MS Eng7/SOL (M0973) Year at a Glance 2025-2026

NORTH EAST
INDEPENDENT SCHOOL DISTRICT
SECONDARY BILINGUAL/ESL

Fall Semester 2025

Unit	Unit 1 — Building a Culture of Readers and Writers — *Establishing Routines in Reader's/Writer's Workshop*	Unit 2 — Analysis and Craft of Informational — *Focus Genre: Informational*	Unit 3 — Analysis and Craft of Literary — *Focus Genre: Literary*
Suggested Time	3 weeks (Aug. 11 - Aug. 29) *[This includes MAP BoY]*	8 weeks (Sept. 2 - Oct. 24)	7 weeks (Oct. 27 - Dec. 19) *[This includes MAP MoY]*

Understandings

Unit 1:
- Reading and writing are reciprocal processes that reinforce one another.
- Reading is the act of interpreting written communication to deepen our understanding of the world and learn about the thoughts and experiences of others as well as ourselves.
- Writing is a recursive process with 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.

Unit 2:
- 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.

Unit 3:
- 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.

ELAR TEKS

Unit 1:

Foundations Skills
.1A, .1B, **.1D**, .3, **.4**

Reading
.5A, **.5B**, .5D, **.5E**, **.5I**

Reading & Writing
.6A, **.6B**, **.6D**, **.6E**, .6F

Writing
.10A, **.11**

Unit 2:

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**

Unit 3:

Foundations Skills
.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

Purple = Assessed Standards

Purple Bold = Power Standards (Assessed)

Green = Literacy Routines that Support Assessed Standards

English Language Proficiency Standards (ELPS)

	Spring Semester 2026		
Unit	[Unit 4](#) **Analysis and Craft of Argument** *Focus Genre: Argument*	[Unit 5](#) **Synthesis: Making Connections** *Focus Genres: Multiple Genres & Testing as a Genre*	**Unit 6** **Partnerships in Reading and Writing** *Focus Genres: Fiction/Non-fiction (Book Clubs)*
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 on 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 traditional, classical, contemporary, or diverse selections. • 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.

ELAR TEKS

Unit 4:

Foundations Skills .1D .2A, .2B, .2C .4	**Reading** .5A, .5B, .5E, .5F, .5G, .5H, .5I .8Ei, .8Eii, .8Eiii, .8F
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

Unit 5:

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, .10Dviii, .10Dix .11

Unit 6:

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, .6G, .6H, .6I .9A, .9B, .9C, .9D, .9E, .9F	**Writing** .10A, .10B, .10Bi, .10Bii, .10C, .10D, .10E .11

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Green = Literacy Routines that Support Assessed Standards
[**English Language Proficiency Standards**](#) **(ELPS)**