

2023-2024 Grade 7 RLA Year-At-A-Glance

Unit Title	We Write	Student Expectations (TEKS)	Suggested Instructional Days
1st Nine Weeks: August 22 – October 13 Assessments- CBA 1: October 10-13 TAMU Pre-Assessment: September TBD			
Foundations of KAT & WeWrite	Lesson 0-2 Persuasive	1A, 2A, 5F, 5G 6I, 9A, 9B, 8Ei-iii, 10A & Bi-ii, 11C	15 Days
What helps people rise and take action?	Persuasive Lessons 3-5	1A, 1D, 2A 5A, 5C, 5D, 5F, 5G, 6I, 7B, 7C, 7D, 8A, 8Ei-iii, 9A, 9B, 10A, 10Bi-ii, 11C	17 Days
	Persuasive Lessons 6-11	2B, 2C, 5A, 5C, 6C, 6H, 8Di-iii, 9C, 9G, 8Ei-iii, 10A&Bi-ii, 11C	4 Days
2nd Nine Weeks: October 16 – December 15 Assessment- CBA 2: December 11-14			
What helps people rise and take action?	Persuasive Lessons 6-11	2B, 2C, 5A, 5C, 6C, 6H, 8Di-iii, 9C, 9G, 8Ei-iii, 10A&Bi-ii, 11C	14 Days
What Motivates Your Choices?	Informational w/ Source Text Lessons 12-14	1B, 1C, 5A, 5C, 5D, 6C, 6H, 7A-D, 8B, 8C, 8Di-iii, 9C-F, 10A-D, 11B	25 Days
3rd Nine Weeks: January 8 – March 8 Assessments - PSBM: February 6-7 RLA ESSAY SCORING AND CALIBRATION: February 19, TELPAS: February 19-March 29			
How do we live in the moment and look towards the future?	Short and Extended Constructed Response Lessons 15-21	1A, 2C, 5A, 5C, 6B, 6F, 6G, 6I, 8Diii, 8Eiii, 9C, 9G, 10A-D, 11B-D	33 Days
Writing Reflection	Short and Extended Constructed Response	1A, 6G, 10A-D, 11B-D	10 Days
4th Nine Weeks: March 18 – May 25 Assessments - RLA STAAR: 4/16 – 4/17 TAMU Post-Assessment May TBD			
How does performance bring together friends, family, and community?	Short and Extended Constructed Response	2C, 5A, 5B, 5C, 6B, 8B, 9C, 10A-D, 11B	20 Days
	Narrative/Poetry Reflection	1C, 6H, 9A, 10E, 11A	31 Days

Essential Standards: 2B, 5F, 5G, 6C, 6D, 7B, 8Diii, 9B, 9F, 10C, 11B

OnGoing Literacy Routines: 3, 4, 5E, 5H, 5I, 6A, 6E, 8F, 9D, 12

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.