

2025-26 English Language Arts and Reading Year at a Glance

Grade 7

2025 Fall Semester			
ELAR 6-12 Instructional Minutes		Assessment Overview for MS ELAR	
2025-26 NEISD MS ELAR Assessment Calendar			
Unit Title	Unit 1 Building a Culture of Readers and Writers <i>Establishing Routines in Reader's/Writer's Workshop</i>	Unit 2 Analysis and Craft of Informational <i>Focus Genre: Informational</i>	Unit 3 Analysis and Craft of Literary <i>Focus Genre: Literary</i>
Suggested Time	3 weeks (Aug. 11 - Aug. 29) <i>[This includes MAP BoY]</i>	8 weeks (Sept. 2 - Oct. 24)	7 weeks (Oct. 27 - Dec. 19) <i>[This includes MAP MoY]</i>
Understandings	- Reading and writing are reciprocal processes that reinforce one another. - Reading is the act of interpreting written communication in order to deepen our understanding about the world and learn about the thoughts and experiences of others as well as ourselves. - Writing is a recursive process that includes continuous stages essential to crafting focused, coherent, and well-developed writing products. - Writing is the act of using language to communicate our thoughts, the meaning of our experiences, and our understanding of the world.	- Informational texts are meant to provide information and insight without taking a position and are constructed clearly and straightforwardly. - Writers focus the content of informational texts around a controlling idea/thesis and support it with facts, details, and evidence. - Writers make deliberate choices regarding text structure and organization to craft texts for specific purposes, audiences, and contexts. - Researchers establish clear and focused questions to guide their inquiry. - Connections within and across texts are created to apply the knowledge gained to our lives and the world around us.	- Literary texts comprise the genres of literary/narrative nonfiction, fiction, drama, and poetry, and are meant to tell a story or entertain in an aesthetic/artistic way. - Literary elements are a feature of literary texts, and a writer's unique use and development of literary elements contributes to the effect a work has on a reader. - Writers explore universal and timeless themes, dilemmas, and challenges of human existence through literary texts. - Connections within and across texts are created to apply the knowledge gained to our lives and the world around us.
TEKS	Foundations Skills .1A, .1B, .1D .3 .4 Reading .5A, .5B, .5D, .5E, .5I Reading & Writing .6A, .6B, .6D, .6E, .6F Writing .10A .11	Foundations Skills .1D .2A, .2B, .2C .4 Reading .5A, .5B, .5C, .5E, .5F, .5G, .5H, .5I .8Di, .8Dii, .8Diii Reading & Writing .6B, .6C, .6D, .6E, .6F, .6G, .6H .9A, .9B, .9C Writing .10B, .10Bi, .10Bii, .10C, .10D, .10Di, .10Dii, .10Div, .10Dix, .10E .11, .11B	Foundations Skills .1C, .1D .2A, .2B, .2C .4 Reading .5A, .5B, .5C, .5D, .5E, .5F, .5I .7A, .7B, .7C, .7D .8A, .8B, .8C, .8F Reading & Writing .6B, .6C, .6D, .6E, .6F, .6G, .6H .9A, .9D, .9E, .9F .12A, .12B, .12C, .12D, .12E, .12F, .12G, .12I, .12J Writing .10B, .10Bi, .10Bii, .10C, .10D, .10Di, .10Diii, .10Div, .10Dv, .10Dix, .10E .11, .11A

2026 Spring Semester			
Unit Title	Unit 4 Analysis and Craft of Argument <i>Focus Genre: Argument</i>	Unit 5 Synthesis: Making Connections <i>Focus Genres: Multiple Genres & Testing as a Genre</i>	Unit 6 Partnerships in Reading and Writing <i>Focus Genres: Fiction/Non-fiction (Book Clubs)</i>
Suggested Time	7 weeks (Jan. 6 - Feb. 20) [This includes Interim/Benchmark]	6 weeks (Feb. 23 - April 10) [This includes Interim/Benchmark and STAAR]	7 weeks (April 13 - May 29) [This includes MAP EoY]
Understandings	- The effectiveness of an argument depends on the clarity of the claim, the logic of the reasoning, the validity of supporting evidence, and the use of rhetorical devices. - Arguments can be communicated through a variety of methods, including correspondence, depending upon the audience and purpose. - Writers think about purpose and audience when crafting texts. - Connections within and across texts are created to apply the knowledge gained to our lives and the world around us.	- Connections within and across texts are created to apply the knowledge gained to our lives and the world around us. - Readers use details within and/or across texts that can be synthesized to create new meaning. - Reading about a topic in various texts that include different genres can enhance understanding of that topic. - Many writers share influences that impact their choices around content, language, and style. - A writer's unique use of literary elements contributes to the effect a work has on the reader.	- Readers connect with other readers by building a literary community where members choose a common title from a traditional, classical, contemporary, or diverse selection. - Readers discuss and respond to themes and make connections, disagree constructively, and encourage others to participate. - Readers collaborate with others to foster both interdependence and independence in order to explore learner-driven inquiry. - Writers communicate effectively through writing and speaking for a variety of audiences and purposes.
TEKS	Foundations Skills .1D .2A, .2B, .2C .4 Reading .5A, .5B, .5E, .5F, .5G, .5H, .5I .8Ei, .8Eii, .8Eiii Reading & Writing .6B, .6C, .6D, .6E, .6F, .6G, .6H, .6I .9A, .9B, .9C, .9G .12Hi, .12Hii Writing .10B, .10Bi, .10Bii, .10C, .10D, .10Di, .10Dvi, .10Dvii, .10Dviii, .10Dix, .10E .11, .11C, .11D	Foundations Skills .1D .2B .4 Reading .5A, .5B, .5E, .5F, .5G, .5H, .5I .7A .8B, .8C, .8Di, .8Diii Reading & Writing .6B, .6C, .6D, .6E .9A, .9B, .9D, .9F Writing .10B, .10D, .10Di, .10Dii, .10Div, .10Dviii, .10Dix .11	Foundations Skills .1A, .1B, .1C, .1D .2A, .2B, .2C .3 .4 Reading .5A, .5B, .5D, .5E, .5H, .5I .7A, .7B, .7C, .7D .8A, .8Di, .8Dii, .8Diii, .8F Reading & Writing .6A, .6B, .6C, .6D, .6E, .6F, .6G, .6H, .6I .9A, .9B, .9C, .9D, .9E, .9F Writing .10A, .10B, .10Bi, .10Bii, .10C, .10D, .10E .11
Legend:	Purple = Assessed Standards Purple Bold = Power Standards (also Assessed) Green = Literacy Routines that Support Assessed Standards		