

Grade: 7		Text: National Geographic - Inside (Level D)		Designated Six Weeks: Fourth	
Unit: Nonfiction, Poetry, 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

4th 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, imagery,</p>	<p>How does the structure of poems affect meaning?</p> <p>Text dependent reading</p> <p><i>Sentences are divided into stanzas or paragraphs</i></p> <p><i>Descriptive language creates sensory images</i> -Emotional tone -Rhythm or beat -Rhyme scheme or pater of line with the same end sound.</p>	<p>*Why is line __ presented differently by the author of this poem? *How does the poet demonstrate to the reader that lines __ through __ are important?</p> <p><i>It's about _____.</i> <i>The main idea is _____.</i></p>	<ul style="list-style-type: none"> • connotation • denotation • form • irony • rhyme • rhythm • speaker • stanza • voice • descriptive language • similarities • differences 	<ul style="list-style-type: none"> • Models of poetry • Poetry baskets around room- Students can add favorite poems to them • Poetry Café • Poetry Jam See Inside NG pages TX43-TX51 for descriptions of strategies provided B/I -Story telling A/AH -Literature circles All-Cornell notes -Guided notes -Instructional conversation -Keep, delete, 	<ul style="list-style-type: none"> • Holt-Unit 3-pgs. 392-396 • Holt-Unit 4-pgs.522-527 • Poetry ideas: http://42explore.com/poetry.htm. • Poetry Jam: http://www.teacher-vision.fen.com/poetry/curriculum-planning/6218.html • Inside NG pgs. 280, 437, 511 • AVID Write Path for ELL pg. 339-377
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English as a Second Language

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and theme. <i>ELPS:</i> 4G Show comprehension of English texts both individually and in groups. 2G Understand general meaning, main points and details 4B Recognize directionality of English text				<i>substitute, select -Summarization frames</i>	
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(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.

**Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it. (Supporting) <u>(CRS)</u> : (Reading A.11) Identify, analyze, and	<i>Review the writing process.</i>	*Describe the difference in the organization of ideas in ___'s life as presented in his/her autobiography and the story of his/her life. *What is the most important difference between ___'s diary and the fictionalized story of his/her life?	<ul style="list-style-type: none"> • autobiography • biography • compare/contrast • diary • imagery • mood • setting • structure • style 	<i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i> B -have students draw events on index cards. Sort the events in the order in which they happened B/I -nonlinguistic	<ul style="list-style-type: none"> • Biography and autobiography: http://www.webenglishteacher.com/biography.html. • Holt-Unit 7-pgs. 814 and 826 • Holt-Unit 7-pgs. 856 and 870 • <i>Inside NG</i> pgs.
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<p>evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme. (11.b) Read diaries written during a particular event or period and use evidence from the diaries to demonstrate similarities and differences in how each author feels about the event.</p> <p><i>ELPS:</i> <i>4J Show comprehension through inferential skills</i> <i>4I Show comprehension through basic reading skills</i> <i>4H Read silently with comprehension</i></p>		<p><i>B/I-I think ____ probably ____.</i> <i>I can infer ____ probably ____.</i></p> <p><i>A/AH-Even though it doesn't say __, I think ____.</i> <i>Based on ____, I can conclude ____.</i></p>	<ul style="list-style-type: none"> • syntax • tone • similarities • differences • theme • adaptation 	<p><i>representations</i> <i>I-have students work with partners to make a list of the important events in their lives.</i> <i>A/AH-have students place their events on the organizer in chronological order determining which should be included in the beginning paragraph and which in the concluding paragraph.</i> <i>ALL-graphic organizer</i> <i>-Directed reading thinking activity</i></p>	338W-349W
Writing					

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(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>**(B) write a poem using: (i) poetic techniques (e.g., rhyme scheme, meter) (ii) figurative language (e.g. personification, idioms, hyperbole) (iii) graphic elements (e.g. word position).</p> <p>(CRS): (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended 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>How do symbolism and tone add to the interest of a story, poem, etc..?</p> <p><i>Review figurative language and graphic elements</i></p>	<p>Rubric based on SE’s</p> <p><i>Write a poem using the word</i></p> <p>_____</p>	<ul style="list-style-type: none"> • <u>Type (modes)</u> -descriptive -narrative • <u>Multiple modes</u> -expressive -imaginative -personal • <i>symbolism</i> • <i>tone</i> • <i>idiom</i> • <i>hyperbole</i> • <i>figurative language</i> • <i>personification</i> 	<p><i>B/I-Provide frames that students can use to create a poem</i></p> <p><i>A/AH-compose a poem using another poem as a model</i></p>	<ul style="list-style-type: none"> • Holt-Unit 5- pgs. 620-627 • Poetry ideas: http://www.poetry-online.org/writing-poetry.htm. • <i>Inside NG pgs. 333, 413, 185</i>

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<p><i>ELPS:</i> 5F Write using a variety of sentence structures and words 5E Employ complex grammatical structures 5G Narrate, describe and explain in writing</p>					
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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) Below are (Supporting) (ii) appositive phrases; (iii) adverbial and adjectival phrases (iv) conjunctive adverbs</p>	<p>How do you incorporate the standard rules of grammar into written and spoken formats? Introduce and practice conventions in writing and speaking <i>Adverbs give more</i></p>	<p>Conventions should be used correctly when writing and speaking <i>Highlight parts of speech in different colors</i></p>	<ul style="list-style-type: none"> • adjectives • adverb • modifiers • function 	<p><i>ALL- provide word bank of adjectives and adverbs</i></p>	<ul style="list-style-type: none"> • www.chompchomp.com, • <i>Inside NG pages 145W, 293W, 360W, 364W, 117W, 293W, 365W,</i>
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<p>(consequently, furthermore, indeed)</p> <p>(v) prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p>(vi) relative pronouns</p> <p>(vii) subordinating conjunctions (e.g. because, since)</p> <p>(viii) transitions for sentence to sentence or paragraph to paragraph coherence;</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (5.c) Edit for pronoun reference and agreement. (5.d) Improve coherence by increasing logical connections within</p>	<p><i>information about another word.</i></p> <p><i>Adjectives give more information about a noun.</i></p> <p><i>A noun is a person, place, thing or idea.</i></p> <p><i>A verb shows the action of a sentence.</i></p>				
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