Unit of Study: Literary Text: Theme & Genre - Poetry, Drama, Fiction, and Nonfiction
Focus: Reading

**Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;

(B) ask literal, interpretive, evaluative, and universal questions of text;

(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);

(D) make complex inferences about text and use textual evidence to support understanding;

(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and

(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.

7.1) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

7.2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

7.3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) describe multiple themes in a work of fiction;

(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and
7.3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(C) analyze how place and time influence the theme or message of a literary work.

7.4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.

7.5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.

7.6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) explain the influence of the setting on plot development;

(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;

(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.

7.7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.

7.8) **Reading/Comprehension of Literary Text/Sensory language.** Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.

7.9) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.
7.22) **Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.

7.23) **Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;

(B) categorize information thematically in order to see the larger constructs inherent in the information;

(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and

(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

7.24) **Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and
7th Grade Reading and Writing 3rd Nine Weeks TEKS

Unit of Study: Personal Narrative; Drama; & Expository: Cause & Effect
Focus: Writing

7.14) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g. discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare/contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

7.16) **Writing.** Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences.

7.17) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) Write a multi-paragraph essay to convey information about a topic that:
   (i) presents effective introduction and concluding paragraphs;
   (ii) contains a clearly stated purpose or controlling idea;
   (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
   (iv) accurately synthesizes ideas from several sources; and
   (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.
7.17) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and

7.19) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
   (iii) adverbial and adjectival phrases and clauses;

(B) write complex sentences and differentiate between main versus subordinate clauses; and

(C) Use a variety of complete sentences (e.g. simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

7.20) **Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use conventions of capitalization; and

(B) recognize and use punctuation marks including:
   (i) commas after introductory words, phrases, and clauses; and
   (ii) semicolons, colons, and hyphens.

7.21) **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings

7.22) **Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.
7.23) **Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;

(B) categorize information thematically in order to see the larger constructs inherent in the information;

(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and

(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

7.24) **Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and

(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.
STAAR Reporting Category 1—Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

Essence Statement:
- Identifies new vocabulary words in text using a variety of strategies.
- Identifies features across literary nonfiction texts.
- Identifies author’s purposes across informational texts.
- Uses a variety of strategies to demonstrate comprehension across genres.

STAAR Reporting Category 2—Understanding and Analysis of Literary Text: The student will demonstrate an ability to understand and analyze literary texts.

Essence Statement:
- Identifies themes in a variety of literary texts.
- Identifies structure and elements of poetry including graphical elements.
- Identifies the structure and elements of a drama.
- Recognizes how elements of fiction contribute to plot development.
- Recognizes the meaning of figurative and sensory language in literary texts.
- Uses a range of reading skills to make inferences within and across literary texts.

STAAR Reporting Category 3—Understanding and Analysis of Informational Text: The student will demonstrate an ability to understand and analyze informational texts.

Essence Statement:
- Uses a range of reading skills to make inferences within and across informational texts.
STAAR Reporting Category 1—Composition: The student will demonstrate an ability to compose a variety of written texts with a clear, controlling idea; coherent organization; sufficient development; and effective use of language and conventions.

Essence Statements:
- Uses the writing process to develop text.
- Creates a personal narrative.
- Creates an expository text for a specific purpose and audience.

STAAR Reporting Category 2—Revision: The student will demonstrate an ability to revise a variety of written texts.

Essence Statements:
- Revises text using appropriate word choice.
- Revises an expository text.

STAAR Reporting Category 3—Editing: The student will demonstrate an ability to edit a variety of texts.

Essence Statements:
- Edits text using correct grammar, mechanics, and spelling.
- Edits text for correct word usage and variance in sentence patterns.
- Edits text for correct capitalization and punctuation.