

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	1
<b>Grade/Level</b>	7th	<b>Weeks:</b>	1
<b>Overview</b>			
Read and discuss short story about the first day of seventh grade.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.10 Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.	7.10A Use his/her own knowledge and experience to comprehend.	Including: <ul style="list-style-type: none"> <li>• Predict outcomes and actions in fiction selections, nonfiction selections and poetry, based on context clues and on his or her own experiences</li> </ul> Uses his or her own experience and knowledge to understand texts	
7.11 Reading/literary response. The student expresses and supports responses to various types of texts.	7.11L Represent text information in different ways (4-8). including in outline, timeline, or graphic organizer	Including: <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences</li> </ul> Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters or other text issues	
7.11 Reading/literary response. The student expresses and supports responses to various types of texts.	7.11B Interpret text ideas through such as varied means as journal writing, discussion, enactment, media (4-8).	Responds appropriately on a personal level, both orally and in writing, to fiction and nonfiction selections and poetry (e.g., rewriting a short article using a different type of organization, creating a graphic organizer to illustrate the main idea and details, writing a note to the author, summarizing the selection orally, writing a newspaper column using information from the selection, outlining information, taking notes)	
7.16 Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly.	7.16A Write legibly by selecting cursive or manuscript as appropriate (4-8).	Including: <ul style="list-style-type: none"> <li>• Selects cursive or manuscript writing</li> <li>• Uses pencil grip, paper position, stroke and posture, and uses correct letter formation, appropriate size, spacing, type of writing</li> </ul> Writes multiple pages, using legible and neat writing with the selected type of writing	

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<b>Subject Area</b>	English Language Arts		<b>Bundle #:</b>	2
<b>Grade/Level</b>	7th		<b>Weeks:</b>	2
<b>Overview</b>				
Learn proper quotation use. Read a short story and analyze character, plot and setting.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
7.1 Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.	7.1D Listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).	Such as independent, self-directed note-taking		
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12A Identify the purposes of different types of texts (4-8). Such as to inform, influence, express, or entertain	Including: <ul style="list-style-type: none"> <li>• To tell about/inform/explain/give information about</li> <li>• To tell a story</li> <li>• To describe</li> <li>• To entertain</li> <li>• To convince/persuade</li> <li>• To reflect (not tested)</li> </ul>		
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12F Analyze characters, (4-8). Including their traits, motivations, conflicts, points of view, relationships, and changes they undergo	Including: <ul style="list-style-type: none"> <li>• analyzing individual characters and</li> <li>• comparing/contrasting characters</li> </ul> Analyzing Traits of Characters <ul style="list-style-type: none"> <li>• Physical Traits</li> <li>• Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor)</li> <li>• Emotional Traits</li> </ul>		
7.1 Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.	7.1C Understand the major ideas and supporting evidence in spoken messages (4-8).	Such as <ul style="list-style-type: none"> <li>• Identify the speaker’s main message(s)</li> <li>• Identify the support/elaboration/proof the speaker uses to support the main idea(s)</li> </ul>		
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12G Recognize and analyze story plot, setting, and problem resolution (4-8).	Recognize Setting of a Text or Portion of a Text <ul style="list-style-type: none"> <li>• Time <ul style="list-style-type: none"> <li>○ historical time/period</li> <li>○ calendar/clock time</li> </ul> </li> <li>• Place <ul style="list-style-type: none"> <li>○ real</li> <li>○ imaginary</li> </ul> </li> </ul>		

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		<p><u>Recognize the Purpose/Significance of Setting</u></p> <ul style="list-style-type: none"> <li>• to establish or develop a unique plot line</li> <li>• to establish or develop unique traits/characteristics/belief of characters</li> <li>• to establish or develop unique conflicts and/or resolution of conflicts</li> <li>• to influence the reader’s perceptions/reactions of events/characters</li> <li>• to establish symbols or evoke an emotional response from reader.</li> <li>• to establish the mood, tone, or atmosphere of a text</li> </ul>
<p>7.17 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.</p>	<p>7.17C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).</p>	<p>Including subject-verb agreement, pronoun referents, and parts of speech</p> <ul style="list-style-type: none"> <li>• Possessive nouns (Review Nouns as needed)</li> <li>• Conventions: Quotation Marks</li> </ul>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	3
<b>Grade/Level</b>	7th	<b>Weeks:</b>	3
<b>Overview</b>			
Work on suffixes, prefixes, determining meanings and how that changes words.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>7.6 Reading/word identification. The student uses a variety of word recognition strategies.</b>	<b>7.6B Use structural analysis to identify words, (7-8).</b>	<b>Including knowledge of Greek and Latin roots and prefixes/suffixes</b>	
7.16 Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly.	7.16G Understand the influence of other languages and cultures on the spelling of English words (6-8)	Including tracing the origins of a variety of commonly used English words to discover historical influences on our words and their spellings	
7.17 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	7.17C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8). Including subject-verb agreement, pronoun referents, and parts of speech	<ul style="list-style-type: none"> <li>◆ relative pronouns (who, that, which, what)                             <ul style="list-style-type: none"> <li>▪ objective case: (Whom shall we choose as our representative?)</li> <li>▪ Nominative Case: (Who is that behind the door?)</li> </ul> </li> </ul>	
7.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	7.20B Organize prior knowledge about a topic in a variety of ways (4-8). Such as by producing a graphic organizer	(No clarification needed)	

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<b>Subject Area</b>	English Language Arts		<b>Bundle #:</b>	4
<b>Grade/Level</b>	7th		<b>Weeks:</b>	4
<b>Overview</b>				
Begin reading the novel, <u>The Watsons Go to Birmingham</u> ; work on grammar (verbs, adverbs) and start major composition #1.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
7.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	7.9B Draw on experiences to bring meaning to words in context (6-8).	Such as interpreting idioms, multiple-meaning words, and analogies		
7.11 Reading/literary response. The student expresses and supports responses to various types of texts.	7.11C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).	<p>Including multiple choice and open-ended/constructed response:</p> <ul style="list-style-type: none"> <li>• Analyze Characters, such as                             <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Traits</li> <li>• Conflict</li> <li>• Changes They Undergo</li> </ul> </li> <li>• Analyze Point of View (such as omniscient, first person, third person limited, objective, stream of consciousness)</li> <li>• Analyze Setting</li> </ul> <p>And other literary concepts, such as:</p> <ul style="list-style-type: none"> <li>• Compare/Contrast other literary elements such as symbols</li> <li>• Analyze and Interpret Literary Language</li> <li>• Analyze and explain cause/effect relationships</li> </ul> <p>And support those responses with accurate, connected text evidence.</p> <ul style="list-style-type: none"> <li>• Deep, thoughtful</li> <li>• Clearly connected text evidence</li> <li>• Sometimes unconventional responses and/or unconventional use of text evidence</li> </ul>		
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12B Recognize the distinguishing features of genres (4-8). – including biography, historical fiction, informational texts, and poetry	<p>Including:</p> <p>Recognizing the Meaning of Figurative Language</p> <ul style="list-style-type: none"> <li>• Similes</li> <li>• Metaphors</li> <li>• Personification</li> </ul>		

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		Recognizing context clues (synonym/antonym, definition, description, and example)
7.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	7.13B Use text organizers (4-8). Including headings, graphic features, and tables of contents, to locate and organize information	<ul style="list-style-type: none"> <li>• Uses chapter headings and section headings as guides to reading</li> <li>• Use graphics to locate and organize information</li> <li>• Uses a table of contents to locate the author and page number of a story in a book of stories</li> </ul>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	5
<b>Grade/Level</b>	7th	<b>Weeks:</b>	5
<b>Overview</b>			
Continue to read <u>The Watsons Go to Birmingham</u> , work on major composition and adjective grammar skills.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.17 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	7.17D Use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8).	(see grade-level choices from “universe of grammar”) <ul style="list-style-type: none"> <li>• When to capitalize proper adjectives (French, Dutch, American industry, Panama hat)</li> <li>• Regular positive, comparative, superlative adjectives (short, shorter, shortest)</li> <li>• Irregular comparative and superlative adjectives (good, better, best)</li> </ul>	
7.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	7.18B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).	(No clarification needed)	
7.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	7.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	(No clarification needed)	
7.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	7.18D Revise drafts for coherence, progression, and logical support of ideas (4-8).	(No clarification needed)	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	6
<b>Grade/Level</b>	7th	<b>Weeks:</b>	6
<b>Overview</b>			
Continue reading novel <i>The Watsons Go to Birmingham</i> , work on composition, and spelling			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	7.9 D Determine meanings of derivatives by applying knowledge of the meanings of root words (4-8).	Such as like, pay, or happy and affixes such as dis-, pre-, un-	
7.16 Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly.	7.16C Spell derivatives correctly by applying the spelling of bases and affixes (7-8).	(No clarification needed)	
7.17 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	7.17F Use verb tenses appropriately and consistently (6-8).	Such as present, past, future, perfect, and progressive <ul style="list-style-type: none"> <li>• tense <ul style="list-style-type: none"> <li>▪ present (I am glad to accept your offer)</li> <li>▪ past (He didn't find the book.)</li> <li>▪ future (She will be a successful doctor.)</li> </ul> </li> <li>• consistency of tense within a paragraph</li> </ul>	
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12 K Recognize how style, tone, and mood contribute to the effect of the text (6-8).	Including: <ul style="list-style-type: none"> <li>• Tone as “the reflection in a work of the author’s attitude toward his or her subject, characters, or readers.... Tone in writing is comparable to tone of voice in speech and may be described as brusque, friendly, imperious, insinuating, teasing....” Words that TAKS has used as correct answers include <i>tender, regretful, respectful, and urgent</i>.</li> <li>• Mood as the “prevailing emotional attitude in a literary work or in part of a work, for example regret, hopefulness, bitterness.” Words that TAKS has used as correct answers include <i>suspenseful, excitement, triumph, anxiety, amazement, anticipation, eerie, and determined</i>.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Style as the “writer’s characteristic way of saying things. Style includes arrangement of ideas, word choice, imagery, sentence structure and variety, rhythm, repetition, coherence, emphasis, unity and tone. On TAKS, questions have been about what an author’s statement (“The victory, however, was only partial”) means, why the author used a series of questions, and the effect of the author’s use of certain words to create mood or tone.</li> <li>• Recognize the author’s use of Tone, such as identifying/explaining             <ul style="list-style-type: none"> <li>• The specific tone</li> <li>• Why the tone changes from one part of the text to another</li> <li>• Similarities/differences in tone between texts</li> </ul> </li> </ul>
7.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	7.18G Refine selected pieces frequently to “publish” for general and specific audiences (4-8).	(No clarification needed)
7.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	7.18H Refine selected pieces frequently to “publish” for general and specific audiences (4-8).	(No clarification needed)
7.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	7.18I Select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8)	(No clarification needed)
7.19 Writing/evaluation. The student evaluates his/her own writing and the writings of others.	7.19A Apply criteria to evaluate writing (4-8).	(No clarification needed)
7.19 Writing/evaluation. The student evaluates his/her own writing and the writings of others.	7.19C Evaluate how well his/her own writing achieves its purposes (4-8).	(No clarification needed)

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	7
<b>Grade/Level</b>	7th	<b>Weeks:</b>	7
<b>Overview</b>			
Continue and finish <u>The Watsons Go to Birmingham</u> .			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	7.9B Draw on experiences to bring meaning to words in context (6-8). Such as interpreting idioms, multiple-meaning words, and analogies	Including: Recognizing the Meaning of Figurative Language <ul style="list-style-type: none"> <li>• Similes</li> <li>• Metaphors</li> <li>• Colorful/Descriptive Words</li> <li>• Idioms</li> <li>• Personification</li> <li>• Hyperbole</li> </ul>	
7.10 Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.	7.10D Describe mental images that text descriptions evoke (4-8).	Such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants, both within and across paired texts, typically a narrative text paired with an expository text. Including answering questions to: <ul style="list-style-type: none"> <li>• Compare and contrast characters</li> </ul>	
7.10 Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.	7.10G Paraphrase and summarize text to recall, inform, and organize ideas.	Including writing and identifying best summary that includes: <ul style="list-style-type: none"> <li>• 2-4 sentences</li> <li>• the main idea of the passage,</li> <li>• multiple, accurate details that support that main idea, and details that come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage)</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	8
<b>Grade/Level</b>	7th	<b>Weeks:</b>	8
<b>Overview</b>			
Phantom of the Opera (literary terms and background information) and grammar (prepositional phrases)			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.17 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	7.17D Use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8).	(No clarification needed)	
7.17 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	7.17E Use prepositional phrases to elaborate written ideas (4-8).	Object of a preposition (No orders were received from them this week) When prepositional phrase and / or other words are placed between subject and verb (The list of addresses was prepared by the secretary)	
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12D Understand and identify literary terms (6-7).	Such as playwright, theater, stage, act, dialogue, <del>analogy</del> , and scene across a variety of literary forms (texts)	
7.7 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.	7.7B Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7).	(No clarification needed)	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	9
<b>Grade/Level</b>	7th	<b>Weeks:</b>	9
<b>Overview</b>			
Begin <i>Phantom of the Opera</i> play and discuss characters and conflict.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12J Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8). Such as flashback, foreshadowing, and symbolism	Recognize and identify the significance of <ul style="list-style-type: none"> <li>• Flashback as "... a way of presenting scenes or incidents that took place before the opening scene. The flashback can be introduced in a number of ways. A character may tell another character about past events, have a dream about them, or simply think back to the events.... The advantage of using a flashback is that the story can start in the middle or near the end, get the reader involved, and then fill in what led up to that point.</li> <li>• Foreshadowing as "...giving hints or clues that suggest or prepare for events that occur later in the work. ... Foreshadowing creates suspense, prepares the reader for what happens next, and makes final outcomes seem inevitable.</li> <li>• Symbolism as "... anything that signifies or stands for something else. In literature, a symbol is usually something concrete—an object, a place, a character, an action—that stands for or suggests something abstract.</li> <li>• Style as the writer used specific words, phrases, or allusions</li> <li>• Point of view (see 12H)</li> <li>• Figurative language (see 9B).</li> </ul>	
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12C Compare communication in different forms (2-8)	such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants, both within and across paired texts, typically a narrative text paired with an expository text Including answering questions to: <ul style="list-style-type: none"> <li>• Compare and contrast characters</li> <li>• Connect ideas</li> </ul> Compare ideas	

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<p>7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p>	<p>7.12F Analyze characters, (4-8).</p>	<p>Including their traits, motivations, conflicts, points of view, relationships, and changes they undergo</p> <ol style="list-style-type: none"> <li>1. □ Conflicts: Types <ul style="list-style-type: none"> <li>• Man v. Man</li> <li>• Man v. Society</li> <li>• Man v. Nature</li> <li>• Man v. Self (internal)</li> <li>• Man v. Fate</li> </ul> </li> <li>2. Conflicts: How they are addressed and resolved <ul style="list-style-type: none"> <li>• Flight/run away/avoid</li> <li>• Fight /resist</li> <li>• Death</li> <li>• Someone wins; someone loses</li> <li>• Acceptance</li> </ul> </li> </ol> <p>Including:</p> <ul style="list-style-type: none"> <li>• analyzing individual characters and</li> <li>• comparing/contrasting characters</li> </ul> <p>How the reader knows about the character</p> <ul style="list-style-type: none"> <li>• What the character says</li> <li>• What the character does or does not do</li> <li>• What other characters tell us about the character</li> <li>• What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations)</li> </ul> <p>Other characters' reactions to the character</p>
<p>7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p>	<p>7.12G Recognize and analyze story plot, setting, and problem resolution (4-8).</p>	<p>Recognize Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p> <p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none"> <li>• Exposition (introduction of characters, setting, background information, etc., includes narrator and</li> </ul>

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		<p>point of view)</p> <ul style="list-style-type: none"><li>• Narrative Hook (inciting incident; introduction of the conflict or the story problem)</li><li>• Rising Action (events leading up to climax)</li><li>• Climax (highest point of interest or the turning point)</li><li>• Falling Action (leading down to the resolution of the story problem/line)</li><li>• Resolution/Denouement (conclusion or end)</li></ul> <p>Note: Flashbacks and foreshadowing are also plot devices and may occur within any of these plot elements.</p> <p>Analyze Plot Development Devices/ Story Telling Technique (narrative/literary text)</p> <ul style="list-style-type: none"><li>• Foreshadowing: Hints of events to come</li><li>• Flashback: Method author uses to give information about the past; movement to the past</li></ul> <p>Analyze text in order to determine:</p> <ul style="list-style-type: none"><li>• How does author build suspense</li><li>• The story problem?</li><li>• When the story problem begins</li><li>• How the author develops (the plot) of the passage</li><li>• How the point of view influences the reader's understanding of a character</li><li>• The cause of the conflict</li></ul>
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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	10
<b>Grade/Level</b>	7th	<b>Weeks:</b>	10
<b>Overview</b>			
Grammar Focus: conjunction usage. Writing: Start Composition #2 focusing on voice and word choice. Finish <i>Phantom of the Opera</i> .			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.17 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	7.17 B Use conjunctions to connect ideas meaningfully (4-8).	Coordinate conjunctions ( <i>and, but, or, nor, for, so, yet</i> )  correlative conjunctions (either-or, neither-nor, not only, but also, both-and, whereas, therefore, whether-or)  subordinate conjunctions (as, because, inasmuch as, now, that  with correlative conjunctions: singular subjects or plural subjects (Either the secretary or the treasurer is present at every meeting.)  with correlative conjunctions: subjects differing in number (Neither the candidate nor the voters are satisfied with the proposal.)	
7.24 Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.	7.24A Select, organize, or produce visuals to complement and extend meanings (4-8).	Such as analysis of advertisements, age-appropriate political cartoons, comics, an Internet site, informational brochure, etc.	

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<b>Subject Area</b>	English Language Arts		<b>Bundle #:</b>	11
<b>Grade/Level</b>	7th		<b>Weeks:</b>	11
<b>Overview</b>				
Read play “The Monsters are Due on Maple Street” Continue 2 <sup>nd</sup> major composition				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
7.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	7.9B Draw on experiences to bring meaning to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).	Including: Recognizing the Meaning of Figurative Language <ul style="list-style-type: none"> <li>• Idioms</li> <li>• Hyperbole</li> <li>• Recognizing context clues (synonym/antonym, definition, description, and example)</li> </ul>		
7.10 Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.	7.10E Use the text’s structure or progression of ideas including cause and effect or chronology to locate and recall information (4-8).	Including: <ul style="list-style-type: none"> <li>• recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering).</li> <li>• Recognize how an author organized a portion of the text, e.g., a single significant event in the plot and then asking, “Why did that happen?”.</li> </ul>		
7.10 Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.	7.10G Paraphrase and summarize text to recall, inform, and organize ideas.	Including writing and identifying best summary that includes: <ul style="list-style-type: none"> <li>• 2-4 sentences</li> <li>• the main idea of the passage,</li> <li>• multiple, accurate details that support that main idea, and</li> <li>• details that come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage)</li> </ul>		
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12F Analyze characters including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).	How the reader knows about the character <ul style="list-style-type: none"> <li>• What the character says</li> <li>• What the character does or does not do</li> <li>• What other characters tell us about the character</li> <li>• What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations)</li> <li>• Other characters’ reactions to the character</li> </ul>		

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	12
<b>Grade/Level</b>	7th	<b>Weeks:</b>	12
<b>Overview</b>			
Work on Major Composition with focus on voice and word choice.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.10 Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.	7.10 I Find similarities and differences across texts. Including treatment, scope, or organization (4-8).	<p>Including comparing and contrasting:</p> <ul style="list-style-type: none"> <li>• treatment (the author’s position/perspective on an issue or the author’s inclusion of certain issues)</li> <li>• scope (the author’s development of a common idea, topic, or theme)</li> <li>• organization of texts (see 12I—text structure)</li> </ul> <p><u>Examples</u></p> <p>Contrast/treatment of the same topics:</p> <ul style="list-style-type: none"> <li>• Lisa’s report is different from the newspaper article because the report —</li> <li>• One way these selections are alike is that both mention —</li> <li>• What do the two stories have in common?</li> <li>• Both of these stories describe —</li> </ul> <p>Contrast/treatment of characters or texts:</p> <ul style="list-style-type: none"> <li>• What is one difference between the sultan and the king?</li> <li>• What is one difference between the two selections?</li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	13
<b>Grade/Level</b>	7th	<b>Weeks:</b>	13
<b>Overview</b>			
Write Pen Pal letters for other schools in the district and read <i>The Third Level</i> .			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.21 Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.	7.21 B Correspond with peers or others via e-mail or conventional mail. (4-8)	(No clarification needed)	
7.7 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.	7.7 A Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7).	On-going reading process skill Approximately least 15-20 minutes	
7.10 Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.	7.10 F Read silently with increasing ease for longer periods (4-8).	On-going reading process skill 15-20 minutes by end of 7 <sup>th</sup> grade	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	14
<b>Grade/Level</b>	7th	<b>Weeks:</b>	14
<b>Overview</b>			
Grammar, Grammar, Grammar and Fact Opinion			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.17 Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.	7.17 A Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8).	<ul style="list-style-type: none"> <li>• Compound sentences</li> <li>• Complex sentences (subject and predicate within)</li> <li>• Compound/complex sentences</li> <li>• when to use a comma with a dependent clause within the sentence: Engraved stationery, which conveys the impression of dignity and reliability, adds to the attractiveness of correspondence. Anyone who as not learned to appreciate classical music is unfortunate.)</li> <li>• when to use a comma with an introductory dependent clause (Before the sale is advertised, the store will open for the regular customers. The store will open for the regular customers before the sale is advertised. Before I began to teach school, I spent many years in school.)</li> <li>• setting off appositives</li> <li>• semicolon in compound/complex sentences</li> <li>• semicolon to separate clauses joined by such transitional words <i>as hence, moreover, however, also, therefore, consequently</i> (Susan saw no objection to the suggestion; therefore, she accepted it.)</li> <li>• infinitives</li> </ul>	
7.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	7.2 C Identify challenges faced by published authors and strategies they use to compose various types of text (7-8).	<p>Including applying the concepts:</p> <ul style="list-style-type: none"> <li>○ A “fact statement” contains no value language.</li> <li>○ An “opinion statement” contains value language (e.g., good, difficult, easy, beautiful, should, etc.)</li> </ul> <p>Note: Fact statements (no value language) and opinion statements (have value language) speak to the form of the statement—not to its <u>truth</u>. Do <u>not</u> teach students “if you can prove it, it’s a fact; if you can’t prove it, it’s an opinion.” There are many opinions for which mountains of evidence could be assembled as “proof,” e.g. “George Washington was a good President.”</p>	

## Wylie ISD Curriculum

<p>7.10 Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.</p>	<p>7.10 J Distinguish fact and opinion in various texts (3-8).</p>	<p>Including applying the concepts:</p> <ul style="list-style-type: none"><li>○ A “fact statement” contains no value language.</li><li>○ An “opinion statement” contains value language (e.g., good, difficult, easy, beautiful, should, etc.)</li></ul> <p><b>Note:</b> Fact statements (no value language) and opinion statements (have value language) speak to the form of the statement—not to its <u>truth</u>. Do <u>not</u> teach students “if you can prove it, it’s a fact; if you can’t prove it, it’s an opinion.” There are many opinions for which mountains of evidence could be assembled as “proof,” e.g. “George Washington was a good President.”</p>
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## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	15
<b>Grade/Level</b>	7th	<b>Weeks:</b>	15
<b>Overview</b>			
Read <i>Fox and Crow</i> and <i>Rikki-Tikki-Tavi</i> .			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	7.9 B Draw on experiences to bring meaning to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).	Including: Recognizing the Meaning of Figurative Language <ul style="list-style-type: none"> <li>• Colorful/Descriptive Words</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> </ul> Recognizing context clues (synonym/antonym, definition, description, and example)	
7.21 Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.	7.21 C Identify challenges faced by published authors and strategies they use to compose various types of text (7-8).	(No clarification needed)	
7.16 Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly.	7.16 D Spell frequently misspelled words correctly such as their, they're, and there (7-8).	(No clarification needed)	
7.11 Reading/literary response. The student expresses and supports responses to various types of texts.	7.11 D Connect, compare, and contrast ideas, themes, and issues across text (4-8).	Including: <u>Make Connections Across Texts</u> Connect Ideas: <ul style="list-style-type: none"> <li>• “In this selection, in what way does Grandpa Delgado feel connected to the old barn?”</li> <li>• “Why was the Inuit bear hunter mentioned in both the announcement and the story?”</li> <li>• “A common idea throughout this article is the importance of —“</li> </ul> Connect issue/message to plot: <ul style="list-style-type: none"> <li>• “Read the four protest signs below.” And then “Which of these signs would most likely have</li> </ul>	

## Wylie ISD Curriculum

		<p>been carried by a member of the Friends of the Everglades?”</p> <p>Compare Ideas: <u>Compare or Contrast Across Texts</u></p> <ul style="list-style-type: none"><li>• “The newspaper article and Lisa’s report both tell about —“</li><li>• “An idea present in both selections is —“</li><li>• “One idea found in both of these stories is that people can be —“</li><li>• “An idea present in both articles is —“</li></ul> <p>Compare Characters:</p> <ul style="list-style-type: none"><li>• “How is Sete different from his friends?”</li><li>• How is the first woman who is questioned in ‘The Sultan’s Pearls’ like the first man who is questioned in ‘The King’s Gold’?”</li></ul>
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## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	16
<b>Grade/Level</b>	7th	<b>Weeks:</b>	16
<b>Overview</b>			
Analyze and read <i>Rikki Tikki Tavi</i> , pg. 463			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.11 Reading/literary response. The student expresses and supports responses to various types of texts.	7.11 C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).	Including multiple choice and open-ended/constructed response: <ul style="list-style-type: none"> <li>• Analyze Characters, such as                             <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Traits</li> <li>• Conflict</li> <li>• Changes They Undergo</li> </ul> </li> <li>• Analyze Point of View (such as omniscient, first person, third person limited, objective, stream of consciousness)</li> <li>• Analyze Setting</li> </ul> And other literary concepts, such as: <ul style="list-style-type: none"> <li>• Compare/Contrast other literary elements such as symbols</li> <li>• Analyze and Interpret Literary Language</li> <li>• Analyze and explain cause/effect relationships</li> </ul> And support those responses with accurate, connected text evidence.	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	17
<b>Grade/Level</b>	7th	<b>Weeks:</b>	17
<b>Overview</b>			
Short Story Reading			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.8 Reading/variety of texts. The student reads widely for different purposes in varied sources.	7.8 D Read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Such as writes a response after reading a letter to the editor of a local newspaper	
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12 I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).	Including:: <ul style="list-style-type: none"> <li>• <u>what</u> text structure an author used (e.g., sequencing, description, comparison/contrast, cause/effect, and problem/solution),</li> <li>• <u>why</u> the author chose a particular text structure, syntax, and/or format, and</li> <li>• why the author chose to include information at the beginning and at the end of a selection.</li> </ul> Analyzing the structure: <ul style="list-style-type: none"> <li>• within an entire text (expository and narrative/literary text) and</li> <li>• of an event or series of events within the text (narrative/literary or expository text) and</li> <li>• between two texts such as comparison for characters and conflicts (narrative and expository)</li> </ul>	
7.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	7.13 D Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8).	(See TAKS test items samples for 6 <sup>th</sup> grade <i>Smart Teaching</i> materials)	
7.14 Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	7.14 B Determine distinctive and common characteristics of cultures through wide reading (4-8).	Such as: <ul style="list-style-type: none"> <li>• Recalls the stated and inferred characteristics of various cultures from a wide variety of cultures and authors</li> <li>• Analyzes narrative and expository text to identify the experiences of characters from other cultures, with an emphasis on world cultures outside the United States</li> </ul>	

## Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	19
Grade/Level	Seventh		Weeks:	19
Overview				
Finish Composition #3				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
7.6 Reading/word identification. The student uses a variety of word recognition strategies.	7.6 A Apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8).	Including: uses grade-level homonyms and antonyms for words in context		
7.8 Reading/variety of texts. The student reads widely for different purposes in varied sources.	7.8 A Read classic and contemporary works (2-8).	Including a variety of culturally diverse narrative and expository text		
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12 I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).	<p>Including::</p> <ul style="list-style-type: none"> <li>• <u>what</u> text structure an author used (e.g., sequencing, description, comparison/contrast, cause/effect, and problem/solution),</li> <li>• <u>why</u> the author chose a particular text structure, syntax, and/or format, and</li> <li>• why the author chose to include information at the beginning and at the end of a selection.</li> </ul> <p>Analyzing the structure:</p> <ul style="list-style-type: none"> <li>• within an entire text (expository and narrative/literary text) and</li> <li>• of an event or series of events within the text (narrative/literary or expository text) and</li> <li>• between two texts such as comparison for characters and conflicts (narrative and expository)</li> </ul> <p>Note: The majority of TAKS questions tend to focus on cause and effect and the details that explain/support the cause/effect relationship within the text</p>		

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	20
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	20
<b>Overview</b>			
Read, <i>The Chase</i>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.10 Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.	7.10 L Represent text information in different ways (4-8). including in outline, timeline, or graphic organizer	<p>Including:</p> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences,</li> <li>• Drawing Conclusions,</li> <li>• Identifying the Main Idea,</li> <li>• Sequencing of Events, and</li> <li>• Analyzing Characters and Events.</li> </ul> <p>and using:</p> <ul style="list-style-type: none"> <li>• Diagram/Chart—Sequence of Events or Chronology of Events</li> <li>• Diagram/Chart: Characteristics/Subsets of an "Activity/Event" or Classification of Events</li> <li>• Diagram/Chart: Main Idea (missing main idea or missing supporting detail) or Cause/Effect Relationships</li> <li>• Diagram/Chart: Obtaining Information</li> <li>• Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters or other text issues</li> <li>• Outline: Process steps/chronology (single capital letter plus numbers 1-4)</li> <li>• Web: Characteristics/Motivation of a Character (including how characters relate to other characters and why characters do what they do)</li> <li>• Map: setting (with key or legend)</li> </ul> <p>Plot Line (Freitag)</p>	
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12 H Describe how the author s perspective or point of view affects the text (4-8).	<p>Author's Perspective Including:</p> <ul style="list-style-type: none"> <li>• describe why the author included certain pieces of text (e.g., introduction),</li> <li>• describe why the author chose to tell the story from a narrator's point of view</li> <li>• describe why the author wrote the text (e.g., to inform, to persuade, to entertain)</li> </ul>	

## Wylie ISD Curriculum

		<ul style="list-style-type: none"> <li>• Recognize Point of View as the author’s perspective/attitude/stance toward an event, issue, another character</li> </ul> <p><u>Narrator’s Point of View</u> Point of view is “the vantage point, or stance” from which a story is told, the eye and mind through which the action is perceived and filtered. .... (this) is sometimes called narrative perspective.”</p> <p><u>1<sup>st</sup> Person</u>—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrator’s predispositions, prejudices, and personal limitations.”</p> <p><u>3<sup>rd</sup> Person/ Omniscient</u>—This is the most common 3<sup>rd</sup> person narrative perspective. “Here the narrator, standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters, knowing the past, present and future, and (sometimes) commenting on or interpreting the actions of the characters. The major advantage of this approach is its obvious freedom and unlimited scope. Its major disadvantage is a relative loss of vividness, involvement and intimacy. This disadvantage is overcome ... if the narrator assumes limited omniscience.”</p> <p><u>3<sup>rd</sup> Person/Limited Omniscience</u>—In 3<sup>rd</sup> person limited</p>
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		omniscience, the narrator focuses on the “thoughts of a single character and presents the other characters only externally. This more restricted approach surrenders the privileges of seeing and knowing everything and typically follows one character throughout the story, presenting only those incidents in which the character is involved.”
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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	21
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	21
<b>Overview</b>			
Short passages to draw conclusions and make generalizations (usually TAKS based passages)			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>7.10 Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.</b></p>	<p><b>7.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• <b>Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.]</b></li>   <li>• <b>Draw and Support Conclusions With and Without Text Evidence: A statement about an <u>individual</u> person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:</b> <ul style="list-style-type: none"> <li>○ a statement about an <u>individual</u> person, place, thing, or event;</li> <li>○ a statement/conclusion about the future = prediction; and</li> <li>○ a statement/conclusion about why something happened = cause/effect</li> </ul> </li>   <li>• <b>Form Generalizations: A statement about a group/class of persons, places, things, or events supported by accurate information. [Note: On TAKS, that information must come from the text.] There are many different kinds of generalizations, e.g.:</b> <ul style="list-style-type: none"> <li>○ a straightforward statement about a group/class of persons, places, things, or events</li> <li>○ a statement/generalizations about the future = prediction</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>○ <b>a statement/generalization about why something happened = cause/effect</b></li> <li>• <b>Deductive process: validate/support conclusions and generalizations with text evidence (primarily direct quotations from the text)</b></li> </ul>
<p>7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).</p>	<p>7.12E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).</p>	<p>(No clarification needed)</p>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	22
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	22
<b>Overview</b>			
Read <i>Zoo</i>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12H Describe how the author s perspective or point of view affects the text (4-8).	<b>3<sup>rd</sup> Person/ Omniscient</b> —This is the most common 3 <sup>rd</sup> person narrative perspective. “Here the narrator, standing outside the story, assumes a god-like persona, moving about freely in time and space, revealing the thoughts and motives of all the characters, knowing the past, present and future, and (sometimes) commenting on or interpreting the actions of the characters. The major advantage of this approach is its obvious freedom and unlimited scope. Its major disadvantage is a relative loss of vividness, involvement and intimacy. This disadvantage is overcome ... if the narrator assumes limited omniscience.”	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	23
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	23
<b>Overview</b>			
Continue study of Advertisements			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	7.2D Monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).	Such as: asking himself/herself questions such as: <ul style="list-style-type: none"> <li>• What is the speaker's purpose?</li> <li>• What is the speaker's main idea(s)?</li> <li>• Does the speaker support/elaborate the main ideas?</li> <li>• Is the support fact or opinion?</li> <li>• Do I agree or disagree?</li> <li>• What is not clear to me?</li> <li>• What else do I need to know?</li> </ul>	
7.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	7.2E Compare his/her own perception of a spoken message with the perception of others (6-8).	Such as: comparing the speaker's <ul style="list-style-type: none"> <li>• Verbal and non-verbal techniques</li> <li>• Success in communicating the major message(s)</li> <li>• Use of language (style)</li> <li>• Persuasive devices (e.g., examples, statistics, emotional appeals, citations of authority, etc.)</li> </ul>	
7.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	7.2F Evaluate a spoken message in terms of its content, credibility, and delivery (6-8).	(No clarification needed)	

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Subject Area	English Language Arts		Bundle #:	24
Grade/Level	Seventh		Weeks:	24
Overview				
Students create and evaluate advertisements				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
7.2 Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	7.2B Analyze a speaker's persuasive techniques and credibility (7-8).	Such as: <ul style="list-style-type: none"> <li>• Identifies specific persuasive techniques (e.g., examples, statistics, emotional proof (<i>pathos</i>), appeals to authority (<i>ethos</i>))</li> <li>• Identifies any logical fallacies the speaker used (e.g., overgeneralization, false appeals to emotion, illogical use of authority, etc.)</li> <li>• Identifies what the speaker does/says to enhance (or dilute) credibility</li> <li>• Identifies speaker's use of connotative language</li> </ul>		
7.22 Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.	7.22A Describe how illustrator's choice of style, elements, and media help to represent or extend the text s meanings (4-8).	Such as analyzing book illustrations, age-appropriate political cartoons, print and electronic advertisements to identify <ul style="list-style-type: none"> <li>• Illustrator's choice of style (e.g., realistic, imaginary, literal, humorous) influence the text's meaning</li> </ul>		
7.22 Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.	7.22B Interpret important events and ideas gathered from maps, Diagram/Charts, graphics, video segments, or technology presentations (4-8).	Such as oral and/or written interpretation of events/ideas gathered through analysis of various media (book illustrations, age-appropriate political cartoons, age-appropriate comics, print and electronic advertisements, Internet sites, informational brochure, etc.)		
7.23 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.	7.23A Interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8).	(No clarification needed)		
7.23 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.	7.23B Compare and contrast print, visual, and electronic media such as film with written story (4-8).	(No clarification needed)		
7.23 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.	7.23C Evaluate the purposes and effects of various media such as film, print, and technology presentations (6-8).	(No clarification needed)		

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Subject Area	English Language Arts	Bundle #:	25
Grade/Level	Seventh	Weeks:	25
Overview			
Teacher selected reading of novel or short story from the Suggested List			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
7.15 Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.	7.15B Write to influence such as to persuade, argue, and request (4-8).	(No clarification needed)	
7.15 Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.	7.15D Write to entertain such as to compose humorous poems or short stories (4-8).	(No clarification needed)	
7.22 Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.	7.22C Use media to compare ideas and points of view (4-8).	Such as comparing and contrasting ideas and points of view in various media (age-appropriate political cartoons, age-appropriate comics, print and electronic advertisements, Internet sites, informational brochure, etc.)	
7.23 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.	7.23D Evaluate how different media forms influence and inform (6-8)	such as analyzing advertisements, political messages, television, radio, film, newspapers, magazines, and “special interest” publications	
7.24 Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.	7.24A Select, organize, or produce visuals to complement and extend meanings (4-8).	Such as analysis of advertisements, age-appropriate political cartoons, comics, an Internet site, informational brochure, etc.	
<b>7.11 Reading/literary response. The student expresses and supports responses to various types of texts</b>	<b>7.11C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).</b>	<b>Including multiple choice and open-ended/constructed response:</b> <ul style="list-style-type: none"> <li>• <b>Analyze Characters, such as</b> <ul style="list-style-type: none"> <li>• <b>Motivation</b></li> <li>• <b>Traits</b></li> <li>• <b>Conflict</b></li> <li>• <b>Changes They Undergo</b></li> </ul> </li> <li>• <b>Analyze Point of View (such as omniscient, first person, third person limited, objective, stream of consciousness)</b></li> <li>• <b>Analyze Setting</b></li> </ul> <b>And other literary concepts, such as:</b>	

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		<ul style="list-style-type: none"><li>• <b>Compare/Contrast other literary elements such as symbols</b></li><li>• <b>Analyze and Interpret Literary Language</b></li><li>• <b>Analyze and explain cause/effect relationships</b></li></ul> <p><b>And support those responses with accurate, connected text evidence.</b></p> <p><b>TAKS Note:</b></p> <ul style="list-style-type: none"><li>• <b>multiple choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., "Which of the following sentences/statements from the passage supports the conclusion" (that was given in the question)</b></li><li>• <b>open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text</b></li><li>• <b>3's on TAKS are most likely to be:</b><ul style="list-style-type: none"><li>• <b>Deep, thoughtful</b></li><li>• <b>Clearly connected text evidence</b></li><li>• <b>Sometimes unconventional responses and/or unconventional use of text evidence</b></li></ul></li></ul>
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## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	26
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	26
<b>Overview</b>			
Teacher selected reading			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).	Analyzing Types of Characters: <ul style="list-style-type: none"> <li>• Dynamic</li> <li>• Static</li> <li>• Protagonist</li> <li>• Antagonist</li> </ul>	
7.11 Reading/literary response. The student expresses and supports responses to various types of texts	7.11C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).	Including multiple choice and open-ended/constructed response: <ul style="list-style-type: none"> <li>• Analyze Characters, such as                             <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Traits</li> <li>• Conflict</li> <li>• Changes They Undergo</li> </ul> </li> <li>• Analyze Point of View (such as omniscient, first person, third person limited, objective, stream of consciousness)</li> <li>• Analyze Setting</li> </ul> And other literary concepts, such as: <ul style="list-style-type: none"> <li>• Compare/Contrast other literary elements such as symbols</li> <li>• Analyze and Interpret Literary Language</li> <li>• Analyze and explain cause/effect relationships</li> </ul> And support those responses with accurate, connected text evidence.  TAKS Note: <ul style="list-style-type: none"> <li>• multiple choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., "Which of the following sentences/statements from the passage</li> </ul>	

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		<p>supports the conclusion” (that was given in the question)</p> <ul style="list-style-type: none"><li>• open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text</li><li>• 3’s on TAKS are most likely to be:<ul style="list-style-type: none"><li>• Deep, thoughtful</li><li>• Clearly connected text evidence</li><li>• Sometimes unconventional responses and/or unconventional use of text evidence</li></ul></li></ul>
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## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	27
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	27
<b>Overview</b>			
Continue Teacher selected reading			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	7.5C Present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).	Such as: oral reading of stories and/or plays, with fluency and expression	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	28
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	28
<b>Overview</b>			
Complete teacher selected reading. Students complete various career or educational applications and other forms.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.8 Reading/variety of texts. The student reads widely for different purposes in varied sources.	7.8D Read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	Such as writes a response after reading a letter to the editor of a local newspaper	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	29
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	29
<b>Overview</b>			
Begin reading <u>The Outsiders</u> ; vocabulary			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.3 Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.	7.3B Analyze oral interpretations of literature for effects on the listener (6-8).	Such as: <ul style="list-style-type: none"> <li>• Analyze the reader’s use of volume, tone, pace, and inflection</li> <li>• Identify the use of literary devices (e.g., similes, metaphors, descriptive language, detailed descriptions, etc.) and how they affect the listener (e.g., stirring the emotions, evoking mental images, gaining/evoking support, etc.) and</li> <li>• how the reader uses his/her voice to interpret the devices (e.g., through the use of pace, volume, and inflection)</li> </ul>	
7.4 Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of culture.	7.4C Identify how language use, such as labels and sayings, reflects regions and cultures (4-8).	Such as: <ul style="list-style-type: none"> <li>• Interview people from other regions or cultures to identify labels and sayings/idioms.</li> <li>• Identify similarities/differences across regions/cultures</li> </ul>	
7.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	7.9E Study word meanings systematically such as across curricular content areas and through current events (4-8).	(No clarification needed)	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	30
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	30
<b>Overview</b>			
Continue reading <u>The Outsiders</u>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.3 Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language.	7.3C Analyze the use of aesthetic language for its effects (6-8).	Including: <ul style="list-style-type: none"> <li>• Identify aesthetic language or imagery that appeals to                             <ul style="list-style-type: none"> <li>○ Sight</li> <li>○ Smell</li> <li>○ Hearing</li> <li>○ Touch</li> <li>○ Taste</li> </ul> </li> <li>• Interpret how the reader communicates this aesthetic language (e.g., through the use of pace, volume, and inflection)</li> </ul>	
7.4 Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of culture.	7.4A Connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8).	On-going process skill, such as: Shares his or her experiences and ideas with peers and adults and connects those ideas/experiences with those of others	
7.14 Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	7.14A Compare text events with his/her own and other readers' experiences (4-8).	Such as: <ul style="list-style-type: none"> <li>• Discuss with text events related to customs, language, and culture</li> <li>• Compare/contrast the text events with his/her and other readers' customs and culture</li> </ul>	

## Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	31
Grade/Level	Seventh	Weeks:	31
<b>Overview</b>			
Continue <u>The Outsiders</u>			
Begin Research Process: Research gangs, child abuse, etc. create class newspaper			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.4 Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of culture.	7.4B Compare oral traditions across regions and cultures (4-8).	Such as: <ul style="list-style-type: none"> <li>• Conduct research on oral traditions (e.g., family stories and legends)</li> <li>• Compare customs, culture, and cultural values as revealed through oral traditions with an emphasis on regions and cultures in Texas</li> </ul>	
7.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	7.13C Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).	(No clarification needed)	
7.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	7.13D Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8).	(See TAKS test items samples for 6 <sup>th</sup> grade <i>Smart Teaching</i> materials)	
7.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	7.20A Frame questions to direct research (4-8).	Including: <ul style="list-style-type: none"> <li>• Differentiate between researchable and non-researchable questions</li> <li>• Frame clear, researchable questions</li> <li>• Revise questions to make them researchable</li> </ul>	
7.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	7.20C Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).	(No clarification needed)	
7.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	7.20D Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).	(No clarification needed)	
7.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	7.20E Present information in various forms using available technology (4-8).	(No clarification needed)	

## Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	32
Grade/Level	Seventh	Weeks:	32
Overview			
Continue <u>The Outsiders</u>			
Continue Research Project			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
7.9 Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.	7.9G Use word origins as an aid to understanding historical influences on English word meanings (6-8).	Including conducting research on new relevant vocabulary encountered in reading narrative and expository text	
7.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	7.13G Draw conclusions from information gathered from multiple sources (4-8).	Including: <ul style="list-style-type: none"> <li>• Infer: take specific information (from multiple sources and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.]</li> <li>• Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:                             <ul style="list-style-type: none"> <li>○ a statement about an individual person, place, thing, or event;</li> <li>○ a statement/conclusion about the future = prediction; and a statement/conclusion about why something happened = cause/effect</li> </ul> </li> </ul>	
7.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	7.13H Use compiled information and knowledge to raise additional, unanswered questions (3-8).	Including: <ul style="list-style-type: none"> <li>• Identify new/additional questions as research progresses</li> <li>• Add the new questions/information to the notes and graphic organizer</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	33
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	33
<b>Overview</b>			
Finish <u>The Outsiders</u>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.14 Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	7.14C Articulate and discuss themes and connections that cross cultures (4-8).	Such as: <ul style="list-style-type: none"> <li>• Read text representing a variety of cultures and authors with an emphasis on world writers from other cultures</li> <li>• Identify and discuss themes that arise on the culture</li> <li>• Connect, compare, and contrast cultural themes across texts</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	34
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	34
<b>Overview</b>			
Conduct library research (MLA, APA, Turabian)			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	7.20F Evaluate his/her own research and frame new questions for further investigation (4-8) .	Including: <ul style="list-style-type: none"> <li>• Develop criteria or evaluation of research</li> <li>• Evaluate his/her own research using the criteria</li> <li>• Identify/raise new questions for future research</li> </ul>	
7.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	7.20G Follow accepted formats for writing research, including documenting sources (6-8).	Such as MLA, Turabian, APA, etc.	

## Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	35
Grade/Level	Seventh	Weeks:	35
<b>Overview</b>			
Final preparation and student presentation of research			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	7.5A Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8).	On-going process skill, such as:: <ul style="list-style-type: none"> <li>• Uses accurate and appropriate spoken language in individual formal and informal presentations to the class and other audiences</li> <li>• Determines the purpose for various oral language experiences (e.g., discussions, conversations, formal and informal presentations)</li> <li>• Develop an oral presentation (or choose a published speech) and adapt the language for a different audience</li> </ul>	
7.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	7.5B Demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).	(No clarification needed)	
7.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	7.5D Generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8).	(No clarification needed)	
7.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	7.5E Use effective rate, volume, pitch, and tone for the audience and setting (4-8).	Ongoing process skill such as: <ul style="list-style-type: none"> <li>• Experiment with an oral presentation by changing the rate, pitch, volume, and/or tone</li> <li>• Evaluate the changes</li> </ul>	
7.5 Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	7.5F Clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	Such as: <ul style="list-style-type: none"> <li>• Gives a planned persuasive oral presentation, using visuals to support his or her ideas</li> <li>• Speaks persuasively in group activities and in oral presentations, supporting his or her ideas with evidence, elaboration, and examples</li> </ul> Make relevant contributions in conversations and discussions	

## Wylie ISD Curriculum

		<p>(16F from 9<sup>th</sup> grade)</p> <ul style="list-style-type: none"> <li>• Such as formal and informal class discussions of issues raised in response to a variety of narrative and expository texts</li> <li>• Use clear questions for a variety of purposes and respond appropriately to the questions of others (16E from 9th grade)</li> <li>• Such as: responding appropriately to questions from listeners and asking clear, appropriate questions to speakers to probe, extend, and clarify issues raised in the oral presentation</li> </ul>
7.24 Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.	7.24B Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).	(No clarification needed)
7.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	7.13F Produce research projects and reports in effective formats for various audiences (6-8).	(No clarification needed)
7.13 Reading/inquiry/research. The student inquires and conducts research using a variety of sources.	7.13I Present organized statements, reports, and speeches using visuals or media to support meaning (6-8).	(No clarification needed)

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	36
<b>Grade/Level</b>	Seventh	<b>Weeks:</b>	36
<b>Overview</b>			
Select a 'character' from any literature we've read this year and write how it affected you.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
7.12 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).	7.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships and changed they undergo (4-8).	(No clarification needed)	