent reading</p> <p><i>Setting is the time and place where the story happens.</i></p> <p><i>Motives are the reasons that people do things.</i></p>	<p>*(B) Why did __ respond to __ the way he/she did in paragraph __? *What does paragraph __ demonstrate about the internal conflict in __? *Why is paragraph __ important in understanding the motives of __? *What is inferred about __'s thinking in this selection?</p> <p>*(C) The author tells this story from a __point of view to help the reader understand __. * __ is portrayed in this story as omniscient through a point of view that is __. *How are the points of view of __ and __ different? *What point of view does __ have in this story? *How does the point of view of __ affect his understanding of the</p>	<ul style="list-style-type: none"> • imagery • drawing conclusions • exposition • falling Action • figurative language • flashback • foreshadowing • inference • irony • metaphor • mood • paraphrasing • personification • plot • point of view • protagonist • resolution • rising action • sensory details • setting • simile • structure • symbol 	<p>-Plot graph -Character charts -Instructional conversation -Learning logs and journals -Nonlinguistic representations -Role play -Pictures -Question the author -Question, signal, stem, share, assess -Scanning -Squeepers -Structured academic controversy -Structured conversation -Summarization frames -Character charts</p>	<p>(B)218, 23,5 252 AVID Write Path for ELL pg. 96-106, 139-140,300-304</p>
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<p>passage for word choice and voice. (7.c) Explain how authors use dialect to convey character.</p> <p><i>ELPS:</i> 4K Show comprehension through analytical skill 4G Show comprehension of English text individually and in groups 4J Show comprehension through inferential skills</p>		<p>conflict in the story?</p> <p><i>The (plot, conflict, genre, setting) of the text is ____.</i></p> <p><i>Some (characters, ideas, symbols, metaphors, similes) found in this text include ____</i></p> <p><i>I would describe ____ as ____ because.</i></p> <p><i>The author used ____ in order to ____.</i></p>	<ul style="list-style-type: none"> • theme • tone • explain • elements • analyze • evaluate • literal language • perception • dialect 		
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Writing

(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:					
<p>** (A) write an imaginative story that:</p> <p>(i) sustains reader interest;</p> <p>(ii) includes well-paced action and an engaging story line;</p> <p>(iii) creates a specific, believable setting through</p>	<p>Writing process</p> <p>Character development</p> <p>Affect of setting on story</p> <p><i>How is the text</i></p>	<p>Rubric based on SE's</p> <p><i>I learned the word ____.</i> <i>____ means ____</i></p> <p><i>I can use the phrase ____ in order to show ____.</i></p>	<ul style="list-style-type: none"> • imaginative story <i>sensory details</i> • imagination • fiction • real/non real characters • tone • style 	<ul style="list-style-type: none"> • Teacher modeling • Collaborative writing Holt- Unit 3- pg. 441 <i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i> 	<ul style="list-style-type: none"> • Texas Write Source - Holt- Unit 3- pgs. 432-441 • Lesson idea: http://www.google.com/search?q=imaginative+story+writing+writinggrade+7&hl=en&sa=2.

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<p>the use of sensory details; (iv) develops interesting characters; and (v) uses a range of literary strategies and devices to enhance the style and tone;</p> <p><u>(CRS)</u>: (Writing A.1) - Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. (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.</p> <p><i>ELPS:</i></p>	<p><i>organized?</i></p> <p><i>Visualization helps you read by creating a picture in your mind.</i></p>	<p><i>The phrase _____ can be used to help the reader _____.</i></p>		<p>B/I - Cloze sentences A/AH - Self assessment of levels of word knowledge All- -Choose the words -Dialog journal -Double entry journals -Field notes -Letters/editorials -Learning logs and journals -Read, write, pair, share -Role play -Think, pair, share -Ticket out -Word sort -Word wall</p>	<p>-Mysteries of Harris Burdick by Chris Van Allsburg -Story starters</p> <ul style="list-style-type: none"> • Empowering Writers: www.empoweringwriters.com • Rubric: http://www.rubrician.com/writing.htm • Inside NG pgs. 257, 561
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<p>5G Narrate, describe and explain in writing 5F Write using a variety of sentence structures and words 5E Employ complex grammatical structures</p>					
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(7.16) Writing. Students write about their own experiences.

<p>**Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences. (Readiness) (CRS): (Writing A.1) Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and</p>	<p>Why are purpose and audience important in personal narratives? Use writing process Personal narrative with an extension (focus on actions/consequences) <i>*When you share a story about something that has happened to you, you are telling a</i></p>	<p>Rubric based on SE’s <i>Ask students to draw simple sketches to represent a sequence of events. Then have students label each illustration with words or phrases from their five senses diagram. Have them restate the phrase as sentences to complete the sequence chain.</i> <i>Encourage students to elaborate on their thoughts and feelings and use sticky notes to add further</i></p>	<ul style="list-style-type: none"> • personal narrative • focus • sequence • thesis • informational • analytical • support • narrate 	<ul style="list-style-type: none"> • Holt-Unit 7- pg.889 • Teacher modeling <i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i> B/I - Draw and write A/AH -Genre analysis All- <i>-Book reviews</i> <i>-Dialog journal</i> <i>-Double entry journals</i> 	<ul style="list-style-type: none"> • Texas Write Source • 6 Traits of writing • Holt-Unit 7-pg. 880 • Rubric: http://www.teach-nology.com/web_to_ols/rubrics/. • Student example: http://youngwritersproject.org/taxonomy/term/1399. • Empowering Writers: www.empowering
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<p>audience. (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. (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.</p> <p><i>ELPS:</i> 5G Narrate, describe and explain in writing 5F Write using a variety of</p>	<p><i>personal narrative. You also tell how you feel about what happened.</i></p>	<p><i>details to parts of their sequence chains.</i></p>		<p><i>-Field notes -Free write -Imitation -Learning logs and journals -Letter/editorials -Perspective based writing -Sequence chain</i></p>	<p>writers.com</p> <ul style="list-style-type: none"> • Inside NG 223, 385, 517, 71W • AVID Write Path for ELL pg310-325
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<i>sentence structures and words</i> <i>5E Employ complex grammatical structures</i>					
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Oral and Written Conventions

(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>**(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking (Readiness)</p> <p>(ii) appositive phrases; (Supporting)</p> <p>(v) prepositions and prepositional phrases and their influence on subject-verb agreement (Supporting)</p> <p>(CRS): (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring</p>	<p>How do you incorporate the standard rules of grammar into written and spoken formats?</p> <p>Introduce, then practice through writing</p>	<p>Conventions should be used correctly in writing</p> <p>Revising and editing</p> <p><i>-The subject of the sentence is _____.</i></p> <p><i>A verb is _____.</i></p> <p><i>A subject and verb agree when _____</i></p> <p><i>A verb tense is _____</i></p> <p><i>A tense is appropriate when _____.</i></p>	<ul style="list-style-type: none"> • basic sentence structure • S/V agreement • <i>preposition</i> • <i>appositive</i> • <i>pronoun reference</i> 	<p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p><i>B/I</i> -editing conference with a teacher</p> <p><i>A/AH</i> - Peer editing</p> <p><i>All</i>-</p> <p><i>-Contextualized - grammar instruction</i></p> <p><i>-Daily oral language</i></p> <p><i>-Reciprocal teaching</i></p> <p><i>-Sentence mark up</i></p> <p><i>-Sentence sort</i></p>	<ul style="list-style-type: none"> • Texas Write Source • <i>Inside NG pgs. 594, 595, 385W, 266W, 362W, 616, 617, 639, 362W, 636W, 387W, 354W, 145W, 293W, 360W, 364W, 117W, 293W, 360W, 617, 365W, 99W, 138W, 307W, 442-443, 457, 293W, 361W, 331, 365W, 540-541, 559, 90W, 92W, 354W</i>
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<p>that is conforms to standard English, when appropriate. (5.c) Edit for pronoun reference and agreement. (5.d) Improve coherence by increasing logical connections within and between sentences.</p> <p><i>ELPS:</i> <i>5G Narrate, describe and explain in writing</i> <i>5F Write using a variety of sentence structures and words</i> <i>5E Employ complex grammatical structures</i></p>					
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(7.20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

** (A) use conventions of capitalization; (Readiness)	Can students use conventions correctly when writing and speaking?	Assess in writing, revising, and editing <i>Capitalize _____when _____.</i>	Punctuation/Comma	<i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i>	<ul style="list-style-type: none"> • Texas Write Source • Word stems • Inside NG pgs.
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<p><u>(CRS)</u>: (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> <p>**(B) recognize and use punctuation marks including: (Readiness) (i) commas after introductory words, phrases, and clauses; (Supporting) (ii) semicolons, colons, and hyphens. (Supporting)</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when</p>	<p><i>Can the students use transition words correctly to show how ideas are related?</i></p>			<p>B/I- Sentence mark up A/AH - Peer editing All- -Contextualized grammar instruction -Daily oral language -Oral scaffolding -Reciprocal teaching -Sentence sort</p>	<p>A)79W, 105W, 110W, 147W • Inside NG pgs. B)91W, 138W, 363W,</p>
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<p>appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.</p> <p><i>ELPS:</i> <i>5D Edit writing</i> <i>5F Write using a variety of sentence structures and words</i> <i>5E Employ complex grammatical structures</i></p>					
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