



## Mesquite ISD Curriculum Sequence First Semester GT English 7

1 <sup>st</sup> six weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks
<p>Establish campus/classroom instructional routines/procedures, and collect summer reading</p> <p>Narrative Structure :Close read/analyze/respond to “The First Day” Jones</p> <p>Vocabulary development: Latin &amp; Greek Roots: <i>con-</i>, <i>e-</i>, <i>ex-</i>, <i>ef-</i>, <i>per-</i>, <i>sub-</i>, <i>hypo-</i>, <i>se-</i>, <i>para-</i>, <i>tra-</i>, <i>trans-</i>, <i>meta-</i></p> <p>Edit/Proofread: “Why Possum’s Tail is Bare”</p> <p>Literary Text: Myths</p> <ul style="list-style-type: none"> <li>--recognize elements of the myth</li> <li>--close read/analyze/respond: “Echo”</li> <li>--recognize characteristics of epic and hero cycle</li> <li>--close read/analyze/respond: “Prometheus”</li> <li>--close read/analyze/respond: “Orpheus &amp; Eurydice” &amp; “Song of Orpheus”</li> <li>--student groups read/analyze/respond to self-selected myths</li> <li>--create an original myth</li> </ul> <p>Writing Workshop: Personal Narrative (extension):</p> <ul style="list-style-type: none"> <li>--generate ideas/plan: deconstruct the prompt, review the rubric</li> <li>--draft: <ul style="list-style-type: none"> <li>--writing an introduction/conclusion</li> <li>--development of ideas</li> <li>--organization and progression</li> <li>--use of language and conventions <ul style="list-style-type: none"> <li>--use of dialogue and figurative language</li> </ul> </li> </ul> </li> <li>--revise <ul style="list-style-type: none"> <li>--word choice</li> <li>--content, organization/progression, use of language &amp; convention</li> <li>--sentence structure</li> <li>--peer feedback</li> <li>--teacher conferencing</li> </ul> </li> <li>--edit</li> </ul> <p>Timed Writing</p> <p>Six Weeks Test</p>	<p>Vocabulary development: Latin &amp; Greek bases: <i>bon</i>, <i>bene</i>, <i>mal</i>, <i>matr(i)</i>, <i>matern</i>, <i>patr</i>, <i>patern</i>, <i>labor</i>, <i>lud</i>, <i>lus</i>, <i>bell</i>, <i>pac</i>, <i>plac</i>, <i>audi</i>, <i>audit</i>, <i>loqu</i>, <i>locut</i></p> <p>Literary Text: Shakespearean drama (comedy)</p> <ul style="list-style-type: none"> <li>--characteristics of Shakespearean drama &amp; elements of comedy</li> <li>--close read/analyze/respond: <ul style="list-style-type: none"> <li>--Act I – literary elements, characterization, tone, dialogue, Foreshadowing, diction, details, syntax</li> <li>--Act II – soliloquy, personification, aside</li> <li>--Act III – dramatic irony, mood, puns, plot development</li> <li>--Act IV – imagery, comic relief</li> <li>--Act V – theme, irony, characterization</li> </ul> </li> </ul> <p>Writing Workshop: Research</p> <ul style="list-style-type: none"> <li>--formulate research ideas/plan: develop a research proposal (major research question, subsidiary research questions, primary &amp; secondary sources)</li> <li>--gather information: use comprehension skills to locate information &amp; systematically take notes (relevant print &amp; online sources)</li> <li>--draft: <ul style="list-style-type: none"> <li>--working outline—generate a meaningful organization of support for central ideas</li> <li>--synthesize, organize, and present ideas and information</li> <li>--write an introduction and thesis (incorporates a range of perspectives)</li> <li>--development of ideas and supporting text evidence (embed quotes)</li> </ul> </li> <li>--revise/edit <ul style="list-style-type: none"> <li>--content, organization, conventions</li> <li>--thesis statement</li> <li>--peer response</li> <li>--teacher conferencing</li> <li>--self evaluation (rubric)</li> <li>--MLA format</li> </ul> </li> </ul> <p>Timed Writing</p>	<p>Students read a self-selected work: Literature Circle</p> <ul style="list-style-type: none"> <li>--Respond to open ended questions in RTW Journal</li> <li>--theme</li> <li>--point of view</li> </ul> <p>Vocabulary development: Latin &amp; Greek bases: <i>tang</i>, <i>ting</i>, <i>tig</i>, <i>tact</i>, <i>fund</i>, <i>found</i>, <i>fus</i>, <i>cid</i>, <i>cis</i>, <i>tend</i>, <i>tens</i>, <i>tenu</i>, <i>clud</i>, <i>clus</i>, <i>clos</i></p> <p>Writing Workshop: Expository- Synthesis</p> <ul style="list-style-type: none"> <li>--close read/analyze/respond to sources</li> <li>--generate ideas/plan</li> <li>--take a position that defends, challenges, or qualifies a claim</li> <li>--draft: <ul style="list-style-type: none"> <li>--writing an introduction</li> <li>--development of ideas</li> <li>--focus and coherence</li> <li>--writing a conclusion</li> </ul> </li> <li>--revise/edit <ul style="list-style-type: none"> <li>--content, organization, conventions</li> <li>--persuasive techniques &amp; rhetorical devices</li> <li>--sentence structure</li> <li>--peer response</li> <li>--teacher conferencing</li> </ul> </li> </ul> <p>Literary Text: Short Story</p> <ul style="list-style-type: none"> <li>--recognize characteristics of a short story</li> <li>--close read/analyze/respond: “The War of the Wall” (narrative structure, plot, character, theme)</li> <li>--student groups read/analyze/respond to self-selected short story</li> </ul> <p>Timed Writing: “Rikki-tikki-tavi” (short story)</p> <p>Six Weeks Test</p>