

# CFISD 7<sup>th</sup> Grade Course Scope and Sequence (2025–2026)

## ELA Process Standards

The ELA process TEKS will not be listed under separate units. Instead, they will be incorporated into all the units since the application of the language arts process standards are included as a part of each knowledge statement.

## Process TEKS

1 develop oral language through listening, speaking, and discussion

2 use newly acquired vocabulary expressively

3 read grade-level text with fluency and comprehension, adjusting fluency based on reading purpose

4 self-selecting text and reading grade-appropriate texts independently for a sustained period of time

10(A) plan a first draft by selecting a genre appropriate for the particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests

10(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion, and

(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples

10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety

10(D) edit drafts using standard English conventions

10(E) publish written work for appropriate audiences

# First Semester (79 Days)

## Unit 1: More than a Game

### Major Skills

Students will revisit the comprehension skills of asking questions & determining key ideas with practice in self-selected, independent reading. In informational texts, students analyze how authors use a controlling idea, supporting evidence, organizational patterns, and text features to create meaning. They summarize and write short constructed responses to readings. Based on the study of informational texts, students compose a feature article with an emphasis on revision strategies. Students increase understanding of complete sentences, verb tense consistency and agreement, and capitalization through Patterns of Power.

Priority TEKS	Time (days)	DPM Benchmark	Dates
7.5(B) 7.5(G) 7.6(D) 7.8D(i-iii) 7.9(A) 7.9(B) 7.9(C) 7.10(C) 7.11(B) 7.11(D)	41	DPM: Reading & Revision	Aug. 13 – Oct. 9, 2025

## Unit 2: Reality Check

### Major Skills

Students revisit making inferences and synthesizing comprehension skills in self-selected, independent reading. In argumentative texts, students analyze how claim, evidence, consideration of other views, and rhetorical language build an argument. Based on this study of argument, students draft, revise, and edit an argumentative essay in response to reading (ECR). Moving to drama, students analyze how dialogue and staging develops characters and how setting impacts those characters. They critique a drama and present their evaluation. Students increase understanding of compound sentences and conjunctive adverbs.

Priority TEKS	Time (days)	DPM Benchmark	Dates
7.5(F) 7.5(H) 7.8E(i-iii) 7.9(G) 7.7(D) 7.8(C) 7.6(B) 7.11(C)	38	DPM: Reading Argument & Drama	Oct. 15 – Dec. 18, 2025

## Second Semester (92 Days)

### Unit 3: Taking Action

#### Major Skills

Students create mental images and make connections to deepen comprehension. In poetry, students examine the effect rhyme scheme, graphical elements, and figurative language have on meaning. In response to a poem, students craft a multi-paragraph ECR. Moving to fiction, students analyze how authors advance plot through foreshadowing and suspense and use character qualities and setting to influence further events. They summarize and write SCRs. They write a correspondence that reflects an opinion. Students increase understanding of pronouns, and complex sentences.

Priority TEKS	Time (days)	DPM Benchmark	Dates
7.5(D)	41	DPM: Reading Paired	Jan. 6 – March 6, 2026
7.5(E)		Interim Assessment	
7.7(A-D)			
7.8(B)			
7.9(D)			
7.9(F)			
7.6(G)			
7.6(B)			
7.11(B)			

## Unit 4: Change Agent

### Major Skills

Students participate in a multi-genre reading review. They practice various ECR prompts and apply revision and editing skills in multiple choice, SCR, and authentic writing formats. After testing, students revisit strategies for monitoring comprehension with practice in self-selected, independent reading. They engage in a period of sustained inquiry during which they develop a research plan, identify and gather relevant information, synthesize information, and present findings. To close out the year, students compose literary writings including personal narrative, poem, and/or short fiction. Students increase understanding of appositives, apostrophes, correlative conjunctions, and parenthesis.

Priority TEKS	Time (days)	DPM Benchmark	Dates
STAAR Review Readiness TEKS	51	STAAR	March 16 – May 28, 2026
7.5(A)			
7.5(I)			
7.12(A)			
7.12(B)			
7.12(C)			
7.12(D)			
7.12(F)			
7.12(G)			
7.12H(i-ii)			
7.12(I)			
7.12(J)			
7.6(H)			

## Instructional Materials

*HMHCO Into Literature*