

GRADE 7
Semester 1
Six Weeks 3

Reading Components	T.E.K.S.	NOTES
TAKS Objectives and Targets		Genre: Folktales/Fantasy/Myth
<u>OBJECTIVE 1: BASIC UNDERSTANDING</u>		Newspaper/Periodicals
1.1 Roots/Affixes-Greek/Latin	7.6B	Glencoe Reading Models
1.2 Context: Multi-meaning/Analogies	7.9B	Suggested Selections-Folktales/Fantasy/Myths :
1.3 Roots/Affixes	7.9D	"old age sticks" p. 205
1.4 Denotative/Connotative Meanings	7.9F	"Rip Van Winkle" p. 184
1.5 Main Idea	7.10F	"The Smallest Dragon Boy" p. 683
Facts/Details	7.10F	"Brother Coyote and Brother Cricket" TX 21
1.6 Summary	7.10G	* "Anansi and His Visitor, Turtle" p. 380
<u>OBJECTIVE 2: LITERARY ELEMENTS</u>		* "Oh Broom, Get to Work" p. 382
2.1 Analyze Characters: Traits, Motivations, Conflicts, Points of View, Relationships	7.12F	"The Old Demon" p. 483
2.2 Analyze Plot, Setting, Problem/Resolution	7.12G	"The Boy and His Grandfather" p. 495
2.3 Interpret Literary Devices: Flashback, Foreshadowing, and Symbolism	7.12J	"The Force of Luck" p. 592
<u>OBJECTIVE 3: VARIETY OF STRATEGIES</u>		"There is No Word for Goodbye" p. 179
3.1 Text Structure - Cause/Effect & Chronology	7.10E	Suggested Selections- Newspaper/Periodicals:
3.2 *Similarities/Differences Across Texts	7.10I	* "Heroes" p. 24
3.3 Graphic Organizers	7.10L	* "Kids From Chicago's Cabrini Green Learn Urban Farming in Arkansas" p. 345
3.4 *Text Purpose	7.12A	
3.5 Compares Communication	7.12C	
3.6 *Author's Perspective/Point of View	7.12H	
<u>OBJECTIVE 4: CRITICAL THINKING</u>		
4.1 Inference/Conclusions/Generalizations	7.10H	
Prediction	7.11A	
Graphic Sources	7.13D	
4.2 Fact/Opinion	7.10J	
4.3 Supports Text Responses	7.11C	*Compare the two selections
4.4 *Connects/Compares/Contrasts Ideas, Themes and Issues	7.11D	
4.5 Analyzes Author Organization: Cause/Effect, *Compare/Contrast, Inductively/Deductively and Chronologically	7.12I	
4.6 Recognizes Style, Tone and Mood	7.12K	
<u>Reading/Inquiry/Research</u>	7.13-7.14	
<u>Listening and Speaking</u>	7.1-7.5	Oral Presentations, Book Shares, Interviews
<u>Viewing</u>	7.22-7.24	

***BOLDED skills will be on the 6 weeks test.**

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Writing Components	T.E.K.S.	NOTES
<p><u>Persuasive Writing/Reflexive Writing</u> Introductions/Transitions/Conclusions The Writing Process Prewriting Drafting Revising Editing and Proofreading Publishing and Presenting</p> <p><u>*Compose one elaborated, polished, revised and edited, persuasive paper.</u> Grammar/Usage *Revising and Editing tested in every 6 weeks Parts of Speech- *Adjectives/Adverbs *Sentence Structure *Subject/Verb Agreement *Verb Tense Compound Subjects Pronoun Referents *Correct Pronoun-Antecedent Agreement Prepositions/Phrases *Spelling/Vocabulary/Dictionary skills Literature: Newspaper/Periodicals</p> <p>Poetry Figurative Language: Simile Metaphor Personification Rhyme Alliteration Literary Devices: flashback, foreshadowing, and symbolism</p>	<p>7.15-7.19</p> <p>7.17</p> <p>7.16</p> <p>7.12</p>	<p>Prentice Hall References Chapter 7, p. 124 Chapter 2, p. 14 Chapter 7, pp. 128 - 144</p> <p><i>Six Traits: Incorporated every six weeks</i> <i>Organization</i> <i>Ideas</i> <i>Sentence Fluency</i> <i>Conventions</i> <i>Word Choice</i> <i>Voice</i></p> <p>p. 334 p. 390; 454 p. 534 p. 500 p. 400 p. 518 p. 548 p. 424 p. 690</p> <p>Glencoe Reading Models: Literary/Poetry Elements p. 252-262; 444-446 "Turkeys" p. 827 "Birdfoot's Grampa" p. 783 "Miracles" p. 784 "The Pasture" p. 835 Haiku selections p. 840 - 842 "The Women's 400 Meters" p. 252 "To James" p. 253 "Dreams" p. 261 "Your World" p. 445 Novel Selection Suggestions: <u>A Wrinkle in Time</u>, <u>Maniac Magee</u>, <u>Where the Red Fern Grows</u></p>
<u>Writing/Inquiry/Research</u>	7.20	
<u>Writing/Evaluation/Connections</u>	7.19;7.21	Peer Conferencing/Portfolios
<u>Viewing/Representing</u>	7.22-7.24	

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