

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

## Academic Literacy Lab

**Academic Literacy Lab** is a reading elective course designed to support students in both reading comprehension and analysis skills. Teachers will focus on modeling effective reading strategies so that students are able to apply the strategies while reading independently.

## Reading Elective TEKS

(2) The essential knowledge and skills as well as the student expectations for Reading, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student uses a variety of word recognition strategies. The student is expected to:

(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

(B) use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.

(2) The student acquires vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary by reading, viewing, listening, and discussing;

(B) determine word meaning by using context;

(C) use spelling, prefixes and suffixes, roots, and word origins to understand meanings;

(D) use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations; and

(E) identify analogies, homonyms, synonyms/antonyms, and connotation/denotation.

(3) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:

(A) read silently for a variety of purposes with comprehension for sustained periods of time;

(B) adjust reading rate based on purposes for reading; and

(C) read orally at a rate that enables comprehension.

(4) The student comprehends selections using a variety of strategies. The student is expected to:

(A) use prior knowledge and experience to comprehend;

(B) determine purpose for reading;

(C) self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

(D) summarize texts by identifying main ideas and relevant details;

(E) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with prior experiences and textual evidence;

- (F) analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
  - (G) make connections and find patterns, similarities, and differences across texts;
  - (H) construct visual images based on text descriptions;
  - (I) determine important ideas from texts and oral presentations;
  - (J) manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
  - (K) use questioning to enhance comprehension before, during, and after reading.
- (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to:
- (A) generate relevant, interesting, and researchable questions;
  - (B) locate appropriate print and non-print information using text and technical resources;
  - (C) organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
  - (D) communicate information gained from reading;
  - (E) use compiled information and knowledge to raise additional unanswered questions; and
  - (F) use text organizers such as overviews, headings, and graphic features to locate and categorize information.
- (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
- (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
  - (B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and technical documents; and
  - (C) understand and interpret visual representations.
- (7) The student formulates and supports responses to various types of texts. The student is expected to:
- (A) respond actively to texts in both aesthetic and critical ways;
  - (B) respond to text through discussion, journal writing, performance, and visual representation; and
  - (C) support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.
- (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
- (A) evaluate the credibility of informational sources and their relevance for assigned and self-selected topics;
  - (B) evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone;
  - (C) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
  - (D) recognize modes of reasoning, such as induction and deduction; and
  - (E) recognize logical and illogical arguments in text.
- (9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures. The student is expected to:
- (A) compare text events with personal and other readers' experiences; and
  - (B) recognize and discuss literary themes and connections that cross cultures.

## First Semester (79 Days)

### Unit 1: The Modern Family

#### Foundational Skills

- Reading routine: fluency
- Reading Accountability
- Reading responses

#### Analysis Skills

- Exploring Narrative Text: Character Analysis
- Exploring Narrative Text: Impact of Setting
- Exploring Narrative Text: Plot Elements
- Exploring Narrative Text: Theme
- Exploring Poetry: Beats & Rhymes
- Connecting Multiple Texts: Reading Across Genres

### Unit 2: Wellness

#### Foundational Skills

- Reading routine: monitoring and increasing stamina
- Nonfiction signposts
- Crafting mindful reading responses
- Fluency: Partner Reading

#### Analysis Skills

- Analyzing Digital Images
- Exploring Informational Text: Surprise Me!
- Exploring Informational Text: Author Assumptions
- Exploring Informational Text: Challenge, Change, Confirmation
- Poetry: Structure
- Informational Text: Main Idea and Details
- Summary
- Author's Purpose & Message
- Text Structure
- Figurative Language
- Evaluating Infographics

### Unit 3: Money Matters

#### Foundational Skills

- Crafting mindful reading responses
- Nonfiction signposts

#### Analysis Skills

- Analyzing multimedia
- Evaluating infographics
- Reading a Video

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**Foundational Skills**

- Fluency: Goal Setting
- Monitoring Comprehension

**Analysis Skills**

- Questioning Stance
- Argumentative Texts - Rhetorical Devices
- Argumentative Texts - Audience & Purpose
- Author's Purpose & Message
- Informational Text: Main Idea and Details
- Poetry Analysis
- Connecting Multiple Texts: Reading Across Genres

## Second Semester (92 Days)

### Unit 4: Celebrity Status

**Foundational Skills**

- Reading routine: Notetaking
- Notice & Note signposts review

**Analysis Skills**

- Main Idea Using Note Taking Strategies
- Navigating Biographies
- Historical Fiction - Structure/Elements
- Historical Fiction - Setting Influences Character Values & Beliefs
- Vocabulary: Shades of Meaning
- Vocabulary: Using Context to Decipher Idioms
- Poetry – Imagery
- Connecting Ideas Between Texts
- Connecting Multiple Texts - Reading Across Genres

### Unit 5: Unsolved Mysteries

**Foundational Skills**

- Greek and Latin Roots
- Developing reading responses

**Analysis Skills**

- Using Perspective to Understand Multiple Viewpoints
- Informational Text - Print and Graphic Features
- Seeking Answers to Lingering Questions
- Predictions, Confirmations, Adjustments
- Fiction - How POV Impacts the Story
- Poetry - Mood, Tone, Symbolism

## **Foundational Skills**

## **Analysis Skills**

- Response Skills: Short Answer Response
- Drama - Dialogue and Staging to Develop Characters
- Drama - Elements, Characteristics, and Purpose

## **Unit 6: Testing, Testing**

### **Foundational Skills**

### **Analysis Skills**

- Test strategies
- STAAR Blueprints and Online Tools
- STAAR Reading Vocabulary
- Question Types Part I
- Question Types Part II
- Online Test Taking Skills
- STAAR Game Plan

## **Unit 7: Serial Readers (Book Clubs)**

### **Foundational Skills**

### **Analysis Skills**

- Building stamina
- Tracking understanding
- Repairing misunderstandings
- Getting Started with Book Club Reading
- Notice & Note Signposts in Book Clubs
- Book Discussion 1: Ground Rules and Reading Plans
- Book Discussion 2: The First Chapter
- Keeping Up With Characters
- Book Discussion 3: The Envelope, Please
- Book Discussion 4: Save the Last Word for Me
- Plot development
- Nonfiction connections
- Book Discussion 5: Written Conversations
- Tracking literary elements
- Book Discussion 6: Gallery Walk and Projects
- Closely Reading Across Texts