Clint ISD
7th Grade English Language Arts
Calendar 2019-2020

The process standards are embedded within the guide. The Seidlitz 7 can be found at right, and a table version of this calendar is page 2 for your reference.

This calendar can be used along with the TEKS Resource System (IFD) to plan instruction. Quality instruction aligned with the curriculum at an appropriate level of rigor will ensure that students are successful.

The 3rd and 8th week are short checkpoints (10 items or less) covering only that 3 week window of instructional time. The 9 weeks checkpoint is longer (20 – 40 items); it covers content taught during the full preceding 9 weeks of instructional time. The 3-8-9 Week Checkpoints will include open ended and griddable questions.

The 3rd and 8th weeks assessment can be taken for a daily grade at your discretion. The 9 weeks exam can be counted as a test grade at teacher discretion and data will be pulled at the campus and district level to support instruction. Please see CISD 3-8-9 Week Checkpoint FAQ.

Please note: Not all units have been published by TRS. The guide is subject to change as TRS updates.

The 7 Steps – John Seidlitz

1. Teach students what to say when they don't know what to say

2. Have students speak in complete sentences

3. Randomize & Rotate when calling on students

4. Use total response signals

5. Use visuals and vocabulary strategies that support your objective

6. Have students participate in structured conversations

7. Have students participate in structured reading/writing activities

Content: ELAR

Grade Level: 7

Time Frame	Unit(s)	Test Date
July 29 – Aug 16 (1st-3 Weeks)		**Aug 16**
Aug 19 - Sept 6 (1st-6 Weeks)		**Sept 6**
Sept 9 - Sept 24 (1st-9 Weeks)		**Sept 24/25**
Oct 14 - Oct 30 (2nd-3 Weeks)	Unit 2B	**Oct 30**
Nov 4 - Nov 22 (2nd- 6 weeks)	Unit 2B & Unit 3 * Units overlap on this period	**Nov 22** (Interim Assessment)
Dec 2 - Dec 16 (2nd- 9 weeks)	Unit 3	**Dec 16/17**
Jan 6 - Jan 24 (3rd- 3 weeks)	Unit 4	**Jan 24**
Jan 27 - Feb 13 (3rd- 6 weeks)	Unit 4 Composition	**Feb 13**
Feb 18 - March 3 (3rd- 9 weeks)	Unit 5	**March 3-4** (Interim Assessment)
March 23 - April 9 (4th- 3 weeks)	Unit 5	**April 9**
April 14 - May 1 (4th- 6 weeks)	Unit 5	**May 1**
May 4 - May 28 (4th- 9 weeks)	Unit 6	**May 28/29**

Unit 2B: Literary Analysis & Composition of Drama & Poetry
19-20 G7 ELAR 2ND 3wk
14 Days: October 14- November 5

- Removed one additional days
- Unit 2B will overlap into 6 weeks

TEKS **BOLDED** are crossover standards that may or may not be tested.

Time Frame 2nd 9 Weeks Oct 14- Dec 18	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing? *Reference Writing Blue Print
Unit 2B 3 Weeks Oct 14- Oct 30 (October 30) **Overlaps to 6wk**	• **7.1 A** • **7.1 B** • **7.1 C** • **7.1 D** • **7.2 A** • **7.2 B** • **7.2 C** • **7.3 A** • 7.4 A	• **7.5 A** • **7.5 B** • 7.5 C • **7.5 D** • **7.5 E** • **7.5 F** • **7.5 G** • **7.5 H** • **7.5 I**	• **7.6 A** • **7.6 B** • **7.6 C** • **7.6 D** • 7.6 E • 7.6 F • 7.6 G • **7.6 H**	• **7.7 A** • **7.7 B** • 7.7 C • **7.7 D** • 7.8A Literary Genres • **7.8 B- Poetry** • **7.8 C –Drama**	• **7.9 A** • 7.9 B • **7.9 C** • **7.9 D** • **7.9 E** • **7.9 F**	**7.11 A Compose literary texts** such as ~~personal narratives, fiction, and~~ **poetry** using genre characteristics and craft. • 7.10 A • 7.10 D • 7.10 B • 7.10 Dvii • 7.10 Bi • 7.10 Dviii • 7.10 Bii • 7.10 Diii • 7.10 C • 7.10 E

Unit 2B: Literary Analysis & Composition of Drama & Poetry
19-20 G7 ELAR 2ND 3wk
14 Days: October 14- November 5

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing? *Reference Writing Blue Print
7.1 A Listen actively to interpret a message and ask clarifying questions that build on others' ideas. 7.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems. 7.1 D Engage in meaningful discourse and provide and accept constructive feedback from others. 7.1 C Present a critique of literary work. 7.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. 7.2 B Use context such as contrast or cause and effect to clarify the meaning of words. 7.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. 7.3 A Adjust fluency when reading grade-level text based on the reading purpose. 7.4 A Self-select text and read independently for a sustained period of time.	7.5 A Establish purpose for reading assigned and self-selected texts. 7.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information. 7.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures. 7.5 D Create mental images to deepen understanding. 7.5 E Make connections to personal experiences, ideas in other texts, and society. 7.5 F Make inferences and use evidence to support understanding. 7.5 G Evaluate details read to determine key ideas. 7.5 H Synthesize information to create new understanding. 7.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	7.6 A Describe personal connections to a variety of sources, including self-selected texts. 7.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres. 7.6 C Use text evidence to support an appropriate response. 7.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order. 7.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 7.6 F Respond using newly acquired vocabulary as appropriate. 7.6 G Discuss and write about the explicit or implicit meanings of text. 7.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.	7.7 A Infer multiple themes within and across texts using text evidence. 7.7 B Analyze how characters' qualities influence events and resolution of the conflict. 7.7 C Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot. 7.7 D Analyze how the setting influences character and plot development. 7.8A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction. 7.8 B Analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms. 7.8 C Analyze how playwrights develop characters through dialogue and staging.	7.9 A Explain the author's purpose and message within a text. 7.9 B Analyze how the use of text structure contributes to the author's purpose. 7.9 C Analyze the author's use of print and graphic features to achieve specific purposes. 7.9 D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes. 7.9 E Identify the use of literary devices, including subjective and objective point of view. 7.9 F Analyze how the author's use of language contributes to mood, voice, and tone.	7.11 A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. **7.10 A 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.** **7.10 B Develop drafts into a focused, structured, and coherent piece of writing by:** **7.10 Bi organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and** **7.10 Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples;** **7.10 C Revise drafts for clarity, development, organization, style, word choice, and sentence variety.** **7.10 D Edit drafts using standard English conventions, including:** **7.10 Dvii correct capitalization** **7.10 Dviii punctuation** **7.10 Diii*conjunctive adverbs** **7.10 E Publish written work for appropriate audiences.**

Unit 3: Analyzing and Crafting Informational Texts
19-20 G7 ELAR 2ND 6wk
23 Days: November 6- November 22

* These two units overlap during the 9wk period.

TEKS **BOLDED** are crossover standards that may or may not be tested.

Time Frame 2nd 9 Weeks Oct 14- Dec 18	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research

U2B & U3 **6 Weeks** **Nov 4- Nov 22** (Nov 22) District Interim ***Unit 3 begins on November 6.**	• **7.1 A** • **7.1 B** • **7.1 D** • **7.2 A** • **7.2 B** • **7.2 C** • **7.3 A** • 7.4 A	• **7.5 A** • **7.5 B** • 7.5 C • **7.5 D** • **7.5 E** • **7.5 F** • **7.5 G** • **7.5 H** • **7.5 I**	• **7.6 A** • **7.6 B** • **7.6 C** • **7.6 D** • 7.6 E • 7.6 F • 7.6 G • **7.6 H** • **7.6 I**	• 7.8 D • 7.8 Di • 7.8 Dii • **7.8 Diii**	• **7.9 A** • 7.9 B • **7.9 C**	**7.11(B)** compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft
						 7.10 D
						 • 7.10 A • 7.10 Di
						 • 7.10 B • 7.10 Dii
						 • 7.10 Bi • 7.10 Dix
						 • 7.10 Bii • 7.10 Dvi
						 • 7.10 C • 7.10 Dvii
						   • 7.10 Dviii
						   • 7.10 E	

9 Weeks **Dec 2- Dec 16** (December 16/17) Comprehensive **Note: No composition will be assessed for this CP. Only Revising & Editing.**						**7.11(B)** compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft
						 7.10 D
						 • 7.10 A • 7.10 Di
						 • 7.10 B • 7.10 Dii
						 • 7.10 Bi • 7.10 Dix
						 • 7.10 Bii • 7.10 Dvi
						 • 7.10 C • 7.10 Dvii
						   • 7.10 Dviii
						   • 7.10 E
							• **7.12 A** • **7.12 B** • **7.12 C** • **7.12 D** • 7.12 E • 7.12 F • **7.12 H** • **7.12 Hi**

Unit 3: Analyzing and Crafting Informational Texts
19-20 G7 ELAR 2ND 6wk
23 Days: November 6- November 22

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research
7.1 A Listen actively to interpret a message and ask clarifying questions that build on others' ideas. 7.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems. 7.1 D Engage in meaningful discourse and provide and accept constructive feedback from others. 7.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. 7.2 B Use context such as contrast or cause and effect to clarify the meaning of words. 7.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. 7.3 A Adjust fluency when reading grade-level text based on the reading purpose. 7.4 A Self-select text and read independently for a sustained period of time.	7.5 A Establish purpose for reading assigned and self-selected texts. 7.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information. 7.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures. 7.5 D Create mental images to deepen understanding. 7.5 E Make connections to personal experiences, ideas in other texts, and society. 7.5 F Make inferences and use evidence to support understanding. 7.5 G Evaluate details read to determine key ideas. 7.5 H Synthesize information to create new understanding. 7.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	7.6 A Describe personal connections to a variety of sources, including self-selected texts. 7.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres. 7.6 C Use text evidence to support an appropriate response. 7.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order. 7.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 7.6 F Respond using newly acquired vocabulary as appropriate. 7.6 G Discuss and write about the explicit or implicit meanings of text. 7.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice. 7.6I Reflect on and adjust responses as new evidence is presented.	7.8 D Analyze characteristics and structural elements of informational text, including: 7.8 Di the controlling idea or thesis with supporting evidence. 7..8 Dii features such as references or acknowledgements; and 7.8 Diii organizational patterns that support multiple topics, categories, and subcategories;	7.9 A Explain the author's purpose and message within a text. 7.9 B Analyze how the use of text structure contributes to the author's purpose. 7.9 C Analyze the author's use of print and graphic features to achieve specific purposes.	7.11 B Compose informational texts 7.10 A Plan a first draft. 7.10 B Develop drafts into a focused, structured, and coherent piece of writing by: 7.10 Bi organizing with purposeful structure 7.10 Bii developing an engaging idea 7.10 C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. 7.10 D Edit drafts 7.10 Di complete complex sentences 7.10 Dii verb tenses 7.10 Dix correct spelling 7.10Dvi subordinating conjunctions 7.10 Dvii correct capitalization; 7.10 Dviii punctuation, including commas to set off words, phrases, and clauses, and semicolons; and 7.10 E Publish written work for appropriate audiences.	

Unit 3: Analyzing and Crafting Informational Texts
19-20 G7 ELAR 2ND 9 wk
23 Days: November 6- November 22

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing? *Refer to IFD Specificity	Inquire & Research
					7.11 B Compose informational texts 7.10 A Plan a first draft. 7.10 B Develop drafts into a focused, structured, and coherent piece of writing by: 7.10 Bi organizing with purposeful structure 7.10 Bii developing an engaging idea 7.10 C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. 7.10 D Edit drafts 7.10 Di complete complex sentences 7.10 Dii verb tenses 7.10 Dix correct spelling 7.10Dvi subordinating conjunctions 7.10 Dvii correct capitalization; 7.10 Dviii punctuation, including commas to set off words, phrases, and clauses, and semicolons; and 7.10 E Publish written work for appropriate audiences.	7.12 A Generate student-selected and teacher-guided questions for formal and informal inquiry. 7.12 B Develop and revise a plan 7.12 C Refine the major research question 7.12 D Identify and gather relevant information from a variety of sources. 7.12 E Differentiate between primary and secondary sources 7.12 F Synthesize information from a variety of sources. 7.12 H Examine sources for: 7.12 Hi reliability, credibility, and bias; and

Unit 4: Rhetorical Analysis and Composition of Text
27 Days: January 6- February 13

Unit 5: Making Connections across Genres
27 Days: February 18- March 3

- Unit 4 two additional days added.
- Unit 5 seven days added due to black-outs & testing days

TEKS **BOLDED** are crossover standards that may or may not be tested.

Please Note: This unit has not been published on TRS, therefore; it is subject to change.

Time Frame 3rd 9 Weeks Jan 6- Mar 3	Developing & Sustaining Foundational Skills What thinking do you want students to do with text?	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing? *Reference Writing Blue Print	Inquire & Research
Unit 4 3 Weeks Jan 6- Jan 24 (January 24)	• **7.1 A** • **7.1 B** • **7.1 C** • **7.1 D** • **7.2 A** • **7.2 B** • **7.2 C** • **7.3 A** • 7.4 A	• 7.5 A • 7.5 B • 7.5 C • **7.5 D** • **7.5 E** • **7.5 F** • **7.5 G** • **7.5 H**	• **7.6 A** • **7.6 B** • **7.6 C** • **7.6 D** • 7.6 E • 7.6 F • 7.6 G • **7.6 H** • 7.6I	• 7. 8 E • 7. 8 Ei • 7.8 Eii • 7.8 Eiii • 7.8 F	• **7.9 A** • 7.9 B • **7.9 C** • **7.9 D** • **7.9 F** • **7.9 G**	**7.11 C** • **7.10 A** • **7.10 Diii*** • **7.10 B** • **7.10 Dvi*** • **7.10 Bi** • **7.10 Dvii*** • **7.10 Bii** • **7.10 Dviii*** • **7.10 C** • **7.10 Div** • **7.10 D*** • **7.10 Dv** • **7. 10 Di*** • **7.10 ix** • **7.10 Dii** • **7.10 E** Jan 27-Feb 13 Composition for Unit 4	• **7.12 D** • **7.12 F** • **7.12 G** • **7.12 H** • 7.12 Hi • 7.12 Hii • 7.12 J
Unit 4 6 Weeks Jan 27- Feb 12 (February 13)			Jan 27-Feb 12 Composition for Unit 4			**7.11 C** • **7.10 A** • **7.10 Diii*** • **7.10 B** • **7.10 Dvi*** • **7.10 Bi** • **7.10 Dvii*** • **7.10 Bii** • **7.10 Dviii*** • **7.10 C** • **7.10 Div** • **7.10 D*** • **7.10 Dv** • **7. 10 Di*** • **7.10 ix** • **7.10 Dii** • **7.10 E**	**7.12 D** **7.12 F** **7.12 G** **7.12 H** 7.12 Hi 7.12 Hii **7.12 J**
Unit 5 9 Weeks Feb 18- Mar 2 (March 3-4) Interim Assessment	• **7.1 A** • **7.1 B** • **7.1 D** • **7.2 A** • **7.2 B** • **7.2 C** • **7.3 A** • 7.4 A	• **7.5 A** • 7.5 B • 7.5 C • **7.5 D** • **7.5 E** • **7.5 F** • **7.5 G** • **7.5 H** • **7.5 I**	• **7.6 A** • **7.6 B** • **7.6 C** • **7.6 D** • 7.6 E • 7.6 F • 7.6 G • **7.6 H** • 7.6I	• 7.8 D • 7.8 Di • 7.8 Dii • **7.8 Diii** • 7. 8 E • 7. 8 Ei • 7.8 Eii • 7.8 Eiii • 7.8 F **Analyze Text(s)** *Expository/ Expository	• **7.9 A** • 7.9 B • **7.9 C** • **7.9 D** • 7.9 E • **7.9 F** • **7.9 G**	• **7.10 D*** • **7. 10 Di*** • **7.10 Dii** • **7.10 Diii*** • **7.10 Div** • **7.10D v** • **7.10 Dvi*** • **7.10 Dvii*** • **7.10 Dviii*** • **7.10 ix**	

Suggestion: As you teach the reading portion of the TEKS put an emphasis on 7.10 D Editing (English Convention) such as mechanics, punctuation, spelling, grammar. Use students former essays for revising. **Please note:** more practice on writing essays in the following weeks.

Unit 4: Rhetorical Analysis and Composition of Text
January 6- January 24
19-20 G7 ELAR 3rd 3wk

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing? *Refer to IFD Specificity	Inquire & Research
7.1 A Listen actively to interpret a message and ask clarifying questions that build on others' ideas. 7.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems. 7.1 C Present a critique 7.1 D Engage in meaningful discourse and provide and accept constructive feedback from others. 7.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. 7.2 B Use context such as contrast or cause and effect to clarify the meaning of words. 7.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. 7.3 A Adjust fluency when reading grade-level text based on the reading purpose. 7.4 A Self-select text and read independently for a sustained period of time.	7.5 A Establish purpose for reading assigned and self-selected texts. 7.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information. 7.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures. 7.5 D Create mental images to deepen understanding. 7.5 E Make connections to personal experiences, ideas in other texts, and society. 7.5 F Make inferences and use evidence to support understanding. 7.5 G Evaluate details read to determine key ideas. 7.5 H Synthesize information to create new understanding.	7.6A connections to a variety of sources, including self-selected texts. 7.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres. 7.6 C Use text evidence to support an appropriate response. 7.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order. 7.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 7.6 F Respond using newly acquired vocabulary as appropriate. 7.6 G Discuss and write about the explicit or implicit meanings of text. 7.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice. 7.6I Reflect on and adjust responses as new evidence is presented.	7. 8 E Analyze characteristics and structures of argumentative text 7. 8 Ei identifying the claim 7.8 Eii explaining how the author uses various types of evidence 7.8 Eiii identifying the intended audience or reader 7.8 F Analyze characteristics of multimodal and digital texts	7.9 A Explain the author's purpose and message within a text. 7.9 B Analyze how the use of text structure contributes to the author's purpose. 7.9 C Analyze the author's use of print and graphic features to achieve specific purposes. 7.9 D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes. 7.9 F Analyze how the author's use of language contributes to mood, voice, and tone. 7.9 G Explain the purpose of rhetorical devices	7.11 C 7.10 A Plan a first draft. 7.10 B Develop drafts into a focused, structured, and coherent piece of writing by: 7.10 Bi organizing with purposeful structure 7.10 Bii developing an engaging idea 7.10 C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. 7.10 D Edit drafts 7.10 Di complete complex sentences 7.10 Dii verb tenses 7.10 Diii 7.10Dvi subordinating conjunctions 7.10 Dvii correct capitalization; 7.10 Dviii punctuation, including commas to set off words, phrases, and clauses, and semicolons; and 7.10 Dix correct spelling 7.10 E Publish written work for appropriate audiences.	7.12 A Generate student-selected and teacher-guided questions 7.12 B Develop and revise a plan 7.12 C Refine the major research question 7.12 D Identify and gather relevant information 7.12 E Differentiate between primary and secondary sources 7.12 F Synthesize information 7.12 G Differentiate between paraphrasing and plagiarism 7.12 H Examine sources 7.12 Hi reliability, credibility, and bias 7.12 J Use an appropriate mode of delivery,

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research
					7.11 C 7.10 A Plan a first draft. 7.10 B Develop drafts into a focused, structured, and coherent piece of writing by: 7.10 Bi organizing with purposeful structure 7.10 Bii developing an engaging idea 7.10 C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. 7.10 D Edit drafts 7.10 Di complete complex sentences 7.10 Dii verb tenses 7.10 Diii 7.10 Dvi subordinating conjunctions 7.10 Dvii correct capitalization; 7.10 Dviii punctuation, including commas to set off words, phrases, and clauses, and semicolons; and 7.10 Dix correct spelling 7.10 E Publish written work for appropriate audiences.	7.12 A Generate student-selected and teacher-guided questions 7.12 B Develop and revise a plan 7.12 C Refine the major research question 7.12 D Identify and gather relevant information 7.12 E Differentiate between primary and secondary sources 7.12 F Synthesize information 7.12 G Differentiate between paraphrasing and plagiarism 7.12 H Examine sources 7.12 Hi reliability, credibility, and bias 7.12 J Use an appropriate mode of delivery,

Unit 5: Making Connections across Genres
27 Days: February 18- March 2
19-20 G7 ELAR 3rd 9wk
Please Note: This unit has not been published on TRS, therefore; it is subject to change.

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research
7.1 A Listen actively to interpret a message and ask clarifying questions that build on others' ideas. 7.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems. 7.1 D Engage in meaningful discourse and provide and accept constructive feedback from others. 7.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. 7.2 B Use context such as contrast or cause and effect to clarify the meaning of words. 7.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. 7.3 A Adjust fluency when reading grade-level text based on the reading purpose. 7.4 A Self-select text and read independently for a sustained period of time.	7.5 A Establish purpose for reading assigned and self-selected texts. 7.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information. 7.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures. 7.5 D Create mental images to deepen understanding. 7.5 E Make connections to personal experiences, ideas in other texts, and society. 7.5 F Make inferences and use evidence to support understanding. 7.5 G Evaluate details read to determine key ideas. 7.5 H Synthesize information to create new understanding. 7.5 I Monitor comprehension	7.6 A Describe personal connections to a variety of sources, including self-selected texts. 7.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres. 7.6 C Use text evidence to support an appropriate response. 7.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order. 7.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 7.6 G Discuss and write about the explicit or implicit meanings of text. 7.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice. 7.6I Reflect on and adjust responses as new evidence is presented.	7.8 D Analyze characteristics and structural elements of informational text, including: 7.8 Di the controlling idea or thesis with supporting evidence. 7..8 Dii features such as references or acknowledgements; and 7.8 Diii organizational patterns that support multiple topics, categories, and subcategories; 7. 8 E Analyze characteristics and structures of argumentative text by: 7. 8 Ei identifying the claim; 7.8 Eii explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and 7.8 Eiii identifying the intended audience or reader; and 7.8 F Analyze characteristics of multimodal and digital texts.	7.9 A Explain the author's purpose and message within a text. 7.9 B Analyze how the use of text structure contributes to the author's purpose. 7.9 C Analyze the author's use of print and graphic features to achieve specific purposes. 7.9 D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes. 7.9 E Identify the use of literary devices 7.9 F Analyze how the author's use of language contributes to mood, voice, and tone. 7.9 G Explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	7.10 D Edit drafts 7.10 Di complete complex sentences 7.10 Dii verb tenses 7.10 Diii conjunctive adverbs 7.10Div prepositions & prepositional phrases 7.10 Dv pronoun-antecedent agreement 7.10Dvi subordinating conjunctions 7.10 Dvii correct capitalization; 7.10 Dviii punctuation, including commas to set off words, phrases, and clauses, and semicolons; and 7.10 Dix correct spelling	

Unit 5: Analyzing Texts across Genre
27 Days: February 18- May 1

Please Note: This unit has not been published on TRS, therefore; it is subject to change.

* Unit 5- seven additional days added to unit & extended between 3rd & 4th 9 wks

TEKS **BOLDED** are crossover standards that may or may not be tested.

Time Frame 4th 9 Weeks	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?
Unit 5 3 Weeks Mar 23- Apr 9 (April 9) Mar 23- Mar 27 Continue with focus on editing.	• **7.1 A** • **7.1 B** • **7.1 D** • **7.2 A** • **7.2 B** • **7.2 C** • **7.3 A** • 7.4 A	• **7.5 A** • **7.5 B** • 7.5 C • **7.5 D** • 7.5 E • 7.5 F • 7.5 G • 7.5 H • 7.5 I	• **7.6 A** • **7.6 B** • **7.6 C** • **7.6 D** • 7.6 E • 7.6 F • **7.6 G** • **7.6 H** • **7.6I**	• 7.8 D • 7.8 Di • 7.8 Dii • **7.8 Diii** • 7.8 E • 7.8 Ei • 7.8 Eii • 7.8 Eiii • 7.8 F **Analyze Text(s)** *Expository/ Expository	• **7.9 A** • 7.9 B • **7.9 C** • **7.9 D** • **7.9 E** • **7.9 F** • 7.9 G	• **7.10 D*** • 7. 10 Di* • 7.10 Dii • **7.10 Diii*** • **7.10 Dvi*** • **7.10 Dvii*** • **7.10 Dviii*** • 7.10 ix • **7.10 E**
			March 30- April 3: STAAR BLACKOUT Assessment Window April 6- April 9: Grade 7 STAAR Writing Informational writing during this period and "Black-Out."			
Unit 5 6 Weeks Apr 14- May 1 (May 1)	• **7.1 A** • **7.1 B** • **7.1 D** • **7.2 A** • **7.2 B** • **7.2 C** • **7.3 A** • 7.4 A	• **7.5 A** • **7.5 B** • 7.5 C • **7.5 D** • 7.5 E • 7.5 F • 7.5 G • 7.5 H • 7.5 I	• **7.6 A** • **7.6 B** • **7.6 C** • **7.6 D** • 7.6 E • 7.6 F • **7.6 G** • **7.6 H** • **7.6I**	• 7.7 A Fiction • 7.8 B Poetry • 7.8 D Poetry • 7.8 A Fiction • 7.8 B Poetry • 7.8 D Informational • 7.8 D • 7.8 Di • 7.8 Dii • **7.8 Diii** • 7.8 E Argumentative • 7.8 E • 7.8 Ei • 7.8 Eii • 7.8 Eiii • 7.8 F **Analyze Text(s)** *Expository/ Poetry *Expository/ Expository	• **7.9 A** • 7.9 B • **7.9 C** • **7.9 D** • **7.9 E** • **7.9 F** • 7.9 G	• **7.10 A** • **7.10 B** • **7.10 Bi** • **7.10 Bii** • **7.10 C** • **7.10 D*** • 7. 10 Di* • 7.10 Dii • **7.10 Diii*** • **7.10 Dvi*** • **7.10 Dvii*** • **7.10 E** • **7. 11A** • **7.11 B** • **7.11 C**

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?
7.1 A Listen actively to interpret a message and ask clarifying questions that build on others' ideas. 7.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems. 7.1 D Engage in meaningful discourse and provide and accept constructive feedback from others. 7.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. 7.2 B Use context such as contrast or cause and effect to clarify the meaning of words. 7.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. 7.3 A Adjust fluency when reading grade-level text based on the reading purpose. 7.4 A Self-select text and read independently for a sustained period of time.	7.5 A Establish purpose for reading assigned and self-selected texts. 7.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information. 7.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures. 7.5 D Create mental images to deepen understanding. 7.5 E Make connections to personal experiences, ideas in other texts, and society. 7.5 F Make inferences and use evidence to support understanding. 7.5 G Evaluate details read to determine key ideas. 7.5 H Synthesize information to create new understanding. 7.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	7.6 A Describe personal connections to a variety of sources, including self-selected texts. 7.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres. 7.6 C Use text evidence to support an appropriate response. 7.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order. 7.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 7.6 F Respond using newly acquired vocabulary as appropriate. 7.6 G Discuss and write about the explicit or implicit meanings of text. 7.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice. 7.6I Reflect on and adjust responses as new evidence is presented.	7.7 A Infer multiple themes within and across texts using text evidence. 7.7 B Analyze how characters' qualities influence events and resolution of the conflict. 7.7 C Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot. 7.7 D Analyze how the setting influences character and plot development. 7.8A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction. 7.8 D Analyze characteristics and structural elements of informational text, including: 7.8 Di the controlling idea or thesis with supporting evidence. 7..8 Dii features such as references or acknowledgements; and 7.8 Diii organizational patterns that support multiple topics, categories, and subcategories 7. 8 E Analyze characteristics and structures of argumentative text by: 7. 8 Ei identifying the claim; 7.8 Eii explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and 7.8 Eiii identifying the intended audience or reader; and 7.8 F Analyze characteristics of multimodal and digital texts.	7.9 A Explain the author's purpose and message within a text. 7.9 B Analyze how the use of text structure contributes to the author's purpose. 7.9 C Analyze the author's use of print and graphic features to achieve specific purposes. 7.9 D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes. 7.9 F Analyze how the author's use of language contributes to mood, voice, and tone. 7.9 G Explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	7.10 C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. 7.10 D* Edit drafts using standard English conventions, including: 7. 10 Di*complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 7.10 Dii consistent, appropriate use of verb tenses; 7.10 Diii*conjunctive adverbs; 7.10 Dvi*subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; 7.10 Dvii* correct capitalization; 7.10 Dviii* punctuation, including commas to set off words, phrases, and clauses, and semicolons; and 7.10 ix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and 7.10 E Publish written work for appropriate audiences.

Unit 5: Analyzing Texts across Genre
April 14- May 1
19-20 G7 ELAR 6 week

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?
7.1 A Listen actively to interpret a message and ask clarifying questions that build on others' ideas.	7.5 A Establish purpose for reading assigned and self-selected texts.	7.6 A Describe personal connections to a variety of sources, including self-selected texts.	7.7 A Infer multiple themes within and across texts using text evidence.	7.9 A Explain the author's purpose and message within a text.	7.10 C Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
7.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.	7.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information.	7.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.	7.7 B Analyze how characters' qualities influence events and resolution of the conflict.	7.9 B Analyze how the use of text structure contributes to the author's purpose.	7.10 D* Edit drafts using standard English conventions, including:
7.1 D Engage in meaningful discourse and provide and accept constructive feedback from others.	7.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures.	7.6 C Use text evidence to support an appropriate response.	7.7 C Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot.	7.9 C Analyze the author's use of print and graphic features to achieve specific purposes.	7. 10 Di*complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
7.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.	7.5 D Create mental images to deepen understanding.	7.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.	7.7 D Analyze how the setting influences character and plot development.	7.9 D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.	7.10 Dii consistent, appropriate use of verb tenses; 7.10 Diii*conjunctive adverbs; 7.10 Dvi*subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;
7.2 B Use context such as contrast or cause and effect to clarify the meaning of words.	7.5 E Make connections to personal experiences, ideas in other texts, and society.	7.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	7.8A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction.	7.9 F Analyze how the author's use of language contributes to mood, voice, and tone.	7.10 Dvii* correct capitalization; 7.10 Dviii* punctuation, including commas to set off words, phrases, and clauses, and semicolons; and
7.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	7.5 F Make inferences and use evidence to support understanding.	7.6 F Respond using newly acquired vocabulary as appropriate.	7.8 D Analyze characteristics and structural elements of informational text, including:	7.9 G Explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.	7.10 ix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and
7.3 A Adjust fluency when reading grade-level text based on the reading purpose.	7.5 G Evaluate details read to determine key ideas.	7.6 G Discuss and write about the explicit or implicit meanings of text.	7.8 Di the controlling idea or thesis with supporting evidence.		7.10 E Publish written work for appropriate audiences.
7.4 A Self-select text and read independently for a sustained period of time.	7.5 H Synthesize information to create new understanding.	7.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.	7..8 Dii features such as references or acknowledgements; and		
	7.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	7.6I Reflect on and adjust responses as new evidence is presented.	7.8 Diii organizational patterns that support multiple topics, categories, and subcategories		
			7. 8 E Analyze characteristics and structures of argumentative text by:		
			7. 8 Ei identifying the claim;		
			7.8 Eii explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and		
			7.8 Eiii identifying the intended audience or reader; and		
			7.8 F Analyze characteristics of multimodal and digital texts.		

Unit 6: Synthesis, Creation, and Innovation
13 Days: May 18- June 4

Unit 6: Days omitted for STAAR Black-Out.
TEKS **BOLDED** are crossover standards that may or may not be tested.

Please Note: This unit has not been published on TRS, therefore; it is subject to change.

Time Frame 4th 9 Weeks Mar 23- Jun 4	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research
Unit 6 9 Weeks May 18- June 4 Begin Unit 6: May 18	• **7.1 A** • **7.1 B** • **7.1 D** • **7.2 A** • **7.2 B** • **7.2 C** • **7.3 A** • 7.4 A	• 7.5 A • 7.5 B • 7.5 C • 7.5 D • 7.5 E • 7.5 F • 7.5 G • 7.5 H • 7.5 I	• 7.6 A • 7.6 B • 7.6 C • 7.6 D • 7.6 E • 7.6 G • 7.6 H • 7.6I	• 7.8 D • 7.8 Di • 7.8 Dii • 7.8 Diii • 7.8 E • 7.8 Ei • 7.8 Eii • 7.8 Eiii • 7.8 F	• 7.9 A • 7.9 B • 7.9 C • 7.9 G	• 7.11 B • 7.11 C • 7.11 D • 7.10 A • 7.10 B • 7.10 Bi • 7.10 Bii • 7.10 C • 7.10 D • 7.10 E	• 7.12 A • 7.12 B • 7.12 C • 7.12 D • 7.12 E • 7.12 F • 7.12 G • 7.12 H • 7.12 Hi • 7.12 Hii • 7.12 I

*STAAR Black-Out May 4- May 8

*Grade 6 & 7
Math/ Reading STAAR
Window: May 11- May 15

Unit 6: Synthesis, Creation, and Innovation
12 Days: May 18- June 4
19-20 G7 ELAR 4th 9 week

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research
7.1 A Listen actively to interpret a message and ask clarifying questions that build on others' ideas. 7.1 B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems. 7.1 D Engage in meaningful discourse and provide and accept constructive feedback from others. 7.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. 7.2 B Use context such as contrast or cause and effect to clarify the meaning of words. 7.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent. 7.3 A Adjust fluency when reading grade-level text based on the reading purpose. 7.4 A Self-select text and read independently for a sustained period of time.	7.5 A Establish purpose for reading assigned and self-selected texts. 7.5 B Generate questions about text before, during, and after reading to deepen understanding and gain information. 7.5 C Make and correct or confirm predictions using text features, characteristics of genre, and structures. 7.5 D Create mental images to deepen understanding. 7.5 E Make connections to personal experiences, ideas in other texts, and society. 7.5 F Make inferences and use evidence to support understanding. 7.5 G Evaluate details read to determine key ideas. 7.5 H Synthesize information to create new understanding. 7.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	7.6 A Describe personal connections to a variety of sources, including self-selected texts. 7.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres. 7.6 C Use text evidence to support an appropriate response. 7.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order. 7.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 7.6 F Respond using newly acquired vocabulary as appropriate. 7.6 G Discuss and write about the explicit or implicit meanings of text. 7.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice. 7.6I Reflect on and adjust responses as new evidence is presented.	7.8 D Analyze characteristics and structural elements of informational text, including: 7.8 Di the controlling idea or thesis with supporting evidence. 7..8 Dii features such as references or acknowledgements; and 7.8 Diii organizational patterns that support multiple topics, categories, and subcategories 7. 8 E Analyze characteristics and structures of argumentative text by: 7. 8 Ei identifying the claim; 7.8 Eii explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and 7.8 Eiii identifying the intended audience or reader; and 7.8 F Analyze characteristics of multimodal and digital texts.	7.9 A Explain the author's purpose and message within a text. 7.9 B Analyze how the use of text structure contributes to the author's purpose. 7.9 C Analyze the author's use of print and graphic features to achieve specific purposes. 7.9 G Explain the purpose of rhetorical devices	7.11 A Compose literary text 7.11 B Compose informational text 7.11 C Compose argumentative text 7.10 A Plan a first draft. 7.10 B Develop drafts into a focused, structured, and coherent piece of writing by: 7.10 Bi organizing with purposeful structure 7.10 Bii developing an engaging idea 7.10 C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. 7.10 D Edit drafts 7.10 Di complete complex sentences 7.10 E Publish written work for appropriate audiences.	7.12 A Generate student-selected and teacher-guided questions 7.12 B Develop and revise a plan 7.12 C Refine the major research question 7.12 D Identify and gather relevant information 7.12 E Differentiate between primary and secondary sources 7.12 F Synthesize information 7.12 G Differentiate between paraphrasing and plagiarism 7.12 H Examine sources 7.12 Hi reliability, credibility, and bias 7. 12 I Display academic citations

English Language Arts Planning Document

Mentor Text:		Source:
What genre (and/or sub-genre) describes the mentor text? **Multiple Genres**	What specific genrecharacteristic(s) will you teach with this text? **Multiple Genre TEKS**	
What Thinking do you want students to do with the text? **ComprehensionTEKS**	How do you want students to respond withtheir thinking about the text? **Response TEKS**	
What are some craft moves that the writer used in thetext? **Author's Purpose & Craft TEKS**	Why did the author dospecific things in the text? **Author's Purpose & Craft TEKS**	
How can students use the same craftpurposefully in their writings? **Composition TEKS**		