# English 7 and English 7 Honors: Year at a Glance

## First Semester

### Unit: Communicating Thoughts & Ideas

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| **Course** | **English 7 and English 7 Honors**  |
| **TEKS** |  7.1 A, D; 7.2B; 7.3; 7.4; 7.5A, B, D, E, F, G; 7.6B, C, D, E; 7.7A, B,C, D; 7.8 A, B, C, Di, Diii, E; 7.9 A, B, C, D; 7.10 A, B, Bi, Bii, C, D, Di, Dii, Div, Dvii, Dviii, Dix, E; 7.11 D |
| **Stage One Snapshot** | Enduring Understandings:* Purpose helps determine mode of communication.
* Audience helps determine the level of formality.
* Authors can justify their thoughts with evidence.
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### Unit: Informing an Audience

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| **Course** | **English 7 and English 7 Honors**  |
| **TEKS**  |  7.6E, G; 7.8Diii, Dvi; 7.11B, 7.1A, 7.1B, D 7.2A; 7.3A; 7.4; 7.5A, B, D, E, F, G, I; 7.6 C, D, E; 7.8A, B, C, D, Di, E; 7.9A, B, C, D, F; 7.10A, B Bi, C, Di, Dvii, Dviii, Dix, E; 7.11D |
| **Stage One Snapshot**  | Enduring Understandings:* Authors consider their audience when selecting their mode of writing.
* Writing is a way to explore ideas that I care about.
* The best ideas are the ones that can be supported.
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## Second Semester

### Unit: Justifying an Idea

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| **Course** | **English 7 and English 7 Honors**  |
| **TEKS** |  7.2C, 7.8Dii, Ei, Eii, Eiii; 7.9F; 7.10Dv, Dvi; E; 7.11C; 7.12A, 7.1B, D; 7.2A, B, C; 7.5 A, B, D, E, F, G, H; 7.6B, C, D, E; 7.7A, B, C, D 7.8A, B, Di, Diii, Ei, Eii, Eiii; 7.9A, B, C, D, F, G; 7.10A, B, Bi, Bii, C, Dv, Dvi, Dviii, E |
| **Stage One Snapshot** | Enduring Understandings:* Credible ideas come from analyzing a variety of sources.
* Evaluating alternative views and possible moments of argumentative technique is important.
* Authors can justify thoughts with critical thinking and evidence.
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### Unit: Creating Experiences

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| **Course** | **English 7 and English 7 Honors**   |
| **TEKS**  |  7.9E, 7.11A, 7.1A; 7.2A, B, C; 7.3; 7.5A, B, C, D, E, F, G, H, I; 7.6B, C, E ; 7.7B, C, D; 7.8A, Eiii; 7.9A, B, D, E, F; 7.10A, B, Bi, Bii, C, D, DViii, E; 7.11B |
| **Stage One Snapshot**  | Enduring Understandings:* Authors use a variety of methods and techniques to convey their messages.
* We read fiction in order to learn life lessons from another perspective.
* Human qualities influence conflicts.
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# English Language Arts and Reading, Grade 7, Adopted 2017

(7.1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;

(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and

(D) engage in meaningful discourse and provide and accept constructive feedback from others.

(7.2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;

(B) use context such as contrast or cause and effect to clarify the meaning of words; and

(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.

(7.3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.

The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

(7.4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.

The student is expected to self-select text and read independently for a sustained period of time.

(7.5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(G) evaluate details read to determine key ideas;

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7.6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;

(C) use text evidence to support an appropriate response;

(D) paraphrase and summarize texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(F) respond using newly acquired vocabulary as appropriate;

(G) discuss and write about the explicit or implicit meanings of text;

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and

(I) reflect on and adjust responses as new evidence is presented.

(7.7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) infer multiple themes within and across texts using text evidence;

(B) analyze how characters' qualities influence events and resolution of the conflict;

(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and

(D) analyze how the setting influences character and plot development.

(7.8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;

(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;

(C) analyze how playwrights develop characters through dialogue and staging;

(D) analyze characteristics and structural elements of informational text, including:

(i) the controlling idea or thesis with supporting evidence;

(ii) features such as references or acknowledgements; and

(iii) organizational patterns that support multiple topics, categories, and subcategories;

(E) analyze characteristics and structures of argumentative text by:

(i) identifying the claim;

(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and

(iii) identifying the intended audience or reader; and

(F) analyze characteristics of multimodal and digital texts.; and

(7.9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) explain the author's purpose and message within a text;

(B) analyze how the use of text structure contributes to the author's purpose;

(C) analyze the author's use of print and graphic features to achieve specific purposes;

(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;

(E) identify the use of literary devices, including subjective and objective point of view;

(F) analyze how the author's use of language contributes to mood, voice, and tone; and

(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.

(7.10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

(D) edit drafts using standard English conventions, including:

(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

(ii) consistent, appropriate use of verb tenses;

(iii) conjunctive adverbs;

(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;

(v) pronoun-antecedent agreement;

(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

(vii) correct capitalization;

(viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and

(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

(E) publish written work for appropriate audiences.

(7.11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(7.12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate student-selected and teacher-guided questions for formal and informal inquiry;

(B) develop and revise a plan;

(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;

(D) identify and gather relevant information from a variety of sources;

(E) differentiate between primary and secondary sources;

(F) synthesize information from a variety of sources;

(G) differentiate between paraphrasing and plagiarism when using source materials;

(H) examine sources for:

(i) reliability, credibility, and bias; and

(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;

(I) display academic citations and use source materials ethically; and

(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

*Source: The provisions of this §110.23 adopted to be effective September 25, 2017, 42 TexReg 4999, amended to be effective August 1, 2019, 44 TexReg 3835.*