

**7th Grade
First Grading Period Unit Overview**

Reading Workshop: Blended Genre Focused on Short Story and Drama

Writing Workshop: Personal Narrative

Unit Purpose: Beginning the year with short story allows students to begin analyzing author’s craft as both readers and writers. This is an excellent time to implement the workshop classroom. Teachers should approach this unit thematically, incorporating additional genres such as poems, drama, and expository texts with related subjects or themes. Blended genre readings allow students to make inferences and connections within and across literary and informational texts.

TEKS Vertical Alignment: Reading

What students know: (6th Grade TEKS)	What students will learn: (7th Grade TEKS)	Looking ahead: (8th Grade TEKS)
Latin, Greek, and other linguistic roots and affixes (2A)	<i>Latin, Greek, and other linguistic roots and affixes (2A)</i>	Latin, Greek, and other linguistic roots and affixes (2A)
Using context clues to determine and clarify word meaning (2B)	<i>Using context to determine and clarify word meanings (2B)</i>	Using context to determine and clarify word meanings (2B)
Dictionary and thesaurus use (2E)	<i>Dictionary and thesaurus use (2E)</i>	Dictionary and thesaurus use (2E)
Infer theme and differentiate it from topic (3A)	<i>Describe multiple themes in a work of fiction (3A)</i>	Analyze literary works with similar themes (3A)
Analyze stylistic elements in traditional and classic literature (3B)	<i>Conventions in myths and epic tales (3B)</i>	Similarities and differences in mythologies (3B)
Compare and contrast historical settings (3C)	<i>Influence of place and time on theme (3C)</i>	The effect of historical and cultural setting on the beliefs and values of characters (3C)
Explain how figurative language contributes to meaning (4A)	<i>Importance of graphical elements in poetry (4A)</i>	The purpose and characteristics of different poetic forms (4A)
Explain the differences between a play and a film based on the same story (5A)	<i>Explain a playwright’s use of dialogue and stage directions (5A)</i>	Analyze how playwrights use dialogue and staging to characterize protagonists and antagonists (5A)
Summarize elements of plot development (6A)	<i>Influence of setting on plot development (6A)</i>	Analyze linear plot development to determine resolution of conflicts (6A)
Author’s use of dialect and voice to develop character (6B)	<i>Development of plot through character responses (6B)</i>	The influence of the central character’s qualities on theme (6B)
Point of view: first person, third person (6C)	<i>Point of view: third person omniscient, third person limited (6C)</i>	Point of view: limited vs. omniscient, subjective vs. objective (6C)
Memoirs and narratives compared to autobiography (7A)	<i>Differences between autobiography and diary and fictional adaptations (7A)</i>	Analyze speeches for use of literary devices and word choice (7A)
Analyze author’s use of stylistic elements and figurative language (8A)	<i>Analyze author’s use of language (8A)</i>	Explain the effect of similes and metaphors (8A)
Make complex inferences and use textual support (Fig19D)	<i>Make complex inferences and use textual support (Fig19D)</i>	Make complex inferences and use textual support (Fig19D)
Summarize, paraphrase, and synthesize texts (Fig19E)	<i>Summarize, paraphrase, and synthesize texts (Fig19E)</i>	Summarize, paraphrase, and synthesize texts (Fig19E)
Make intertextual links among and across texts, including media (Fig19F)	<i>Make intertextual links among and across texts, including media (Fig19F)</i>	Make intertextual links among and across texts, including media (Fig19F)

TEKS Vertical Alignment: Writing

What students know: (6th Grade TEKS)	What students will learn: (7th Grade TEKS)	Looking ahead: (8th Grade TEKS)
How to plan a first draft, including considerations of genre, audience, and meaning (14A)	<i>How to plan a first draft, including considerations of genre, audience, and meaning (14A)</i>	How to plan a first draft, including considerations of genre, audience, and meaning (14A)
Develop drafts by with appropriate organizational strategy to create focus and coherence (14B)	<i>Develop drafts by with appropriate organizational strategy to create focus and coherence (14B)</i>	Develop drafts by with appropriate organizational strategy to create focus and coherence (14B)
How to revise drafts for meaning, style, sentence structure, and organization (14C)	<i>How to revise drafts for meaning, style, sentence structure, and organization (14C)</i>	How to revise drafts for meaning, style, sentence structure, and organization (14C)
How to edit drafts for grammar, mechanics, and spelling (45D)	<i>How to edit drafts for grammar, mechanics, and spelling (14D)</i>	How to edit drafts for grammar, mechanics, and spelling (14D)
Revise final draft and publish for appropriate audiences (14E)	<i>Revise final draft and publish for appropriate audiences (14E)</i>	Revise final draft and publish for appropriate audiences (14E)
Write a personal narrative with a clear focus and communication of importance of or reasons for actions and/or consequences (16A)	<i>Write a personal narrative which communicates the importance of or reasons for actions and/or consequences(16A)</i>	Write a personal narrative with a clear focus and reflections (16A)
Use and understand the function of parts of speech (See 19A for specific list)	<i>Understanding parts of speech in context (see 19A for specific list)</i>	Understanding parts of speech in context (see 19A for specific list)
<i>Using a variety of sentence structures (17C)</i>	<i>Using a variety of sentence structures (19C)</i>	Using a variety of sentence structures (19C)
Use conventions of capitalization (20A)	<i>Use conventions of capitalization (20A)</i>	Use conventions of capitalization (20A)
Use correct punctuation marks (see 21B for detailed list of skills)	<i>Use of punctuation marks (see 20B for specific list)</i>	Use of punctuation marks (see 20B for specific list)
Spell correctly (21A)	<i>Spell correctly (21A)</i>	Spell correctly (21A)