

Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	1
Grade/Level	7 th Grade		Weeks:	1
Overview				
Read and discuss short story about the first day of seventh grade.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	7.10A Use his/her own knowledge and experience to comprehend.	Including: <ul style="list-style-type: none"> • Predict outcomes and actions in fiction selections, nonfiction selections and poetry, based on context clues and on his or her own experiences • Uses his or her own experience and knowledge to understand texts 		
(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	7.10L Represent text information in different ways (4-8). such as including in outline, timeline, or graphic organizer	Including: <ul style="list-style-type: none"> • Identifying Similarities and Differences • Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters or other text issues 		
(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	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)		
(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. The student is expected to:	7.16A Write legibly by selecting cursive or manuscript as appropriate (4-8).	Including: <ul style="list-style-type: none"> • Selects cursive or manuscript writing • Uses pencil grip, paper position, stroke and posture, and uses correct letter formation, appropriate size, spacing, type of writing • Writes multiple pages, using legible and neat writing with the selected type of writing 		

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Subject Area	English Language Arts		Bundle #:	2
Grade/Level	7 th Grade		Weeks:	2
Overview				
Learn proper quotation use. Read a short story and analyze character, plot and setting.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	7.1C Understand the major ideas and supporting evidence in spoken messages (4-8).	Such as <ul style="list-style-type: none"> • Identify the speaker’s main message(s) • Identify the support/elaboration/proof the speaker uses to support the main idea(s) 		
(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:	7.1D Listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).	Such as independent, self-directed note-taking		
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	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"> • To tell about/inform/explain/give information about • To tell a story • To describe • To entertain • To convince/persuade • To reflect (not tested) TAKS Note: All of the released test items assess the writer's motive/intent for writing a text. The items available for analysis generally ask, "Why did the author write the passage?" The student is then expected to find text evidence of the writer's purpose.		
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	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"> • analyzing individual characters and • comparing/contrasting characters Analyzing Traits of Characters <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits 		
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	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"> • Time <ul style="list-style-type: none"> ○ historical time/period ○ calendar/clock time 		

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		<ul style="list-style-type: none"> • Place <ul style="list-style-type: none"> ○ real ○ imaginary <p><u>Recognize the Purpose/Significance of Setting</u></p> <ul style="list-style-type: none"> • to establish or develop a unique plot line • to establish or develop unique traits/characteristics/belief of characters • to establish or develop unique conflicts and/or resolution of conflicts • to influence the reader’s perceptions/reactions of events/characters • To establish symbols or evoke an emotional response from reader. • to establish the mood, tone, or atmosphere of a text <p>TAKS NOTE: TAKS questions typically ask some variation of the question, “Why is the setting important/significant?”</p>
	<p>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</p>	<ul style="list-style-type: none"> ◆ Possessive nouns (Review Nouns as needed) ◆ Conventions: Quotation Marks

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Subject Area	English Language Arts	Bundle #:	3
Grade/Level	7 th Grade	Weeks:	3
Overview			
Work on suffixes, prefixes, determining meanings and how that changes words.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:	7.6B Use structural analysis to identify words, (7-8). including knowledge of Greek and Latin roots and prefixes/suffixes		
(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. The student is expected to:	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	
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	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	♦ relative pronouns (who, that, which, what) <ul style="list-style-type: none"> ▪ objective case: (Whom shall we choose as our representative?) ▪ Nominative Case: (Who is that behind the door?) 	
(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	7.20B Organize prior knowledge about a topic in a variety of ways (4-8). such as by producing a graphic organizer		

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Subject Area	English Language Arts	Bundle #:	4
Grade/Level	7 th Grade	Weeks:	4
Overview			
Begin reading the novel, <u>The Watsons Go to Birmingham</u> ; work on grammar (verbs, adverbs) and start major composition #1.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	7.9B Draw on experiences to bring meaning to words in context (6-8). <i>Such as interpreting idioms, multiple-meaning words, and analogies</i>		
(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	7.11C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).	<p style="color: red;">Including multiple choice and open-ended/constructed response:</p> <ul style="list-style-type: none"> • Analyze Characters, such as <ul style="list-style-type: none"> ○ Motivation ○ Traits ○ Conflict ○ Changes They Undergo • Analyze Point of View (such as omniscient, first person, third person limited, objective, stream of consciousness) • Analyze Setting <p style="color: red;">And other literary concepts, such as:</p> <ul style="list-style-type: none"> • Compare/Contrast other literary elements such as symbols • Analyze and Interpret Literary Language • Analyze and explain cause/effect relationships <p style="color: red;">And support those responses with accurate, connected text evidence.</p> <p style="color: red;">TAKS Note:</p> <ul style="list-style-type: none"> • 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) • open-ended/constructed response in grades 9-11: draw 	

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		<p>a conclusion and support that conclusion with text evidence, primarily direct quotations from the text</p> <ul style="list-style-type: none"> • 3’s on TAKS are most likely to be: <ul style="list-style-type: none"> ▪ Deep, thoughtful ▪ Clearly connected text evidence ▪ Sometimes unconventional responses and/or unconventional use of text evidence
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	7.12B Recognize the distinguishing features of genres (4-8). - including biography, historical fiction, informational texts, and poetry	<p>Including: Recognizing the Meaning of Figurative Language</p> <ul style="list-style-type: none"> • Similes • Metaphors • Personification <p>Recognizing context clues (synonym/antonym, definition, description, and example)</p> <p>TAKS Note: Multiple-meaning words which have been tested at some grade level include assemble, tarnish, depression, and persistent. Interestingly, the alternate meanings of these words have not been used as incorrect answers/distracters.</p> <p>TAKS Note: Idioms and analogies were not tested at any grade level in 2003 or 2004.</p> <p>(TAKS Note: An analysis of the words that are tested indicates that TAKS takes a very broad view of “figurative language.” Traditionally, figurative language has been defined as “language that is not literal; metaphorical language.” The figurative language that is tested appears to be language that is colorful or descriptive (e.g., slit, colossal, bogus, and torrential).</p>
(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:	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"> • Uses chapter headings and section headings as guides to reading • Use graphics to locate and organize information Uses a table of contents to locate the author and page number of a story in a book of stories
(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	WRITING 7.15C Write to inform such as to explain, describe, report, and narrate (4-8).	
(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	7.18A Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8).	

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Subject Area	English Language Arts	Bundle #:	5
Grade/Level	7th Grade	Weeks:	5
Overview			
Continue to read <u>The Watsons Go to Birmingham</u> , work on major composition and adjective grammar skills.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	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"> • When to capitalize proper adjectives (French, Dutch, American industry, Panama hat) • Regular positive, comparative, superlative adjectives (short, shorter, shortest) • Irregular comparative and superlative adjectives (good, better, best) 		
(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	WRITING 7.18B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).		
(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	7.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.		
(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	7.18D Revise drafts for coherence, progression, and logical support of ideas (4-8).		

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Subject Area	English Language Arts	Bundle #:	6
Grade/Level	7 th Grade	Weeks:	6
Overview			
Continue reading novel <u>The Watsons Go to Birmingham</u> , work on composition, and spelling			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	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-	TAKS Note: Students need frequent experience identifying complex “mood words” and “tone words” embedded in text and through instructional materials such as word walls.	
(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. The student is expected to:	7.16C Spell derivatives correctly by applying the spelling of bases and affixes (7-8).		
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	7.17F Use verb tenses appropriately and consistently (6-8). such as present, past, future, perfect, and progressive	<ul style="list-style-type: none"> ◆ tense <ul style="list-style-type: none"> ▪ present (I am glad to accept your offer) ▪ past (He didn't find the book.) ▪ future (She will be a successful doctor.) ◆ consistency of tense within a paragraph 	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	7.12 K Recognize how style, tone, and mood contribute to the effect of the text (6-8).	ncluding: <ul style="list-style-type: none"> • 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> 	

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		<ul style="list-style-type: none"> • 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> • 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. • Recognize the author’s use of Tone, such as identifying/explaining <ul style="list-style-type: none"> • The specific tone • Why the tone changes from one part of the text to another • Similarities/differences in tone between texts
<p>(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p>	<p>Writing: 7.18G Refine selected pieces frequently to "publish" for general and specific audiences (4-8).</p>	
<p>(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:</p>	<p>7.18H Refine selected pieces frequently to "publish" for general and specific audiences (4-8).</p>	
<p>(18) Writing/writing processes. The student selects and uses writing processes for self-</p>	<p>7.18I Select and use reference materials and resources as needed for writing,</p>	

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initiated and assigned writing. The student is expected to:	revising, and editing final drafts (4-8)	
(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	7.19A Apply criteria to evaluate writing (4-8).	
(19) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:	7.19C Evaluate how well his/her own writing achieves its purposes (4-8).	

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Subject Area	English Language Arts		Bundle #:	7
Grade/Level	7 th Grade		Weeks:	7
Overview				
Continue and finish <u>The Watsons Go to Birmingham</u>				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	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"> • Similes • Metaphors • Colorful/Descriptive Words • Idioms • Personification • Hyperbole TAKS Note: Multiple-meaning words which have been tested at some grade level include assemble, tarnish, depression, and persistent. Interestingly, the alternate meanings of these words have not been used as incorrect answers/distracters. (TAKS Note: An analysis of the words that are tested indicates that TAKS takes a very broad view of “figurative language.” Traditionally, figurative language has been defined as “language that is not literal; metaphorical language.” The figurative language that is tested appears to be language that is colorful or descriptive (e.g., slit, colossal, bogus, and torrential).		
(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	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"> • Compare and contrast characters 		

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<p>(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:</p>	<p>7.10G Paraphrase and summarize text to recall, inform, and organize ideas.</p>	<p>Including writing and identifying best summary that includes:</p> <ul style="list-style-type: none">• 2-4 sentences• the main idea of the passage,• multiple, accurate details that support that main idea, and <p>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)</p>
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Subject Area	English Language Arts	Bundle #:	8
Grade/Level	7 th Grade	Weeks:	8
Overview			
<i>Phantom of the Opera</i> (literary terms and background information) and grammar (prepositional phrases)			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	7.17D Use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8).		
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	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)	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	7.12D Understand and identify literary terms (6-7). <i>such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts)</i>		
(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	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).		

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Subject Area	English Language Arts	Bundle #:	9
Grade/Level	7 th Grade	Weeks:	9
Overview			
<i>Phantom of the Opera</i> Discuss characters and conflict.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	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"> • Compare and contrast characters • Connect ideas • Compare ideas 	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	7.12F Analyze characters, (4-8). including their traits, motivations, conflicts, points of view, relationships, and changes they undergo	1. Conflicts: Types <ul style="list-style-type: none"> • Man v. Man • Man v. Society • Man v. Nature • Man v. Self (internal) • Man v. Fate • Someone wins; someone loses • Acceptance Including: <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters How the reader knows about the character <ul style="list-style-type: none"> • What the character says • What the character does or does not do • What other characters tell us about the character • What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations) • Other characters' reactions to the character 2. Conflicts: How they are addressed and resolved <ul style="list-style-type: none"> • Flight/run away/avoid • Fight /resist • Death 	
(12) Reading/text structures/literary concepts. The student analyzes the	7.12G Recognize and analyze story plot, setting, and problem resolution	Analyze Plot Elements (when they are used and for what purpose)	

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<p>characteristics of various types of texts (genres). The student is expected to:</p>	<p>(4-8).</p>	<ul style="list-style-type: none"> • Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view) • Narrative Hook (inciting incident; introduction of the conflict or the story problem) • Rising Action (events leading up to climax) • Climax (highest point of interest or the turning point) • Falling Action (leading down to the resolution of the story problem/line) • Resolution/Denouement (conclusion or end) <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"> • Foreshadowing: Hints of events to come • Flashback: Method author uses to give information about the past; movement to the past <p>Analyze text in order to determine:</p> <ul style="list-style-type: none"> • How does author build suspense • The story problem? • When the story problem begins • How the author develops (the plot) of the passage • How the point of view influences the reader’s understanding of a character • The cause of the conflict <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>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</p>	<p>7.12J Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8). such as flashback, foreshadowing, and symbolism</p>	<p>Recognize and identify the significance of 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</p>

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		<p>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.</p> <p>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.</p> <p>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.</p> <p>Style as the writer used specific words, phrases, or allusions</p> <p>Point of view (see 12H)</p> <p>Figurative language (see 9B).</p>
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Subject Area	English Language Arts	Bundle #:	10
Grade/Level	7 th Grade	Weeks:	10
Overview			
Grammar Focus: conjunction usage. Writing: Start Composition #2 focusing on voice and word choice. Finish <i>Phantom of the Opera</i> .			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	7.17 B Use conjunctions to connect ideas meaningfully (4-8). coordinate conjunctions (and, but, or, nor, for, so, yet)		
(24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:	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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Subject Area	English Language Arts		Bundle #:	11
Grade/Level	7 th Grade		Weeks:	11
Overview				
Read play “The Monsters are Due on Maple Street” Continue 2 nd major composition				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	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"> • Idioms • Hyperbole • Recognizing context clues (synonym/antonym, definition, description, and example) 		
(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	7.10E Use the text’s structure or progression of ideas such as including cause and effect or chronology to locate and recall information (4-8).	Including: <ul style="list-style-type: none"> • recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering). • Recognize how an author organized a <u>portion</u> of the text, e.g., a <u>single significant event in the plot</u> and then asking, “Why did that happen?”. 		
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	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"> • What the character says • What the character does or does not do • What other characters tell us about the character • What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations) Other characters’ reactions to the character		

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

Wylie ISD Curriculum

Subject Area	English Language Arts	Bundle #:	13
Grade/Level	7 th Grade	Weeks:	13
Overview			
Write Pen Pal letters for other schools in the district and read <i>The Third Level</i> .			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:	7.21B Correspond with peers or others via e-mail or conventional mail. (4-8)		
(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:	7.7A 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	
(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:	7.10F Read silently with increasing ease for longer periods (4-8).	On-going reading process skill 15-20 minutes by end of 7 th grade	

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Subject Area	English Language Arts	Bundle #:	14
Grade/Level	7 th Grade	Weeks:	14
Overview			
Grammar, Grammar, Grammar and Fact/Opinion			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	7.17A 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"> • Compound sentences • Complex sentences (subject and predicate within) • Compound/complex sentences • 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.) • 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.) • setting off appositives • semicolon in compound/complex sentences • 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.) • infinitives 	

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<p>(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:</p>	<p>7.2C Identify challenges faced by published authors and strategies they use to compose various types of text (7-8).</p>	<p>Including applying the concepts:</p> <ul style="list-style-type: none"> ○ A “fact statement” contains no value language. ○ An “opinion statement” contains value language (e.g., good, difficult, easy, beautiful, should, etc.) <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>
<p>(10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to:</p>	<p>7.10J Distinguish fact and opinion in various texts (3-8).</p>	<p>Including applying the concepts:</p> <ul style="list-style-type: none"> ○ A “fact statement” contains no value language. <p>An “opinion statement” contains value language (e.g., good, difficult, easy, beautiful, should, etc.)</p>

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Subject Area	English Language Arts	Bundle #:	15
Grade/Level	7 th Grade	Weeks:	15
Overview			
Read <i>Fox and Crow</i> and <i>Rikki-Tikki-Tavi</i> .			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	7.9 B Draw on experiences to bring meaning to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).	<p>Including: Recognizing the Meaning of Figurative Language</p> <ul style="list-style-type: none"> • Colorful/Descriptive Words • Alliteration • Onomatopoeia <p>Recognizing context clues (synonym/antonym, definition, description, and example)</p> <p>TAKS Note: Multiple-meaning words which have been tested at some grade level include assemble, tarnish, depression, and persistent. Interestingly, the alternate meanings of these words have not been used as incorrect answers/distracters.</p> <p>TAKS Note: Idioms and analogies were not tested at any grade level in 2003 or 2004.</p> <p>(TAKS Note: An analysis of the words that are tested indicates that TAKS takes a very broad view of "figurative language."</p>	
(21) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:	7.21 C Identify challenges faced by published authors and strategies they use to compose various types of text (7-8).		
(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions	7.16 D Spell frequently misspelled words correctly such		

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<p>of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The student is expected to:</p>	<p>as their, they’re, and there (7-8).</p>	
<p>(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:</p>	<p>7.11 D Connect, compare, and contrast ideas, themes, and issues across text (4-8).</p>	<p>Including: <u>Make Connections Across Texts</u> Connect Ideas:</p> <ul style="list-style-type: none"> • "In this selection, in what way does Grandpa Delgado feel connected to the old barn?" • "Why was the Inuit bear hunter mentioned in both the announcement and the story?" • “A common idea throughout this article is the importance of —“ <p>Connect issue/message to plot:</p> <ul style="list-style-type: none"> • "Read the four protest signs below." And then "Which of these signs would most likely have been carried by a member of the Friends of the Everglades?" <p>CONTINUED ON FOLLOWING PAGE Compare Ideas: <u>Compare or Contrast Across Texts</u></p> <ul style="list-style-type: none"> • "The newspaper article and Lisa’s report both tell about —" • "An idea present in both selections is —" • “One idea found in both of these stories is that people can be —“ • “An idea present in both articles is —“ <p>Compare Characters:</p> <ul style="list-style-type: none"> • "How is Sete different from his friends?" • 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’?"

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Subject Area	English Language Arts	Bundle #:	16
Grade/Level	7 th Grade	Weeks:	16
Overview			
Analyze and read <i>Rikki Tikki Tavi</i> , pg. 463			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:	7.11 C Support responses by referring to relevant aspects of text and his/her own experiences (4-8).		

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Subject Area	English Language Arts	Bundle #:	17
Grade/Level	7 th Grade	Weeks:	17
Overview			
Short Story Reading			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:	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	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	7.12 I Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically.	Including:: <ul style="list-style-type: none"> • <u>what</u> text structure an author used (e.g., sequencing, description, comparison/contrast, cause/effect, and problem/solution), • <u>why</u> the author chose a particular text structure, syntax, and/or format, and • why the author chose to include information at the beginning and at the end of a selection. Analyzing the structure: <ul style="list-style-type: none"> • within an entire text (expository and narrative/literary text) and • of an event or series of events within the text (narrative/literary or expository text) and • between two texts such as comparison for characters and conflicts (narrative and expository) 	
(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:	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 th grade <i>Smart Teaching</i> materials)	

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<p>(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</p>	<p>7.14 B Determine distinctive and common characteristics of cultures through wide reading (4-8).</p>	<p>Such as:</p> <ul style="list-style-type: none">• Recalls the stated and inferred characteristics of various cultures from a wide variety of cultures and authors <p>Analyzes narrative and expository text to identify the experiences of characters from other cultures, with an emphasis on world cultures outside the United States</p>
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Subject Area	English Language Arts	Bundle #:	18
Grade/Level	7th Grade	Weeks:	18
Overview			
Begin Major Composition #3			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(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. The student is expected to:	7.16 E Use resources to find correct spellings (4-8).	Including print and electronic: <ul style="list-style-type: none"> • Dictionary • Thesaurus • Dictionary of Synonyms And uses the replacement words in composition	