

GRADE 7
Semester 2
Six Weeks 5

Reading Components	T.E.K.S.	NOTES
TAKS Objectives and Targets		Genre: Adventure/Choice
OBJECTIVE 1: BASIC UNDERSTANDING		Nonfiction: Choice
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-Adventure/Choice :
1.4 Denotative/Connotative meanings	7.9F	* "The Wreck of the Hesperus" p. 226
1.5 Main Idea	7.10F	* "I'll Walk the Tightrope" p. 231
Facts/Details	7.10F	"Racing the Great Bear" p. 268
1.6 Summary	7.10G	
OBJECTIVE 2: LITERARY ELEMENTS		
2.1 Analyze Characters: Traits, Motivations, Conflicts, Points of View, Relationships	7.12F	
2.2 Analyzes Plot, Setting, Problem/Resolution	7.12G	*Compare the two selections
2.3 *Interpret Literary Devices: Flashback, Foreshadowing, and Symbolism	7.12J	
OBJECTIVE 3: VARIETY OF STRATEGIES		
3.1 Text Structure - Cause/Effect & Chronology	7.10E	Suggested Selections- Nonfiction: Choice
3.2 Similarities/Differences Across Texts	7.10I	"Locking Doors in Muleshoe" TX 8
3.3 Graphic Organizers	7.10L	"Discovering Indian Pictographs" TX 16
3.4 Text Purpose	7.12A	"The Three-Legged Coyote" TX 26
3.5 Compares Communication	7.12C	Word Processing: Desktop Publishing p. 56
3.6 Author's Perspective/Point of View	7.12H	"How I Learned English" p. 377
OBJECTIVE 4: CRITICAL THINKING		from "The NBA's Sister Act" p. 136
4.1 Inference/Conclusions/Generalizations	7.10H	Genre Focus p. 290
Prediction	7.11A	"The Teacher Who Changed My Life" p. 368
Graphic Sources	7.13D	
4.2 *Fact/Opinion	7.10J	TAKS Focus:
4.3 Supports Text Responses	7.11C	"Without Commercials" p. 59 (Fact/Opinion)
4.4 Connects/Compares/Contrasts Ideas, Themes and Issues	7.11D	Reading and Thinking Skills-Identifying Cause/Effect p. 643
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/Research</u> Introductions/Transitions/Conclusions Notes/Outlines/Bibliography/Citations</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 paper.</u></p> <p>Grammar/Usage *Revising and Editing tested every 6 weeks *Prepositions *Prepositional Phrases Objects of the Preposition Spelling/Vocabulary/Dictionary</p> <p>Literature: Adventure/Choice Science/Medical/Research</p> <p>Story Elements: characters, plot, setting, conflict, climax, problem/resolution Literary Devices: flashback, foreshadowing, irony, and symbolism</p>	<p>7.15-7.19</p> <p>7.17</p> <p>7.12</p>	<p>Prentice Hall References Chapter 11, p. 222 Development: "Shoulda-Oughta-Coulda-Woulda" TX 20; "Pandas" p. 224; "Sara Tops" p. 74; "How Do Rainmakers Make It Rain?" p. 176 pp. 228 - 240</p> <p><i>Six Traits: Incorporated every six weeks</i></p> <p style="padding-left: 40px;"><i>Organization</i> <i>Ideas</i> <i>Sentence Fluency</i> <i>Conventions</i> <i>Word Choice</i> <i>Voice</i></p> <p>p. 360 p. 424</p> <p><u>Glencoe Reading Models:</u> "The Million-Pound Bank Note" p. 572 "The Courage That My Mother Had" p. 340 - 344 "No News" p. 549</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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