

## 7<sup>th</sup> Grade English Language Arts and AAC Standards-Based Grading Public Overview 2022– 2023

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 7<sup>th</sup> 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 makes 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

7 <sup>th</sup> ELA Standards-Based Grading Competencies	Q1	Q2	Q3	Q4
<b>1 Discussing and Writing about Texts</b> The student uses academic language to discuss and write about a variety of texts in order to develop, share, and deepen understanding.	X	X	X	X
<b>2 Analyzing Genre Characteristics</b> The student analyzes genre-specific characteristics and structures within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts.	X	X	X	X
<b>3 Analyzing Author's Purpose and Craft</b> The student analyzes the author's purpose and craft choices in order to examine their effects on meaning within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts.	X	X	X	X
<b>4 Writing Process and Craft</b> The student uses the writing process to craft literary, informational, argumentative, correspondence, and multimodal texts.	X	X	X	X
<b>5 Inquiry</b> The student engages in both short-term inquiry and sustained research.		X	X	X
<b>Grading Period 1</b> <b>Unit 1: Building a Literacy Community</b> Estimated Date Range: August 10 – August 26 Estimated Time Frame: 13 days Note: Includes 1 day for re-engagement within the unit				
<b>Unit Overview:</b>  This unit is different from the rest of the units in the year. Although this unit is less than two 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 do 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 <a href="#">Link to TEKS</a>	Competencies Assessed during the Concept	Success Criteria for Unit 1
<u>Concept #1:</u> Co-Constructing a Literacy Community 7.1 A, 7.1B, 7.1D, 7.4A	Competency 1	<ul style="list-style-type: none"> <li>• Participate in Student-led discussions</li> <li>• Ask clarifying questions</li> <li>• Respond appropriately</li> <li>• Ask for and receive feedback from others</li> </ul>
<u>Concept #2:</u> Making Meaning of Text 7.2A, 7.2B, 7.2.C, 7.3A, 7.4A, 7.5A, 7.5B, 7.5D, 7.5E, 7.5F, 7.5I, 7.6A, 7.6B, 7.6D, 7.6E, 7.6F, 7.6G, 7.6I	Competency 1	<ul style="list-style-type: none"> <li>• Take notes during discussions</li> <li>• Listen actively to interpret a message</li> <li>• Paraphrase text</li> <li>• Summarize text</li> <li>• Discuss text using relevant text evidence</li> <li>• Describe connections to text to share and deepen understanding</li> <li>• Write responses that demonstrate understanding</li> <li>• Use text evidence to support an appropriate response</li> <li>• Make inferences and use evidence to support understanding</li> </ul>

<p><b>Concept #3: Analyzing Author's Purpose and Craft</b> 7.4A, 7.5E, 7.5F, 7.6A, 7.6B, 7.6C, 7.6D, 7.6G, 9A</p> <p><a href="#">Back to Top of Document</a></p>	<p>Competencies 1 and 3</p>	<ul style="list-style-type: none"> <li>• Explain the author's purpose and message</li> <li>• Write responses that demonstrate understanding</li> <li>• Use text evidence to support an appropriate response</li> <li>• Make inferences and use evidence to support understanding</li> <li>• Describe my strengths and challenges as a reader and writer</li> <li>• Set goals for growth as a reader and a writer for the fall semester</li> <li>• Describe what makes me want to read a book</li> <li>• Self-select a text to read during in and out of class reading</li> <li>• Set goals for weekly reading in and out of class</li> </ul>
<p align="center"><b>Unit 2: Author's Craft: Literary Structures</b> Estimated Date Range: August 29 – September 14 Estimated Time Frame: 31 days (27 days in GP1 and 4 days in GP2) Note: Includes 2 days for Re-engagement within the unit</p>		
<p><b>Unit Overview:</b></p> <p>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 literary as they dive into the writing process. 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.</p> <p>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.</p> <p>Genres in this unit: Readers will analyze literary texts with literary 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 on responding to text. Readers will also 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. expand instruction. Writing and speaking tasks include responding to text, completing a literary process piece, and writing a short literary text such as a poem.</p> <p><b>At Home Connections</b></p> <ul style="list-style-type: none"> <li>• At home, students should continue to read independently, reflect, and adjust reading goals.</li> <li>• 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.</li> <li>• Students continue to read literary texts; ask your child about:             <ul style="list-style-type: none"> <li>○ The characters in the story. Are there characters they can relate to, they like or dislike, and why?</li> </ul> </li> </ul>		

- 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 literary 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?
- Students continue to draft and revise their literary texts; 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 #2 <a href="#">Link to TEKS</a>	Competencies Assessed during the Concept	Success Criteria for Unit 2
<b>Concept #1:</b> Analyzing Character as a Reader and a Writer 7.4A, 7.6B, 7.6G, 7.7A, 7.7B, 7.8A, 7.8C, 7.9A, 7.9E, 7.10A, 7.11A	Competencies 1, 2, 3, and 4	<ul style="list-style-type: none"> <li>• Analyze how the character's qualities influence events and resolution of the conflict</li> <li>• Brainstorm ideas for developing my own literary text</li> <li>• Describe how characters will interact in my own literary text</li> </ul>
<b>Concept #2:</b> Analyzing Setting as a Reader and a Writer 7.4A, 7.6G, 7.7A, 7.7D, 7.8A, 7.10A, 7.11A	Competencies 1, 2, 3, and 4	<ul style="list-style-type: none"> <li>• Analyze how the setting influences character and plot development</li> <li>• Describe the setting in my own literary text</li> <li>• Make connections between the setting and character development in my own literary text</li> </ul>

<p><u>Concept #3:</u> Analyzing Plot as a Reader and a Writer 7.4A, 7.6B, 7.6G, 7.7A, 7.7G, 7.8A, 7.10B (i) and (ii), 7.11A</p>	<p>Competencies 1, 2, 3, and 4</p>	<ul style="list-style-type: none"> <li>Analyze plot elements (including foreshadowing and suspense) and non-linear plot elements to advance the plot</li> <li>Design plot elements for my own literary text</li> </ul>
<p><u>Concept #4:</u> Analyzing Theme as a Reader and a Writer 7.4A, 7.5H, 7.6B, 7.6D, 7.6G, 7.7A, 7.8A, 7.10B (i) and (ii), 7.11A</p>	<p>Competencies 1, 2, 3, and 4</p>	<ul style="list-style-type: none"> <li>Analyze how authors develop themes</li> <li>Draft a literary text that is: <ul style="list-style-type: none"> <li>Focused</li> <li>Coherent</li> <li>Structured</li> </ul> </li> <li>Make connections in my literary text between character development, setting, and plot to support my purpose for writing</li> </ul>
<p><u>Concept #5:</u> Analyzing Language and Theme as a Reader and a Writer 7.4A, 7.5D, 7.6B, 7.6G, 7.7A, 7.8A, 7.8B, 7.9A, 7.9D, 7.9E, 7.9F, 7.10C, 7.10D (ii), (iv), and (v), 7.11A</p>	<p>Competencies 1, 2, 3, and 4</p>	<ul style="list-style-type: none"> <li>Infer multiple themes within or across genres</li> <li>Identify the use of literary devices to achieve a specific purpose</li> <li>Explain the author's purpose <b>AND</b> message within a text</li> <li>Describe how the author's use of figurative language achieves a specific purpose</li> <li>Identify the use of literary devices to achieve a specific purpose (including, omniscient and limited point of view)</li> <li>Analyze how the author's use of language contributes to mood, tone, AND voice</li> </ul>
<p><u>Concept #6:</u> Analyze how my organization and sentence structure communicate my purpose for writing to my audience 7.4A, 7.6B, 7.6G, 7.7A, 7.8A, 7.8B, 7.9A, 7.9B, 7.9C, 7.10C, 7.10D (i), (iii), (vi), (viii), 7.11A</p>	<p>Competencies 1, 2, 3, and 4</p>	<p>Revise literary drafts for:</p> <ul style="list-style-type: none"> <li>Clarity</li> <li>Development</li> <li>Organization</li> <li>Sentence Variety</li> </ul>
<p><u>Concept #7:</u> Editing and Publishing 7.10D, 7.10E, 7.11A</p>	<p>Competencies 1, 2, 3, and 4</p>	<p>Edit drafts using standard English conventions. (Specific editing lessons will be based on student needs as identified through assessment data.)</p>

Ongoing Skills

- Explain the author's purpose **AND** message within a text
- Discuss text using relevant text evidence
- Describe connections to text to share and deepen understanding
- 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

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## Grading Period 2

### Unit 3: Author's Craft: Informational Text and Inquiry

Estimated Date Range: October 17-December 16

Estimated Time Frame: 39 days

Note: Includes 2 days for re-engagement within the unit

#### 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 reader. 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 while continuing to read and connect ideas with literary texts.

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. Students also continue to read literary texts to connect to ideas read in informational texts

#### At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In Unit 3, 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 3, 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 are 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.

Revised as of 2/24/21

### 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 of 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.** **Students read literary and informational texts in order to connect to ideas presented in argumentative texts.**

**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. Students also continue to read literary and informational texts to connect to ideas read in argumentative texts.

### At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In Unit 4, 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 will select a topic they wish to investigate, determining their own position in regard 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 4 <a href="#">Link to TEKS</a>	Competencies Assessed during the Concept	Success Criteria for Unit 4
<b>Concept #1:</b> Analyzing claims and author's purpose as a researcher and writer  7.4A, 7.8E(i), (iii), 7.8F, 7.9A, 7.9F, 7.9G, 7.10A, 7.10B (i), (ii), 7.10C, 7.12A, 7.12C, 7.12D, 7.12H (i)	Competencies 1, 2, 3, 4, and 5	<ul style="list-style-type: none"> <li>• Analyze characteristics and structures of argumentative text such as identifying the claim and identifying the intended audience or reader;</li> <li>• generate student-selected and teacher-guided questions for formal and informal inquiry;</li> <li>• Examine sources for reliability, credibility, and bias; and</li> <li>• Analyze how the author's use of language contributes to mood and voice</li> <li>• Explain the differences between rhetorical devices and logical fallacies</li> </ul>

		<ul style="list-style-type: none"> <li>• Plan 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</li> <li>• Explain the author's purpose and message within a text</li> <li>• Analyze characteristics of multimodal and digital texts</li> <li>• Identify and gather relevant information from a variety of sources</li> <li>• Self-select text and read independently for a sustained period of time</li> </ul>
<p><u>Concept #2:</u> Analyzing how authors connect claim and evidence as a researcher and writer</p> <p>7.4A, 7.8E (i), (iii), 7.8F, 7.9A, 7.9F, 7.9G, 7.10A, 7.10B, 7.10C, 7.12A, 7.12C, 7.12D, 7.12H(i)</p>	Competencies 1, 2, 3, 4, and 5	<ul style="list-style-type: none"> <li>• Analyze characteristics and structures of argumentative texts</li> <li>• Identify and gather relevant information from a variety of sources</li> <li>• Examine sources for reliability, credibility, and bias; and</li> <li>• Compose multi-paragraph argumentative texts using genre characteristics and craft</li> <li>• Analyze how the author's use of language contributes to mood and voice</li> <li>• Explain the differences between rhetorical devices and logical fallacies</li> <li>• Develop drafts into a focused, structured, and coherent piece of writing</li> <li>• Explain the author's purpose and message within a text</li> <li>• Analyze characteristics of multimodal and digital texts</li> <li>• Differentiate between primary and secondary sources;</li> <li>• Differentiate between paraphrasing and plagiarism when using source materials</li> <li>• Display academic citations and use source materials ethically;</li> <li>• Self-select text and read independently for a sustained period of time</li> </ul>
<p><u>Concept 3:</u> Analyzing organizational patterns as a researcher and writer</p> <p>7.9B, 7.11C, 7.6D, 7.6B, 7.6G, 7.6C, 7.12F, 7.9C, 7.9F, 7.10C, 7.12G, 7.12I, 7.11D, 7.4F</p>	Competencies 1, 2, 3, 4, and 5	<ul style="list-style-type: none"> <li>• Analyze how the use of text structure contributes to the author's purpose compose multi-paragraph argumentative texts using genre characteristics and craft</li> <li>• Paraphrase and summarize texts in ways that maintain meaning and logical order</li> <li>• Write responses that demonstrate understanding of texts, including comparing sources within and across genres</li> <li>• Discuss and write about the explicit or implicit meanings of text</li> <li>• Use text evidence to support an appropriate response</li> <li>• Synthesize information from a variety of sources</li> <li>• Analyze the author's use of print and graphic features to achieve a specific purpose</li> <li>• Analyze how the author's use of language contributes to mood and voice</li> <li>• Revise drafts for clarity, development, organization, style, word choice, and sentence variety</li> <li>• Differentiate between paraphrasing and plagiarism when using source materials</li> <li>• Display academic citations and use source materials ethically</li> <li>• Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</li> <li>• Self-select text and read independently for a sustained period of time</li> </ul>

<p><u>Concept 4:</u> Synthesizing sources and making an argument</p> <p>8.5H, 8.6C, 8.11C, 8.12J, 8.12F, 8.10D, 8.10E, 8.1C, 8.6H, 8.11D, 8.4A</p>	<p>Competencies 1, 2, 3, 4, and 5</p> <ul style="list-style-type: none"><li>• Synthesize information to create new understanding</li><li>• Use text evidence to support an appropriate response</li><li>• Compose multi-paragraph argumentative texts using genre characteristics and craft</li><li>• Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</li><li>• Synthesize information from a variety of sources</li><li>• Edit drafts using standard English conventions</li><li>• Publish written work for appropriate audiences</li><li>• Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively</li><li>• Respond orally or in writing with appropriate register, vocabulary, tone, and voice</li><li>• Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</li><li>• Self-select text and read independently for a sustained period of time</li></ul>
<p><u><a href="#">Back to Top of Document</a></u></p>	<ul style="list-style-type: none"><li>• Explains the author’s purpose <b>AND</b> message within a text</li><li>• Discuss text using relevant text evidence</li><li>• Describe connections to text to share and deepen understanding</li><li>• Reflect on and adjust Responses as new evidence is presented</li><li>• Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts</li><li>• Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society</li><li>• Self-select text and read independently</li></ul>

## Grading Period 3

### Unit 5: Author's Craft: Synthesizing Ideas and Independent Reading: Book Clubs

Estimated Date Range: March 6-April 14

Estimated Time Frame: 23 days (5 days in GP3 and 18 days in GP4)

STAAR (April 18-28)

#### 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 reader. 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 are 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 <a href="#">Link to TEKS</a>	Competencies Assessed during the Concept	Success Criteria for Unit 5
<u>Concept #1:</u> Synthesizing Ideas within Genres	Competencies 1, 2, 3, 4, and 5	<ul style="list-style-type: none"> <li>• 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</li> </ul>

7.4A, 7.5H, 7.6B, 7.6C, 7.6D, 7.6G, 7.9A, 7.9B, 7.9C, 7.9D, 7.9E, 7.9F, 7.9G, 7.10C, 7.10D (i), (ii), (iii), (iv), (v), (vi), (vii), (viii), (ix)		<ul style="list-style-type: none"> <li>• Explain the author's purpose <b>AND</b> message within a text</li> <li>• Analyze how the use of text structure contributes to the author's purpose</li> <li>• Describe how the author's use of figurative language achieves a specific purpose</li> <li>• Identify the use of literary devices to achieve a specific purpose (including, subjective and objective point of view)</li> <li>• Analyze how the author's use of language contributes to mood AND voice</li> <li>• Analyze the author's use of print and graphic features to achieve specific purposes</li> </ul>
<b>Concept #2:</b> Synthesizing Ideas across Genres 7.4A, 7.5H, 7.6C, 7.9A, 7.9B, 7.9C, 7.9D, 7.9E, 7.9F, 7.9G, 7.10C, 7.10D (i), (ii), (iii), (iv), (v), (vi), (vii), (viii), (ix)	Competencies 1, 2, 3, 4, and 5	<ul style="list-style-type: none"> <li>• 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"> <li>○ a clear controlling idea or thesis statement</li> <li>○ evidence to support the controlling idea or thesis statement</li> <li>○ organizational pattern that develops the thesis</li> </ul> </li> <li>• Publish a revised and edited work for appropriate audiences</li> </ul>

### Unit 6: Independent Writing: Writer's Choice

Estimated Date Range: April 17-May 25

Note: Includes 2 days for re-engagement within the unit

#### 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 regarding 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 <a href="#">Link to TEKS</a>	Competencies Assessed during the Concept	Success Criteria for Unit 6
<b>Concept #1:</b> Critical thinking about Audience 7.5E, 7.6A, 7.9A, 7.10A, 7.5G, 7.5C, 7.5H, 7.6C, 7.4A	Competencies 1, 2, 3, 4, and 5	<ul style="list-style-type: none"> <li>• Make connections to personal experiences, ideas in other texts, and society</li> <li>• Describe personal connections to a variety of sources, including self-selected texts</li> <li>• Explain the author's purpose and message within a text</li> <li>• Plan 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</li> <li>• Evaluate details read to determine key ideas</li> <li>• Make, correct, or confirm predictions using text features, characteristics of genre, and structures</li> <li>• Synthesize information to create new understanding</li> <li>• Use text evidence to support an appropriate response</li> <li>• Self-select text and read independently</li> <li>• (Students have choice in types of writing, including, but not limited to):               <ul style="list-style-type: none"> <li>• Compose <u>literary texts</u> such as personal narrative, fiction, and poetry using genres characteristics and craft</li> <li>• Compose <u>informational texts</u>, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft</li> <li>• Compose multi-paragraph <u>argumentative texts</u> using genre characteristics and craft</li> <li>• Compose <u>correspondence</u> that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</li> </ul> </li> </ul>
<b>Concept #2:</b> Writing for a Specific Audience 7.9A, 7.10B (i, ii), 7.5H, 7.6D, 7.6I	Competencies 1, 2, 3, 4, and 5	<ul style="list-style-type: none"> <li>• Explain the author's purpose and message within a text</li> <li>• Develop drafts into a focused, structured, and coherent piece of writing by 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;</li> <li>• Synthesize information to create new understanding</li> <li>• Paraphrase and summarize texts in ways that maintain meaning and logical order</li> <li>• Reflect on and adjust responses as new evidence is presented</li> </ul>



		<ul style="list-style-type: none"> <li>Analyze characteristics of multi-modal and digital texts</li> <li>Self-select text and read independently</li> <li>(Students have choice in types of writing, including, but not limited to):             <ul style="list-style-type: none"> <li>Compose <u>literary texts</u> such as personal narrative, fiction, and poetry using genres characteristics and craft</li> <li>Compose <u>informational</u> texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft</li> <li>Compose multi-paragraph <u>argumentative texts</u> using genre characteristics and craft</li> <li>Compose <u>correspondence</u> that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</li> </ul> </li> </ul>
<p><u>Concept #3:</u> Publishing for a Specific Audience 7.1C, 7.6H, 7.10C, 7.10D (i), (ii), (iii), (iv), (v), (vi), (vii), (viii), (ix), 7.10E, 7.12J</p>	Competencies 1, 2, 3, 4, and 5	<ul style="list-style-type: none"> <li>Use an appropriate mode of delivery, whether written, oral, or multimodal to present results</li> <li>Revise drafts for clarity, development, organization, style, word choice, and sentence variety</li> <li>Edit drafts using standard English conventions</li> <li>Publish written work for appropriate audiences</li> <li>Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively</li> <li>Respond orally or in writing with appropriate register, vocabulary, tone, and voice</li> </ul>

## 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

**Competency**—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

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

**Learning Progression**—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student’s current level of understanding of the competencies using the Learning Progressions.

**Proficient**—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

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## Parent Resources

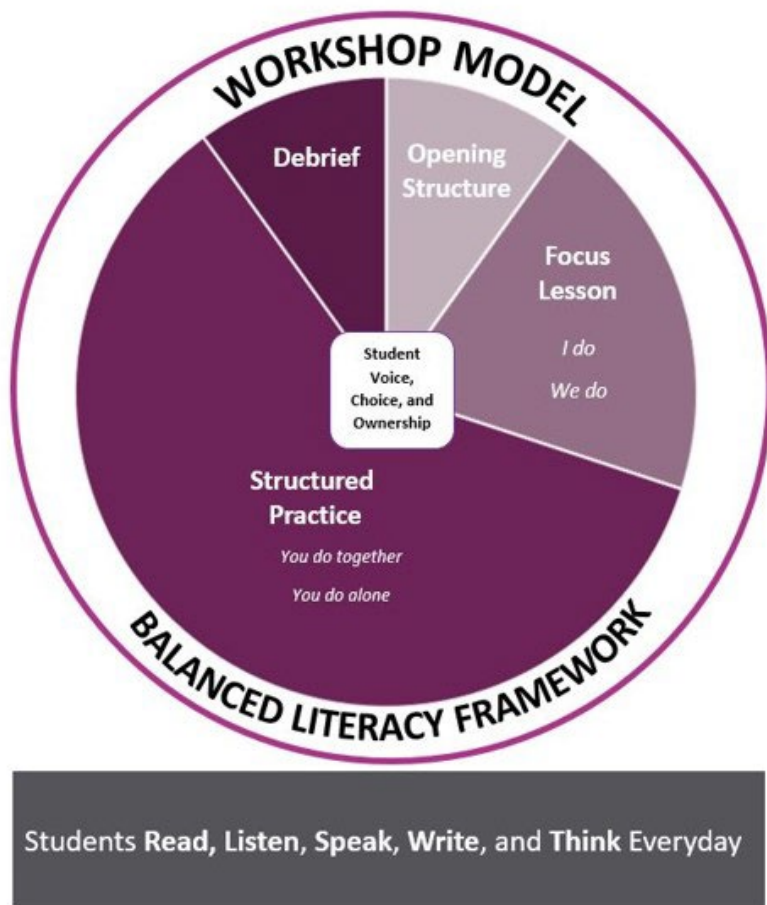
The following resources provide parents with ideas to support students’ literacy development.

Resource	How it supports parent and students
<a href="#">Texas Gateway for 6th Grade</a>	Provides digital lessons to support classroom learner. These lessons are organized by TEKS.
<a href="#">TEKS Guides</a>	Provide additional information to help interpret the concepts and skills identified in the TEKS.
<a href="#">Parent and Afterschool Resources from the National Council of Teachers of English</a>	NCTE is professional organization for English teachers. This clearinghouse provides ideas for parents to support their children outside of school.
<a href="#">Young Adult Library Services Association (YALSA)</a>	YALSA provides annual lists of award-winning books for young adult readers
<a href="#">The International Literacy Association (ILA)</a>	ILA provides annual lists of best books for young adult readers and up-to-date research on literacy.
<a href="#">The Texas Library Association (TLA)</a>	TLA provides annual lists of award-winning books for young adult readers
<a href="#">Houston Area Independent Schools Library Network</a>	HAISLN provides annual lists of award-winning books for young adult readers.
<a href="#">The American Library Association</a>	ALA provides annual lists of award-winning books for young adult readers
<a href="#">Newbery Honor Books</a>	Newbery is an annual ALA award given to the most distinguished contribution to American Literature for children

<a href="#">Coretta Scott King Honors</a>	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.
<a href="#">Fort Bend County Libraries</a>	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>