

7th Grade English Language Arts Overview 2020 - 2021

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [Glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

At Home Connections

The following are suggestions for reinforcing literacy development at home. These ideas can be used throughout the school year. You will find additional ideas to reinforce learning at home within each unit below.

- *Students are encouraged to read independent, self-selected texts regularly.*
- *Help your child to find a quiet place to read for an uninterrupted period of time.*
- *Provide access to a variety of texts. Links to resources can be found at the end of this document.*
- *Provide your child opportunities to respond to text and share their thoughts about what they are reading.*
- *When your child has questions about a topic, encourage them to investigate independently. Guide them through analyzing their sources and synthesizing information. Let them share what they learned with other family members.*

Process Standards:

The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

In secondary ELA, we have seven main processes that appear in every unit throughout the year in whole or in part. You will notice that some Texas Essential Knowledge and Skills Statements (TEKS) appear in multiple concepts. ELA skills are interconnected, and the repetition of these skills in multiple contexts reflects how the strands are “integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy” (Introduction to English Language Arts, Grade 6, *Texas Essential Knowledge and Skills*). These skills are introduced and explicitly taught throughout the first semester, then integrated into instruction in the units that follow. The process skills for 7th grade ELA include:

Making Meaning of Text:

7.5B generate questions about text before, during, and after reading to deepen understanding and gain information

7.5D create mental images to deepen understanding

7.5E make connections to personal experiences, ideas in other texts, and society

7.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down

7.6A describe personal connections to a variety of sources, including self-selected texts

7.6E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

Reading, Talking, and Writing About Text:

7.1A listen actively to interpret a message and ask clarifying questions that build on others' ideas

7.1D engage in meaningful discourse and provide and accept constructive feedback from others

7.6B write responses that demonstrate understanding of texts, including comparing sources within and across genres

7.6F respond using newly acquired vocabulary as appropriate

7.6G discuss and write about the explicit or implicit meanings of text

7.6H respond orally or in writing with appropriate register, vocabulary, tone, and voice

Critical Thinking:

7.5C make, correct, or confirm predictions using text features, characteristics of genre, and structures

7.5F make inferences and use evidence to support understanding;

7.5G evaluate details read to determine key ideas

7.5H synthesize information to create new understanding

7.6C use text evidence to support an appropriate response

7.6D paraphrase and summarize texts in ways that maintain meaning and logical order

7.6I reflect on and adjust responses as new evidence is presented

Author's Craft and Purpose:

7.5E make connections to personal experiences, ideas in other texts, and society

7.6A describe personal connections to a variety of sources, including self-selected texts

7.6C use text evidence to support an appropriate response

7.6D paraphrase and summarize texts in ways that maintain meaning and logical order

7.9A explain the author's purpose and message within a text

Writing Process:

7.10A 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;

7.10B 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

7.10C revise drafts for clarity, development, organization, style, word choice, and sentence variety;

7.10D 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;

7.10E publish written work for appropriate audiences

Inquiry:

7.12A generate student-selected and teacher-guided questions for formal and informal inquiry;

7.12B develop and revise a plan;

7.12C refine the major research question, if necessary, guided by the answers to a secondary set of questions;

7.12D identify and gather relevant information from a variety of sources;

7.12E differentiate between primary and secondary sources;

7.12F synthesize information from a variety of sources;

7.12G differentiate between paraphrasing and plagiarism when using source materials;

7.12H examine sources for:

(i) reliability, credibility, and bias; and

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

7.12I display academic citations and use source materials ethically; and

7.12J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Independent Reading:

7.3A adjust fluency when reading grade-level text based on the reading purpose.

7.4A self-select text and read independently for a sustained period of time

7.5A establish purpose for reading assigned and self-selected text

Grading Period 1

Unit 1: Building a Literacy Community

Estimated Date Range: August 12-September 12

Estimated Time Frame: 22

Note: Includes 2 days for 2020 – 2021 School Year Orientation

Note: Includes 3 days for Re-engagement and Assessment

Unit Overview:

This unit is different from the rest of the units in the year. Although only 4 weeks long, it houses a dense list of TEKS that target essential reading and writing routines for the rest of the year. TEKS may appear in multiple concepts, illustrating the interconnectedness of the strands as students begin to develop critical literacy skills.

This unit introduces key questions that will drive instruction for the entire year: “How does author’s craft affect a reader? How do I use my understanding of author’s craft to make meaning as I read and share my thinking when I write?” Teachers work with students to establish the routines of close reading, independent reading, talking about text, and systems for recording their metacognition, writing about reading, and goal setting. These routines and systems will support reading and writing processes over the course of the year as students build independence to tackle increasingly complex texts. In addition, teachers are responsible for communicating classroom literacy routines to parents, who serve as essential partners between classroom and home life.

Throughout the launching unit, students engage in daily, authentic reading, writing, and talking tasks, both formal and informal, close reading, and conferring with their teacher, as they make connections to and across texts. As students examine texts, they will identify ways the author helps them make those connections. As the unit draws to a close, students participate in rich academic discussion to reflect on author’s purpose, as well as selecting a favorite writing task from the unit to take through the writing process to publish a narrative process piece.

Genres in this unit: This is a multi-genre unit, providing multiple opportunities for students to engage with a variety of texts. Students have studied these genres in past grade levels, so most of this content should be review since knowledge of genre, making connections, and identifying how author's use craft to help readers make those connections are recurring skills since Kindergarten. Teachers should connect multiple genres by topic or theme. Writing and speaking tasks focus primarily on responding to text.

At Home Connections

- Teachers expect their students to read 30 minutes per week in addition to their coursework. It's best practice for students to read for a sustained period of time. It is important for them to see you as a reader as well. Talk to your child about what they are reading and perhaps share what you are reading with them. Have them set their own goals for increasing their reading time and discovering new authors and genres.
- In Unit 1, students work together to build a literacy community. Talk to your child about how we treat, and expect to be treated by, other members of the learning community. How does one respond to others in a learning environment, through speech and in writing, whether face-to-face or electronically? How is conversational styles differ depending on audience, purpose, and location?
- Encourage them to explore unfamiliar words as they come across them and perhaps build their own word wall or personal dictionary.

Concepts within Unit #1 Link to TEKS	Success Criteria for Unit 1
<u>Concept #1:</u> Co-Constructing a Literacy Community 7.1A, 7.1B, 7.1C, 7.1D	<ul style="list-style-type: none"> • Engage in meaningful discourse • Ask clarifying questions • Respond appropriately • Ask for and consider suggestions from others
<u>Concept #2A:</u> Learning How to Interact with Text: Making Meaning of Text 7.5B, 7.5D, 7.5E, 7.5I, 7.6E, 7.6I	<ul style="list-style-type: none"> • Take notes during discussions • Listen actively to interpret a message • Paraphrase text • Summarize text
<u>Concept #2B:</u> Learning How to Interact with Text: Reading/Writing/Talking About Text 7.2A, 7.2B, 7.2C, 7.5B, 7.5E, 7.5I, 7.6B, 7.6C, 7.6D, 7.6E	<ul style="list-style-type: none"> • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Write responses that demonstrate understanding • Use text evidence to support an appropriate response • Make inferences and use evidence to support understanding
<u>Concept #3:</u> Reflecting on Craft and My Own Learning 7.5E, 7.6A, 7.6C, 7.6D, 7.9A Back to Top of Document	<ul style="list-style-type: none"> • Provide constructive feedback to others • Accept constructive feedback from others • Explain the author's purpose and message • Self-select text and read independently

Unit 2: Author's Craft: Literary Structures

Estimated Date Range: September 14-October 8

Estimated Time Frame: 18

Note: Includes 3 days for Re-engagement and Assessment

Unit Expectations: Three teacher-student conferences per grading period, two close reads per unit, 30 minutes of self-selected reading in class per week

Unit Overview:

In the previous unit, students learned routines and structures for recording their learning, close reading, conferring, and reflecting on learning. Using these processes, they made connections to text as they answered the questions, “How does author’s craft affect a reader? How do I use my understanding of author’s craft to make meaning as I read and share my thinking when I write?” in multiple genres. Upon entering this unit, students will work in literary text as the second question shifts to more specific craft moves: “How does the author use ____ to shape meaning and connect to a reader?” Readers explore how an author’s purpose for writing drives decisions about developing character, setting, conflict to connect to a reader. The routines and systems from unit 1 support their learning. As they discover these elements in literary text and analyze how they are used, they will try them in their own narrative as they dive into the writing process.

Genres in this unit: Readers will analyze literary texts with narrative structures. Teachers select texts that provide exemplars for development of character, setting, and conflict. These texts may be connected by topic or theme. The literary texts may serve as anchor texts for enriching student learning with additional genres. In addition, titles selected should act as model texts to support the writing process. Titles may also be used as “anchor texts” which can guide the selection of additional genres to enrich and expand instruction. Writing and speaking tasks focus primarily on responding to text.

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In Unit 2, students continue building upon what they learned about community. Ask them how discussions are going and how they prepare for them. Ask them how they are contributing to the discussions.
- Students continue to read narrative texts; ask your child about:
 - The characters in the story. Are there characters they can relate to, they like or dislike, and why?
 - Ask them about the story’s plot. Do events seem to be happening in order or are there events out of order? How does this affect them as readers? Does it confuse them or help them understand? Does the order of events build suspense and make them want to keep reading?
 - Who is telling the story? Is there more than one person telling the story? How does who is telling the story impact how they as the reader see the events unfolding?
 - What is the mood or feelings your child feels when reading the story? What features in the story cause that feeling?
 - What connection to personal experiences, other books they have read, movies they have seen, or to larger ideas happening in society does your child make while reading the story?
 - What features from the stories they are reading do they like? How might they use some of those features in their own writing?
- During Unit 2, students begin drafting their own narrative stories. Ask your child:
 - What story are you telling?
 - Why did you choose to tell this story?
 - What do you want your readers to know, think about, feel after reading your story?
 - The purpose usually contains a message. What do you want the message of your story to be?
 - Who are the characters in their story? What makes the characters believable? What is the conflict in the story?
 - What is the story’s setting? How does the setting impact the characters and the events in the plot?
 - What is the order of story? Do the story events go in order? Do they build toward a climax? Are there any elements that need to be told in a different order?

Concepts within Unit #2 Link to TEKS	Success Criteria for Unit 2
Concept #1: Character as Craft 7.7A; 7.7B; 7.9A; 7.9E; 7.10A	<ul style="list-style-type: none"> • Analyze how the character’s qualities influence events and resolution of the conflict • Analyze how the setting influences character development

<p><u>Concept #2:</u> Setting as Craft 7.7A, 7.10A; 7.7D</p>	<ul style="list-style-type: none"> Analyze how the setting influences character development
<p><u>Concept #3:</u> Plot Development as Craft 7.7A; 7.7C; 7.10A; 7.5F; 7.5H; 7.6C; 7.6D</p>	<ul style="list-style-type: none"> Analyze plot elements and non-linear plot elements to advance the plot Analyze how the setting influences plot development Infer multiple themes within or across genres
<p><u>Concept #4:</u> Drafting a Narrative 7.5H; 7.10B(i) & (ii)</p>	<ul style="list-style-type: none"> Plan a narrative text by selecting a narrative genre appropriate for: <ul style="list-style-type: none"> Topic Purpose Audience Plan a first draft of a narrative text with believable and complex characters that influence the plot Plan a draft of a narrative that includes a setting that influences character development Plan a draft of a narrative that includes non-linear plot elements Plan a draft of a narrative that develops the theme from the interaction of the characters Draft a narrative text that is: <ul style="list-style-type: none"> Focused Coherent Structured
<p><u>Ongoing Skills</u></p> <p>Back to Top of Document</p>	<ul style="list-style-type: none"> Explains the author's purpose AND message within a text Discuss text using relevant text evidence Describe connections to text to share and deepen understanding Write responses that demonstrate understanding Use text evidence to support an appropriate response Summarize text Reflect on and adjust Responses as new evidence is presented Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society Self-select text and read independently

Grading Period 2

Unit 3: Author's Craft: Language

Estimated Date Range: October 12- November 13

Estimated Time Frame: 24

Note: Includes 3 days for Re-engagement and Assessment

Unit Expectations: Three teacher-student conferences per grading period, two close reads per unit, 30 minutes of self-selected reading

Unit Overview:

In the previous unit, students studied the elements of narrative texts—character, setting, and plot—as they continued close reading routines, conferring, and discussions of author's purpose and craft. They considered the questions, "How does the author use ____ to shape meaning and connect to a reader?" as they identified elements of narrative texts and analyzed how an author used them to shape meaning for a reader. They began a narrative of their own, focusing on those basic elements and conferring with their teacher and sharing with their peers to receive feedback. Moving forward in this unit, students will focus on how language communicates theme to a reader, analyzing figurative language, point of view, sentence structure and variety, and the subtleties of word choice as they consider the question, "How does the author use (figurative language, word choice, sentence variety) to shape meaning and connect to a reader?" They will continue writing constructed responses, this time to analyze how all these elements come together to create theme. Students will read mentor texts, then use them as models as they try those same craft moves in their own writing to communicate theme to the teacher and peers.

Students also continue to read independently, monitoring their reading logs to set new goals about what they read and how long they read. Teachers continue to set aside time for independent reading during the class period, with opportunities for students to make connections between whole class texts, small group texts, and their own self-selected texts.

Genres in this unit: Readers will analyze literary texts, such as short story, poetry, drama, and other genres as they look for exemplars of figurative language, imagery, sentence structure, and word choice. These texts may be connected by topic or theme. The literary texts may serve as anchor texts for enriching student learning with additional genres. In addition, titles selected should act as model texts to support the writing process. Titles may also be used as "anchor texts" which can guide the selection of additional genres to enrich and expand instruction. Writing and speaking tasks focus primarily on responding to text, completing a narrative process piece, and writing a short literary text such as a poem.

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In Unit 3, students continue to draft and revise their narratives; ask your child:
 - While revising, has your story changed? How? Why?
 - What is the exact word choice that best communicates the meaning they had intended?
- Editing is an important part of the writing process, ask your child if they have:
 - Checked for correct spelling, capitalization, and punctuation.
 - Made sure they punctuated dialogue correctly.
 - Used different types of sentences: some short, medium, and long, including some complex sentences.

Concepts within Unit #3 Link to TEKS	Success Criteria for Unit 3
Concept #1: Analysis of Language and Theme 7.7A, 7.9A; 7.9D; 7.9F; 7.10C; 7.5F; 7.5H; 7.6C	<ul style="list-style-type: none"> • Infer multiple themes within or across genres • Analyzes how the use of text structure contributes to the author's purpose • Describes how the author's use of figurative language achieves a specific purposes • Identifies the use of literary devices to achieve a specific purpose (including, subjective and objective point of view) • Analyzes how the author's use of language contributes to mood, voice, AND tone

<p><u>Concept #2:</u> Revision of Language and Application into Narrative Writing 7.7A; 7.9D; 7.9F; 7.10C</p>	<ul style="list-style-type: none"> • Revise narrative drafts for: <ul style="list-style-type: none"> ○ Clarity ○ Development ○ Organization ○ Style ○ Word choice, AND ○ Sentence variety
<p><u>Concept #3:</u> Editing in the Writing Process 7.10D (i-ix)</p>	<ul style="list-style-type: none"> • Edit drafts, using standard English conventions
<p><u>Concept #4:</u> Publish Narrative Writing 7.10E; 7.11A</p> <p>Back to Top of Document</p>	<ul style="list-style-type: none"> • Publish a revised and edited work for appropriate audience
<p><u>Ongoing Skills</u></p> <p>Back to Top of Document</p>	<ul style="list-style-type: none"> • Explains the author’s purpose AND message within a text • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Write responses that demonstrate understanding • Use text evidence to support an appropriate response • Summarize text • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Self-select text and read independently
<p style="text-align: center;">Unit 4: Inquiry: Author’s Craft Estimated Date Range: November 16-December 18 Estimated Time Frame: 20 Note: Includes 3 days for Re-engagement and Assessment Unit Expectations: Three teacher-student conferences per grading period, two close reads per unit, 30 minutes of self-selected reading</p>	
<p>Unit Overview:</p> <p>In this unit, students combine their examination and practice of author’s craft, collaborative learning, feedback cycles, and independent reading to engage in a comparison of author’s craft in new genres of drama and poetry. They use their knowledge to examine two texts of different genres texts and compare the author’s craft and purpose in each to write a final CER analysis for the semester. The written product should include analysis of literary elements learned in unit 2 and of language choices in unit 3.</p> <p>Genres in this unit: Students will analyze poetry and drams in this unit. They will make the connections about theme and craft across the two texts. The writing products should include a CER response or literary analysis.</p> <p>At Home Connections</p> <ul style="list-style-type: none"> • At home, students should continue to read independently, reflect, and adjust reading goals. • Students are reading drama and poetry. Ask your child: <ul style="list-style-type: none"> ○ How do the elements of literature (plot, setting, character, theme, and language) change in these genres? ○ Why do you think the authors chose these genres to convey their messages? 	

- Students will be writing a CER (Claim, Evidence, Reasoning) literary analysis constructed response to compare two texts. Ask them to tell you the components of a CER.
- Ask your child if they are receiving peer feedback and teacher feedback on their writing and how helpful is the feedback in revising their CER.

Concepts within Unit 4 Link to TEKS	Success Criteria for Unit 4
Concept #1: Analyzing language in drama and poetry 7.6B; 7.9A; 7.9B; 7.9C; 7.9D; 7.9F	<ul style="list-style-type: none"> • Analyze the effect of rhyme scheme, meter, and graphical elements in poems across a variety of poetic forms • Analyze how a playwright develops a character through dialogue and staging • Explains the author's purpose AND message within a text • Analyzes how the use of text structure contributes to the author's purpose • Describes how the author's use of figurative language achieves a specific purposes • Identifies the use of literary devices to achieve a specific purpose (including, subjective and objective point of view) • Analyzes how the author's use of language contributes to mood, voice, AND tone
Concept #2: Compare and contrast how authors use language in different genres to achieve a specific purpose 7.1A, 7.1C, 7.1D, 7.9A, 7.9B, 7.9C, 7.9D, 7.9F, 7.12F, 7.12I	<ul style="list-style-type: none"> • Infer multiple themes within or across genres • Analyze how the character's qualities influence events and resolution of the conflict • Analyze plot elements and non-linear plot elements to advance the plot • Analyze how the setting influences plot development • Analyze how the setting influences character development • Describe connections to text to share and deepen understanding
Ongoing Skills Back to Top of Document	<ul style="list-style-type: none"> • Explains the author's purpose AND message within a text • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Write responses that demonstrate understanding • Use text evidence to support an appropriate response • Summarize text • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Self-select text and read independently

Grading Period 3

Unit 5: Author's Craft: Informational Text and Inquiry

Estimated Date Range: January 6-February 5

Estimated Time Frame: 22

Note: Includes 3 days for Re-engagement and Assessment

Unit Expectations: Three teacher-student conferences per grading period, two close reads per unit, 30 minutes of self-selected reading in class per week

Unit Overview:

Students continue their study of the focusing question as readers and writers: "How does the author use _____ to shape meaning and connect to a reader?" They have examined craft in their reading of literary texts to see how authors make purposeful decisions about language and structure to shape meaning for a readers. As writers, they experimented with craft in their own literary writing, exploring their beliefs and opinions as they completed both short writing tasks and longer process pieces. They have engaged in a brief inquiry into texts that made an impact on them to investigate the decisions authors made that made an impact on them as readers. They will use these skills as a foundation for their study of informational text.

In this unit, readers examine the different structures and purposes of informational text, applying their knowledge of author's craft to this genre, exploring the organizational patterns as readers and making inferences about the author's purpose for writing. As writers, they select a topic they wish to investigate, determining the best organizational pattern and language to share their learning with the teacher and their peers. Conferences with their teacher and peers and using their reading as mentor texts help to hone their craft as writers. Students continue to engage in independent, self-selected reading to build stamina, comprehension skills, engagement, vocabulary, and background knowledge.

Genres in this unit: With their teachers and peers, students read, analyze, and write informational texts. They continue reading self-selected texts, which may be from any genre, making connections to author's craft as they do so.

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In Unit 5, students will be analyzing structures and purposes of informational text. They will continue to analyze how authors construct text. They will look at thesis statements, evidence, and organizational patterns. They will continue to look at the author's purpose for writing. Ask your child to:
 - Identify thesis statements in the informational texts they read. How do they know that is the thesis statement?
 - Identify the evidence used to support that thesis. Does the evidence, in fact, support the thesis?
 - Identify how the author organized the evidence. How did that organizational choice help support the thesis?
- In Unit 5, students select a topic they wish to investigate, determining the best organizational pattern and language to share their learning with the teacher and their peers. Ask your child to:
 - Explain the topic they wish to investigate. What sources might they use in their investigation? How do they know the sources or credible, reliable, and whether there might be bias?
 - Explain what they see as their thesis statement. What is the point they hope the reader takes away after reading their informational text?
 - Explain the order in which they want to use the evidence to best support the thesis. Are there possible ways the order could be changed that might strengthen their support of their thesis?
 - Make sure they have edited their writing by checking the spelling, punctuation, and capitalization.

Concepts within Unit 5

[Link to TEKS](#)

Success Criteria for Unit 5

Concept #1:

Structures of Informational Text
7.8Di, 7.8Dii, 7.8Diii, 7.8F, 7.9B,
7.9C, 7.9G

- Analyze characteristics and structural elements of informational text, including the controlling idea with supporting evidence and multiple organizational patterns within a text to develop a thesis
- Explain the author's purpose **AND** message within a text
- Analyze how the use of text structure contributes to the author's purpose

	<ul style="list-style-type: none"> • Describe how the author’s use of figurative language achieves a specific purposes • Identify the use of literary devices to achieve a specific purpose (including, subjective and objective point of view) • Analyze how the author’s use of language contributes to mood AND voice • Analyze the author’s use of print and graphic features to achieve specific purposes
<u>Concept #2:</u> Writing Process 7.10A, 7.10B, 7.10C, 7.10D, 7.10E	<ul style="list-style-type: none"> • Plan, draft, revise, and edit informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft: <ul style="list-style-type: none"> • a clear controlling idea or thesis statement • evidence to support the controlling idea or thesis statement • organizational pattern that develops the thesis • Publish a revised and edited work for appropriate audiences
<u>Concept #3:</u> Inquiry 7.12A, 7.12B, 7.12D, 7.12E, 7.12F, 7.12G, 7.12Hi, 7.12I, 7.12J	<ul style="list-style-type: none"> • Differentiate between summarizing, paraphrasing, and using direct quotes • Synthesize information from a variety of sources • Display academic citations as instructed • Use source materials ethically • Create questions or use teacher-designed questions to guide inquiry • Revise research plan based on new information or questions • Gather relevant information from multiple sources, including primary or secondary; • Examine sources for credibility, reliability, and bias
<u>Concept #4:</u> Reflection and Goal Setting 7.5I, 7.6I	<ul style="list-style-type: none"> • Reflect on and adjust learning goals based on progress
<u>Concept #5:</u> Independent Reading	<ul style="list-style-type: none"> • Set goals for independent reading growth • Self-select text and read independently
<u>Ongoing Skills</u> Back to Top of Document	<ul style="list-style-type: none"> • Explains the author’s purpose AND message within a text • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Write responses that demonstrate understanding • Use text evidence to support an appropriate response • Summarize text • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Self-select text and read independently
<p align="center">Unit 6: Author’s Craft: Argumentative Text and Inquiry Estimated Date Range: February 8-March 12 Estimated Time Frame: 23 Note: Includes 3 days for Re-engagement and Assessment</p>	

Unit Overview:

Students have now examined how author's craft in informational text. As writers, they have investigated a topic of interest, either individually or in small groups. They will use the foundational skills of analyzing informational text as they transition to argumentative texts.

In this unit, they look at the nuanced differences between informational and argumentative texts. As readers, they analyze how an author develops an argument and uses language to engage an audience. Students will analyze the organizational patterns or persuasive text and how authors select and arrange arguments in a text to make the biggest impact on a reader. As writers, they develop a position and call for action for the topic they researched in the previous unit, making decisions about the best way to support and propose their claims to their peers. They will use these mentor texts as models for their own products.

Genres in this unit: With their teachers and peers, students read, analyze, and write argumentative texts. They continue reading self-selected texts, which may be from any genre, making connections to author's craft as they do so.

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In Unit 6, students will be analyzing structures and purposes of argumentative text. They will continue to analyze how authors construct text. They will look at claims, evidence, and organizational patterns. They will continue to look at the author's purpose for writing. Ask your child to:
 - Explain what it means to argue (in terms of writing and speaking)
 - Identify the author's claim. How do they know that is the author's claim?
 - Identify the evidence used to support that claim. Does the evidence, in fact, support the claim? Do they feel the author used strong evidence?
 - Identify how the author organized the evidence. How did that organizational choice help prove the claim?
- In Unit 6, students select a topic they wish to investigate, determining their own position in regards to the topic, the best organizational pattern and language to share their argument with the teacher and their peers. Ask your child to:
 - Explain the topic they wish to investigate. What sources might they use in their investigation? How do they know the sources are credible, reliable, and whether there might be bias?
 - Explain what they see as their own position on the topic. What is their claim? What is the point they hope to prove to the reader after the audience reads or hears their argument?
 - Explain the order in which they want to use the evidence to best support the claim. Are there possible ways the order could be changed that might strengthen their support of their claim?
 - Make sure they have edited their writing by checking the spelling, punctuation, and capitalization.

Concepts within Unit 6 Link to TEKS	Success Criteria for Unit 6
Concept #1: Structures of Argumentative Text 7.8Ei, 7.8Eii, 7.8Eiii, 7.8F, 7.9B, 7.9C, 7.9F, 7.9G	<ul style="list-style-type: none"> • Identify points of agreement and disagreement • Analyze characteristic and structures of argumentative text, including the claim, reasons, evidence, and organizational pattern. • Analyze characteristic and structures of multimodal and digital text • Explain the author's purpose AND message within a text • Analyze how the use of text structure contributes to the author's purpose • Analyze how the author's use of language contributes to mood, voice, AND tone • Analyze the author's use of print and graphic features to achieve specific purposes • Explain the purposes of rhetorical devices and logical fallacies •
Concept #2: Writing Process 7.10C, 7.10D, 7.10E	<ul style="list-style-type: none"> • Compose multi-paragraph argumentative texts using genre characteristics and craft : <ul style="list-style-type: none"> • Claim • Reasons to support the claim • Evidence or examples to support the reasons • A counterargument

	<p>For an intended audience</p> <ul style="list-style-type: none"> • Publish a revised and edited work for appropriate audiences
<p><u>Concept #3:</u> Inquiry 7.12A, 7.12B, 7.12C, 7.12D, 7.12E, 7.12F, 7.12G, 7.12Hi, 7.12Hii, 7.12I, 7.12J</p>	<ul style="list-style-type: none"> • Differentiate between summarizing, paraphrasing, and using direct quotes • Synthesize information from a variety of sources • Display academic citations as instructed • Use source materials ethically • Create questions or use teacher-designed questions to guide inquiry • Revise research plan based on new information or questions • Gather relevant information from multiple sources, including primary or secondary; • Examine sources for credibility, reliability, and bias • Examine sources for faulty reasoning
<p><u>Ongoing Skills</u> Back to Top of Document</p>	<ul style="list-style-type: none"> • Explains the author's purpose AND message within a text • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Write responses that demonstrate understanding • Use text evidence to support an appropriate response • Summarize text • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Self-select text and read independently

Grading Period 4

Unit 7: Independent Reading: Book Clubs

Estimated Date Range: March 22-May 26

(This unit may run concurrently with the Independent Writing unit.)

Unit Overview:

The entire school year has been spent examining author's craft and how purpose and audience shape the decisions an author makes during the writing process. Students have analyzed a variety of genres in whole class, small group, and independent settings. They have experienced short inquiry cycles and close reading routines to develop independence as readers and thinkers.

In this unit, students will have an opportunity to self-select texts in which to practice their reading comprehension skills, choosing genres that appeal to them. They will work with small groups as book clubs to discuss their thinking about their reading and use strategies learned throughout the year. As they take ownership of their reading habits, they can determine what strategies work best for them as readers, and set goals for summer reading. Students may want to combine their learning experiences in this unit and the writer's choice unit as an inquiry cycle. The primary focus for both units has students identifying something they want to learn more about (whether fiction or non-fiction) and how they might communicate that learning to their peers.

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In Unit 7, students have an opportunity to self-select texts in which to practice their reading comprehension skills. Ask your child what genres do they enjoy reading and why. Help them plan and keep track of their reading so that they do not fall behind.
- Students will work with in small groups as book clubs to discuss their thinking about their reading and use strategies learned throughout the year. If possible, provide your child with their own copy of the text so that they can interact with the text through annotations. Ask your child how book clubs are going. How is discussing the same book with peers helping them better understand the text or see other viewpoints?

Concepts within Unit 7 Link to TEKS	Success Criteria for Unit 7
Concept #1: Author's Craft and Purpose 7.9A, 7.9B, 7.9C, 7.9D, 7.9E, 7.9F, 7.9G	Due to the Balanced Literacy Instructional Model, the success criteria may appear in multiple concepts but they are only listed once here: <ul style="list-style-type: none"> • Self-select text and read independently • Explain the author's purpose AND message within a text • Analyze how the use of text structure contributes to the author's purpose • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Write responses that demonstrate understanding • Use text evidence to support an appropriate response • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society

<p><u>Concept #2:</u> Inquiry 7.12A, 7.12B, 7.12C, 7.12D, 7.12E, 7.12 H</p> <p>Back to Top of Document</p>	<ul style="list-style-type: none"> • Differentiate between summarizing, paraphrasing, and using direct quotes • Synthesize information from a variety of sources • Display academic citations as instructed • Use source materials ethically • Create questions or use teacher-designed questions to guide inquiry • Revise research plan based on new information or questions • Gather relevant information from multiple sources, including primary or secondary; • Examine sources for credibility, reliability, and bias • Examine sources for faulty reasoning
<p align="center">Unit 8: Independent Writing: Writer's Choice Estimated Date Range: March 22-May 26 (This unit may run concurrently with the Independent Reading unit.)</p>	
<p>Unit Overview:</p> <p>Students have written literary, informational, argumentative, and inquiry texts during the year, focusing on how they make craft decisions based on their purpose for writing and their audience. They have looked at mentor texts for models to emulate in their writing and practiced academic vocabulary in their conversations with peers. They have experienced conferring cycles to develop their independence as writers.</p> <p>In this unit, they have a chance to select a writing project to finish out the year. It needs to be a process piece, in other words, one that will take them through prewriting, drafting, conferring and revising, editing, and a final step of publishing to their classmates. They may conduct an inquiry project if they wish, or perhaps partner with other students to create a media presentation. Teacher approval of all projects is necessary. Students may combine their work in the Independent Reading unit with this writing project as they consider how best to communicate their learning to their peers.</p> <p>At Home Connections</p> <ul style="list-style-type: none"> • At home, students should continue to read independently, reflect on the progress they made this school year, and set goals for their summer reading. • In Unit 8, students have an opportunity to select a writing project to finish out the year. This will be a process piece so they will plan, draft, revise, edit, and publish their writing. Ask your child which writing project they wish to finish and why. Help them develop a plan to monitor their progress in order to stay on track. • Students might choose to publish through a media presentation. Ask your child which method of publication would they prefer and why. The method should appeal to their audience and best communicate their purpose and message for writing. • If students work together to complete the project, ask your child what their responsibilities are to the project. Help them develop a plan to ensure they are contributing to the group's success. 	
<p align="center">Concepts within Unit 8 Link to TEKS</p>	<p align="center">Success Criteria for Unit 8</p>
<p><u>Concept #1:</u> Author's Craft and Purpose 7.9A, 7.9B, 7.9C, 7.9D, 7.9E, 7.9F, 7.9G</p>	<ul style="list-style-type: none"> • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Develop the author's purpose AND message within a text

	<ul style="list-style-type: none"> • 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; • Develop a draft into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> • organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and • developing an engaging idea reflecting depth of thought with specific facts and details; • Revise a draft for: <ul style="list-style-type: none"> o Clarity o Development o Organization o Style o Word choice, AND o Sentence variety • Publish a revised and edited work for appropriate audiences
<p><u>Concept #2:</u> Inquiry 7.12F, 7.12G, 7.12I, 7.12J</p> <p>Back to Top of Document</p>	<ul style="list-style-type: none"> • Differentiate between summarizing, paraphrasing, and using direct quotes • Synthesize information from a variety of sources • Display academic citations as instructed • Use source materials ethically • Create questions or use teacher-designed questions to guide inquiry • Revise research plan based on new information or questions • Gather relevant information from multiple sources, including primary or secondary; • Examine sources for credibility, reliability, and bias • Examine sources for faulty reasoning

Glossary and Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit

Success Criteria: a description of what it looks like to be successful in this concept.

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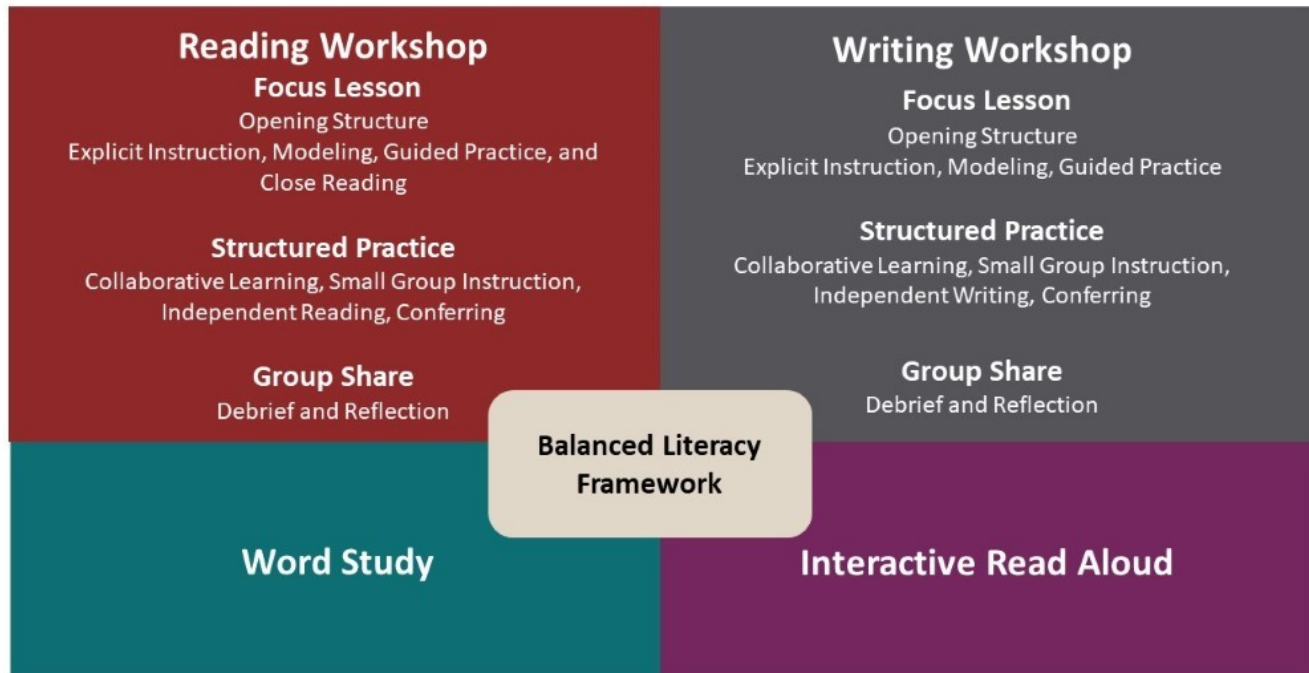
Parent Resources

The following resources provide parents with ideas to support students' literacy development.

Resource	How it supports parent and students
Texas Gateway for 6th Grade	Provides digital lessons to support classroom learner. These lessons are organized by TEKS.
TEKS Guides	Provide additional information to help interpret the concepts and skills identified in the TEKS.
Parent and Afterschool Resources from the National Council of Teachers of English	NCTE is professional organization for English teachers. This clearinghouse provides ideas for parents to support their children outside of school.
Young Adult Library Services Association (YALSA)	YALSA provides annual lists of award winning books for young adult readers
The International Literacy Association (ILA)	ILA provides annual lists of best books for young adult readers and up-to-date research on literacy.
The Texas Library Association (TLA)	TLA provides annual lists of award winning books for young adult readers
Houston Area Independent Schools Library Network	HAISLN provides annual lists of award winning books for young adult readers.
The American Library Association Newbery Honor Books	ALA provides annual lists of award winning books for young adult readers
Coretta Scott King Honors	Newbery is an annual ALA award given to the most distinguished contribution to American Literature for children
Fort Bend County Libraries	Coretta Scott King Book Award is an annual ALA award given to outstanding African-American authors and illustrators of books for children and young adults that demonstrate an appreciation of African-American culture and universal human values.
	FBCL provide digital and print books, online homework help, and databases for research that are free to the public. Users must have a library card (e-card is available).

Instructional Model

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



Adopted Resources

Middle School: <https://www.fortbendisd.com/Page/93918>