

2021-2022 ELAR 7 Year-At-A-Glance

Unit Title	Student Expectations (TEKS)
1st Nine Weeks: August 23 – October 15 Assessment - BOY MAP: September 14 – October 2	
Unit 1: Taking Action	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8A, 8Di, 8Dii, 8Diii, 9B, 9F, 10A, 10Bi, 10BII, 10C, 10Di, 10Dvii, 10Dviii, 10Dvi, 10Div, 11A, 11B
2nd Nine Weeks: October 18 – December 17 Assessment - CBA Testing Window: November 16 - 20, MOY MAP: December 14 - January 15	
Unit 2: Reality Check	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7A, 7B, 7C, 8B, 8Di, 8Dii, 8Diii, 9B, 10A, 10Bi, 10BII, 10C, 10Di, 10Dvii, 10Dviii, 10Dvi, 10Div, 11B
3rd Nine Weeks: January 4 – March 11 Assessment - MOY MAP (continued): December 14 - January 15	
Unit 3: Inspired by Nature	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8B, 8Di, 8Dii, 8Diii, 9D, 9E, 9F, 10Di, 10Diii, 10Dv, 11B
Unit 4: Terror and Wonder of Space	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8B, 8Di, 8Dii, 8Diii, 9D, 9E, 9F, 10Di, 10Diii, 10Dv, 11C
4th Nine Weeks: March 21 – May 26 Assessment - PSBM Window: April 12 – 16, EOY MAP: May 3 - 27 Grade 5 ELAR STAAR – Tuesday, May 11th	
Unit 5: More than a Game	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8C, 8Di, 8Dii, 9A, 9B, 9D, 9F, 10A-D, 11B
Unit 6: Rockin Review	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8Di, 8Diii, 9B-D
Unit 7: Reflection	1 A-D, 10AB, 11B

Literacy Routine standards should be embedded into instruction on a daily basis

[Click here to access state standards for Grade 7 Reading.](#)

Any additional notes:

Ongoing Standards

Self-sustained Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

Grammar

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

Research

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, deliver information in a variety of ways.

2021-2022 ELAR 7 PAP/STEM Year-At-A-Glance

Unit Title	Student Expectations (TEKS)
1st Nine Weeks: August 23 – October 15 Assessment - BOY MAP: September 14 – October 2	
Unit 1: Launching Literacy, Part 1 The Choices We Make	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8A, 8Di, 8Dii, 8Diii, 9B, 9F, 10A, 10Bi, 10BII, 10C, 10Di, 10Dvii, 10Dviii, 10Dvi, 10Div, 11A
Unit 1: Part 2 The Choices We Make	
In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness: *Analyzing literature using the language of literary analysis *Making careful observations of textual detail *Reading widely from fiction and nonfiction *Creating reflective writing *Focusing deliberate attention on the craft of sentence-level writing *Using strategies to revise the content and organization of a text	
2nd Nine Weeks: October 18 – December 17 Assessment - CBA Testing Window: November 16 - 20, MOY MAP: December 14 - January 15	
Unit 2: Part 1 What Influences My Choices?	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7A, 7B, 7C, 8B, 8Di, 8Dii, 8Diii, 9B, 10A, 10Bi, 10BII, 10C, 10Di, 10Dvii, 10Dviii, 10Dvi, 10Div, 11B
Unit 2: Part 2 What Influences My Choices?	
In this unit, students will focus on refining these important skills and knowledge areas for AP. College Readiness *Analyzing the connection between content, purpose, and audience *Analyzing and interpreting samples of good writing *Identifying and explaining an author's use of rhetorical strategies and techniques *Creating and sustaining an argument based on readings, research, and/or personal experience *Focusing deliberate attention on the craft of sentence-level writing	
3rd Nine Weeks: January 4 – March 11 Assessment - MOY MAP (continued): December 14 - January 15	
Unit 3: Choices and Consequences Part 1	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8B, 8Di, 8Dii, 8Diii, 9D, 9E, 9F, 10Di, 10Diii, 10Dv, 11B
Unit 3: Choices and Consequences Part 2	
In this unit, students will focus on refining these important skills and knowledge areas for AP. College Readiness *Synthesizing information from a variety of genres *Evaluating and incorporating referenced sources *Focusing deliberate attention on the craft of sentence-level writing *Analyzing how graphics and visual images relate to and support written texts *Creating and sustaining arguments based on readings, research, and/or personal experience *Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure	
4th Nine Weeks: March 21 – May 26 Assessment - PSBM Window: April 12 – 16, EOY MAP: May 3 - 27 Grade 5 ELAR STAAR – Tuesday, May 11th	
Unit 4 How We Choose to Act Part 1 & 2	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8C, 8Di, 8Dii, 9A, 9B, 9D, 9F, 10A-D, 11B
Unit 5: Rockin Review	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8Di, 8Diii, 9B-D
Unit 6: Reflection	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 9A, 11D
In this unit, students will focus on refining these important skills and knowledge areas for AP. College Readiness *Analyzing literary texts using the language of literary analysis * Making meaning of a wide variety of texts of literary merit *Writing responses to literary texts that discuss the effects of literary elements and using textual evidence to support analysis *Focusing deliberate attention on the craft of sentence-level writing *Writing for a variety of purposes	

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Any additional notes:

Ongoing Standards

Self-sustained Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

Grammar

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

Research

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, deliver information in a variety of ways.

2021-2022 7th Rise ELAR Year-At-A-Glance

Unit Title	Student Expectations
1st Nine Weeks: August 23 – October 15 Assessment - BOY MAP: September 14 – October 2	
Unit 1- Launching Literacy	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8A, 8Di, 8Dii, 8Diii, 9B, 9F, 10A, 10Bi, 10Bii, 10C, 10Di, 10Dvii, 10Dviii, 10Dvi, 10Div, 11A, 11B
Unit 2- Monitoring Comprehension and Activate and Connect	
2nd Nine Weeks: October 18 – December 17 Assessment - CBA Testing Window: November 16 - 20, MOY MAP: December 14 - January 15	
Unit 3- Asking Questions	1A-D, 2A-C, 3, 4, 5A-I, 6 A-J, 7A-C, 8B, 8Di, 8Dii, 8Diii, 9A-C, 9F, 10A-C, 10Dii, 10Dv, 11B
Unit 4- Infer and Visualize	
3rd Nine Weeks: January 4 – March 11 Assessment - MOY MAP (continued): December 14 - January 15	
Unit 4- Infer and Visualize	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8B, 8Di, 8Dii, 8Diii, 9D, 9E, 9F, 10Di, 10Diii, 10Dv, 11B, 11C
Unit 5- Determining Importance	
4th Nine Weeks: March 21 – May 26 Assessment - PSBM Window: April 12 – 16, EOY MAP: May 3 - 27	
Unit 6- Summarize and Synthesize	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8C, 8Di, 8Dii, 9A, 9B, 9D, 9F, 10A-D, 11B
Unit 7- Rockin Review	1A-D, 2A-C, 3, 4, 5A-I, 6A-I, 7B, 7C, 8Di, 8Diii, 9B-D
Unit 8 - Reflection	1A-D, 10A-E, 11AB

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Any additional notes:

Ongoing Standards

Self-sustained Reading

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

Grammar

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

Research

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, deliver information in a variety of ways.