

## **Draft English Language Arts and Reading, Grade 7**

### **(a) Introduction.**

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and 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.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (4) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the ELPS and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.
- (5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).

(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:

(A) develop vocabulary to:

- (i) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes in a variety of authentic texts;
- (ii) use context and structure within a sentence and in larger sections of text to determine or clarify the meaning of unfamiliar or ambiguous words; and
- (iii) use word reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context; and

(B) develop foundational skills by:

- (i) adjusting fluency when reading grade-level text based on the reading; and
- (ii) reading self-selected texts independently for a sustained period of time in order to develop and refine skills.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:

(A) combine information from the text and the readers schema in order to create a new understanding;

(B) use text features, elements, structure to make and confirm predictions;

(C) generate questions about text to deepen understanding and gain information;

(D) visualize to create sensory images to interpret and analyze text;

(E) search connections to personal experiences, ideas in other texts, and to the larger community;

(F) sort through information read to distinguish what is most important and understand the authors message;

(G) make inferences about text and use textual evidence to support understanding;

(H) summarize, paraphrase, or retell text in ways that maintain meaning and logical order within a text and across text; and

- (1) establish purpose for reading assigned and self-selected text and monitor comprehension, making connections and adjustments when that understanding breaks down;
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:
- (A) explain how texts evoke personal response;
  - (B) respond to texts and provide relevant text evidence using quotations when appropriate; and
  - (C) use a variety of strategies such as annotation, graphic organizers, notetaking, and text coding to note and organize important information in meaningful ways.
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:
- (A) interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;
  - (B) draw conclusions about the speaker's message by considering verbal communication such as word choice and tone and nonverbal cues such as posture, gestures, and facial expressions;
  - (C) analyze a problem to be solved and develop a plan with clear goals and deadlines using multiple strategies to solve the problem; and
  - (D) engage in meaningful inquiry and dialogue and provide and accept constructive feedback from others.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:
- (A) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence;
  - (B) describe conventions in myths and excerpts from epic tales such as extended simile, the quest, the hero's tasks, and circle stories;
  - (C) read and respond to drama analyzing how a playwright develops plot through use of dialogue and stage directions;
  - (D) explain the significance of the setting on plot development;
  - (E) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;

- (F) read, respond to, and write stories with a well developed conflict and resolution, interesting and believable characters, and a range of literary strategies attending to development of plot and setting;
  - (G) describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it;
  - (H) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;
  - (I) distinguish factual claims from commonplace assertions and opinions;
  - (J) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text;
  - (K) analyze the structure of the central argument in contemporary policy speeches such as argument by cause and effect, analogy, and authority and identify the different types of evidence used to support the argument;
  - (L) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts;
  - (M) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and
  - (N) explain the function of the graphical components of a text.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) describe multiple themes in a work of fiction;
  - (B) analyze how place and time influence the theme or message of a literary work;
  - (C) analyze the importance of graphical elements such as capital letters, line length, and word position on the meaning of a poem;
  - (D) explain the influence of the setting on plot development;
  - (E) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;
  - (F) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited;
  - (G) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited;
  - (H) determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood; and

(I) explain the difference between the theme of a literary work and the author's purpose in an expository text.

(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, and interviews, and developing a thesis or controlling idea;

(B) develop drafts by choosing an appropriate organizational strategy such as sequence of events, cause-effect, and compare-contrast and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences a variety of sentence structures; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling;

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences;

(F) write a story that includes an engaging plot and well-developed characters with purposeful use of literary devices, including dialogue that develops the story;

(G) write poetry that conveys a message using poetic techniques such as rhyme scheme, and meter and figurative language such as personification, idioms, and hyperbole;

(H) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences;

(I) write a multi-paragraph essay to convey information about a topic that;

(i) presents effective introductions and concluding paragraphs;

(ii) contains a clearly stated purpose or controlling idea;

(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;

(iv) synthesizes ideas from several sources accurately; and

(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; and

(J) write correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly context;

- (K) produce a multimedia presentation involving text and graphics using available technology.
- (L) establish a clear thesis or position;
- (M) consider and respond to the views of others and anticipate and answer reader concerns and counter-arguments;
- (N) include evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.
- (O) write using a variety of sentence structures such as simple, compound, and complex while using consistent verb tenses, parallel structures, and subject-verb agreement including:
- (i) use prepositions and prepositional phrases and their influence on subject-verb agreement;
  - (ii) use appropriate pronouns for clarity
  - (iii) use subordinating conjunctions such as because and since;
  - (iv) use sentence combining techniques to write with variety; and
  - (v) use transitions for sentence to sentence or paragraph to paragraph coherence; and
- (P) use conventions of capitalization for proper nouns appropriately including abbreviations, initials, acronyms, and organizations;
- (Q) recognize and use punctuation marks correctly including:
- (i) commas in appositive phrases, after transitions, and introductory words, phrases, and clauses;
  - (ii) quotation marks including for dialogue and citation; and
  - (iii) semicolons and colons, when appropriate; and
- (R) differentiate between commonly confused terms such as its, it's, affect, effect; and
- (S) spell correctly, including using various resources to determine and check correct spellings.
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:
- (A) generate research questions, gather and synthesize relevant information from a variety of valid and credible sources to develop a research plan and modify the plan according to findings;

- (B) record bibliographic information such as author, title, page number for all notes and sources according to a standard format;
- (C) differentiate between paraphrasing and plagiarism;
- (D) use elements that demonstrate the reliability and validity of the sources used such as publication date, coverage, language, and point of view and explain why one source is more useful than another;
- (E) draw conclusions and summarize findings;
- (F) present the findings in a meaningful format; and
- (G) follow accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.