

GRADE 7
Semester 2
Six Weeks 4

Reading Components	T.E.K.S.	NOTES
TAKS Objectives and Targets		Genre: Historical Fiction/History Text
<u>OBJECTIVE I: BASIC UNDERSTANDING</u>		
1.1 Roots/Affixes-Greek/Latin	7.6B	
1.2 Context: Multi-meaning/Analogies	7.9B	Glencoe Reading Models
1.3 Roots/Affixes	7.9D	Suggested Selections-Historical Fiction :
1.4 Denotative/Connotative Meanings	7.9F	"Naduah's Capture" TX 2
1.5 Main Idea	7.10F	"The Hero's Hometown" TX 10
Facts/Details	7.10F	from "Wait Till Next Year" p. 35
1.6 Summary	7.10G	"Too Soon a Woman" p. 235
<u>OBJECTIVE 2: LITERARY ELEMENTS</u>		
2.1 *Analyze Characters: Traits, Motivations, Conflicts, Points of View, Relationships	7.12F	
2.2 Analyze Plot, Setting, Problem/Resolution	7.12G	
2.3 Interpret Literary Devices: Flashback, Foreshadowing, and Symbolism	7.12J	
<u>OBJECTIVE 3: VARIETY OF STRATEGIES</u>		
3.1 Text Structure - Cause/Effect & Chronology	7.10E	Suggested Selections- History Text:
3.2 Similarities/Differences Across Texts	7.10I	"Buddy Holly The Father of Rock n' Roll" TX 6
3.3 *Graphic Organizers	7.10L	"Strong Men Weep" p. 26
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	
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>Descriptive Writing/Reflexive Writing</u> Introductions/Transitions/Conclusions</p> <p>The Writing Process Prewriting Drafting Revising Editing and Proofreading Publishing and Presenting</p> <p><u>*Compose one elaborated, polished, revised and edited, descriptive essay.</u></p> <p>Grammar/Usage *Revising and Editing tested in every 6 weeks Parts of Speech-*Conjunctions *Compound/Complex Sentences Dependent/Independent Clauses *Run-ons/Fragments *Spelling/Vocabulary/Dictionary Skills</p> <p>Literature: Folk Tales/Myths</p> <p>Story Elements: characters, plot, setting, conflict, climax, problem/resolution 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 6, p. 98</p> <p>Chapter 2, p. 14 Chapter 6, pp. 102 - 115 <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. 374 p. 263, 445 - 449 p. 438 p. 469 - 474 p. 690</p> <p><u>Glencoe Reading Models:</u> "Cat and Rat" p. 725 "We Are All One" p. 772 "Loo-Wit" p. 818 "The Flower Fed Buffaloes" p. 823 "My Father and the Fig Tree" p. TX 14 "New Directions" p. 220 Novel Selection Suggestions: <u>Sounder</u>, <u>Roll of Thunder, Hear My Cry</u>, <u>Through My Eyes</u></p>
<p><u>Writing/Inquiry/Research</u></p>	<p>7. 20</p>	
<p><u>Writing/Evaluation/Connections</u></p>	<p>7.19;7.21</p>	<p>Peer Conferencing/Portfolios</p>
<p><u>Viewing/Representing</u></p>	<p>7.22-7.24</p>	

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