**6th Grade ELA at a Glance ( Revisied 5/2013)**

**1st Nine Weeks**

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| --- | --- | --- |
| **Nine Week Period** | **Unit Name** | **Estimated Time Frame** |
| 1st Nine Weeks  | Reading Workshop: Narrative Structure Across Genres | 9 weeks |
| Writing Workshop: Personal Narrative (TEKS 6.16A/15A) | 9 weeks |

**Demonstrating Proficiency**

What students should know about reading Narrative Genre when they leave 6th grade:

* Latin, Greek, and other linguistic roots and affixes (2A)
* Using context to determine and clarify word meanings (2B)
* Dictionary and thesaurus use (2E)
* Infer theme and differentiate it from topic (3A)
* Analyze stylistic elements in traditional and classic literature (3B)
* Compare and contrast historical settings (3C)
* Explain how figurative language contributes to meaning (4A)
* Summarize elements of plot development (6A)
* Author's use of dialect and voice to develop character (6B)
* Point of view: first person, third person  (6C)
* Memoirs and narratives compared to autobiography (7A)
* Analyze author's use of stylistic elements and figurative language (8A)
* Make complex inferences and use textual support (Fig19D)
* Summarize, paraphrase and synthesize texts (Fig19E)
* Make connections between and across texts, including media (Fig19F)

**Academic Language**

Students should hear you use these terms and understand how they apply to this unit of study.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reading Workshop | Theme | Setting | Plot | Rising Action |
| Turning Point | Climax | Falling Action | Denouement | Dialect |
| Voice | Character | 1st Person Point-of-view | 3rd Person Point-of-View | Purpose for reading |
| Background Knowledge | Inferences | Textual Evidence | Sensory Language | Metaphor |
| Simile | Personification | Hyperbole | Narrative Structure | Genre |

**6th Grade Correlated Units: 1st Nine Weeks**

*Inside: Language, Literacy and Content Level C, Blue (ESL State Adopted Text)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit | Focus on Genre | Focus on Vocabulary | Language &Grammar | Reading Strategies | Writing |
| Functions | Grammar |
| 4 | Elements of Fiction: Plot, Characters, Setting | Word Parts: Base Words, Prefixes, Latin and Greek Roots | Describe People and Places Make ComparisonsDescribe an Event or Experience  | Adjectives and Adverbs | Visualize | Short Story (as Mini lesson/ journal) |
| 7  | Author’s PurposePersuasive Writing | Context Clues: Multiple-Meaning Words,Jargon | Describe Define and ExplainPersuade | PrepositionsPronouns in Prepositional PhrasesParticiples | Make Inferences | Descriptive Essay Persuasive Business Letter  |
| 3 | Narrative Writing | Word Parts:Compound Words, Base Words, Suffixes | Engage in ConversationAsk and Answer QuestionGive Advice | Subject PronounsPronoun UsageHelping Verbs | Make Connections | Narrative in a Friendly LetterPersonal Narrative  |

**7th Grade ELA at a Glance ( Revisied 5/2013)**

**1st Nine Weeks**

|  |  |  |
| --- | --- | --- |
| **Nine Week Period** | **Unit Name** | **Estimated Time** |
|  1st Nine Weeks | Reading Workshop: Narrative Structure Across Genre | 9 weeks |
| Writing Workshop: Personal Narrative (TEKS 7.16A/15A)\* | 9 weeks |

**Reading:**

**Demonstrating** **Proficiency**

**What students should know about reading independently when they exit 7th grade:**

* Latin, Greek, and other linguistic roots and affixes (2A)
* Using context to determine and clarify word meanings (2B)
* Dictionary and thesaurus use (2E)
* Describe multiple themes in a work of fiction (3A)
* Conventions in myths and epic takes (3B)
* Influence of place and time on theme (3C)
* Importance of graphical elements in poetry (4A)
* Influence of setting on plot development (6A)
* Development of plot through character responses (6B)
* Point of view: first person, third person omniscient, third person limited (6C)
* Differences between autobiography and diary and fictional adaptations (7A)
* Analyze author's use of language (8A)
* Make complex inferences and use textual support (Fig19D)
* Summarize, paraphrase, and synthesize texts (Fig19E)
* Make intertextual links among and across texts, including media (Fig19F)

**Academic Language**

Students should hear you use these terms and understand how they apply to this unit of study.

|  |  |  |  |
| --- | --- | --- | --- |
| Theme | Genre | Figurative Language | Characterization |
| Dialect | Narration/ Narrative Structure | Point of View | Inferences and Conclusions |
| Mood | Textual evidence | Literature Circle | Reading Workshop |
| Tone | Author's Purpose | Author's Craft | Summarize |
| Paraphrase | Connections | Chunking text | Background knowledge |

**Writing:**

**Demonstrating Proficiency**

**What students should know about Narrative Writing when they leave seventh grade:**

* How to plan a first draft, including considerations of genre, audience, and meaning (14A)
* How to develop a draft, choosing an appropriate organizational strategy (14B)
* How to revise drafts for meaning, style, sentence structure, and organization (14C)
* How to edit drafts for grammar, mechanics, and spelling (14D)
* How to write a personal narrative with a clearly defined focus (16A)
* How to write a personal narrative which communicates the importance of or reasons for actions and/ or consequences (16A)
* Understanding parts of speech in context (see 19A for specific list)
* Using a variety of sentence structures (19C)
* Use of punctuation marks (see 20B for specific list)

**Academic Language**

Students should hear you use these terms and understand how they apply to this unit of study.

|  |  |  |  |
| --- | --- | --- | --- |
| Prewriting | Drafting | Revising | Editing |
| Publishing | Narration/ Narrative Structure | Mood | Tone |
| Organizational Pattern | Plot | Conflict | Inferences |
| Connotation/ Denotation | Theme | Sensory Details | Conference |

**7th Grade Correlated Units: 1st Nine Weeks**

*Inside: Language, Literacy and Content Level D ,Green (ESL State Adopted Text)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit | Focus on Genre | Focus on Vocabulary | Language &Grammar | Reading Strategies | Writing |
| Functions | Grammar |
| 2 | Elements of Fiction: Plot, Characters, Setting | Relate Words: Word Categories,Synonmys,Antonyms | Engage in ConversationRetell a StoryAsk for and Give Information | Subject PronounsVerb Forms: BeSubject/ Verb Agreement | Monitor Your Reading  | Personal NarractiveShort Story  |
| 6 | Author’s Purpose and Word Choice | Word Origins: Mytholohgy, Roots, Borrowed Words | Summarize Clarify and Veryify Tell an Orginial Sotry | Subject and Predicate NounsPrepositionsSubject and Object Pronouns  | Make Connections  | Summary ParagraphFriendly LetterBusiness Letter |
| 5 | Text Features in Fiction and Nonfiction | Figurative Language:Simile, Metaphor,Personification, Idioms | Make ComparisonsSummarize | Present and Past Tense | Ask Questions | Description Literary Response |

**8th Grade ELA at a Glance ( Revisied 5/2013)**

**1st Nine Weeks**

|  |  |  |
| --- | --- | --- |
| **Nine Week Period** | **Unit Name** | **Estimated Time** |
|  1st Nine Weeks | Reading Workshop: Narrative Structure Across Genres | 9 weeks |
| Writing Workshop: Personal Narrative (TEKS 8.16A/15A)\* |  9 weeks |

**Demonstrating Proficiency**

**What students should know about reading Narrative Genre when they leave 8th grade:**

* Latin, Greek, and other linguistic roots and affixes (2A)
* Using context to determine and clarify word meanings (2B)
* Dictionary and thesaurus use (2E)
* Analyze literary works with similar themes (3A)
* Compare and contrast differences in mythologies from different cultures (3B)
* Effect of historical and cultural settings on characters (3C)
* Characteristics of poetic forms: epic poetry, lyric poetry (4A)
* Linear plot development: conflict, rising action, falling action, resolution, subplot (6A)
* Influence of characters’ qualities on theme and central conflict (6B)
* Point of view: limited, omniscient, subjective, objective (6C)
* Effect of extended metaphors (8A)
* Make complex inferences and use textual support (Fig19D)
* Summarize, paraphrase, and synthesize texts (Fig19E)
* Make intertextual links among and across texts, including media (Fig19F)

**Academic Language**

 Students should hear you use these terms and understand how they apply to this unit of study.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reading Workshop | Theme  | Setting | Plot | Rising Action |
| Conflict  | Climax | Falling Action | Resolution | Summarize |
| Voice | Character | 1st Person Point-of-view | 3rd Person Point-of-View | Purpose for reading |
| Background Knowledge | Inferences | Textual Evidence | Sensory Language | Metaphor |
| Simile | Personification | Hyperbole | Narrative Structure | Genre |

**8th Grade Correlated Units: 1st Nine Weeks**

*Inside: Language, Literacy and Content Level E, Red (ESL State Adopted Text)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit | Focus on Genre | Focus on Vocabulary | Language &Grammar | Reading Strategies | Writing |
| Functions | Grammar |
| 1 | Narrative Writing:Fiction and Nonfiction | Word Parts:Compound Words, Suffixes | Ask and Answer QuestionGive InformationExpress Ideas and Opinions  | Complete SentencesNounsAction Verbs | Plan Your Reading: Preview, Predict , Set a Purpose | ParagraphsPersonal Narrative  |
| 2 | Elements of Fiction: Plot, Characters, Setting | Relate Words: Word Categories,Synonmys,Antonyms | Define and ExplainRetell a StoryEngage in Conversation | Subject PronounsVerb Forms: Be and HaveIndefinitePronouns | Monitor Your Reading  | Summay ParagraphModern Tale  |
| 6 | Author’s Purpose and Word Choice | Figurative Language:Simile, Metaphor,Personification, Idioms, Shades of Meaning | Express OpinionsEngage in DiscussionJustify  | Complete SentencesCompound SentencesComplexSentences | Make Inferences | Character SketchLiterary Response  |