

Course Overview	In this course, <i>myPerspectives</i> Texas is aligned to the Texas Essential Knowledge and Skills (TEKS). This course is designed to enhance students' abilities in reading, writing, speaking, listening, and thinking. Students will explore a wide range of literary genres, including novels, short stories, poetry, and drama, as well as various informational texts. Students will read, analyze, and evaluate complex multi genre text and media from diverse perspectives in order to develop an understanding and appreciation of how language, in its many forms and functions, connects to them and to the world by exploring topics such as: Unit 1, Crossing Generations; Unit 2: Imagining the Future; Unit 3: Transformations; Unit 4: Learning from Nature; Unit 5: Facing Adversity.
Course Standards	Grade 7, Texas Essential Knowledge and Skills, English Language Arts and Reading
Instructional Materials	SAVVAS <i>myPerspectives</i>

Scope & Sequence

Units & Instructional Days	Assessments & Scanning Deadlines	Standards
Unit 1: Crossing Generations 26 Days	TX_ELA_7thELA_F26_MUE1 Scanning Deadline: September 24, 2026	Strand 1 Foundational Language Skills 7.1B; 7.1D; 7.2A; 7.2B; 7.2C Strand 2 Comprehension 7.5C; 7.5E; 7.5F; 7.5G Strand 3 Response Skills 7.6B; 7.6C; 7.6D; 7.6E; 7.6F; 7.6H Strand 4 Multiple Genres 7.7B; 7.8A; 7.8Di; 7.8.F Strand 5 Author's Purpose & Craft 7.9.F Strand 6 Composition 7.10A; 7.10Bi; 7.10Bii; 7.10C; 7.10Dix; 7.10Dvi; 7.10Dvii; 7.11A Strand 7 Inquiry & Research 7.12.A; 7.12.D; 7.12.F
IA Window: October 26 – 30, 2026 Scanning Deadline: November 5, 2026		
Unit 2: Imagining the Future 27 Days	TX_ELA_7thELA_F26_UE2 Scanning Deadline: November 19, 2026 TX_ELA_7thELA_F26_PBA2 Scanning Deadline: November 19, 2026	Strand 1 Foundational Language Skills 7.1A; 7.1C; 7.1D; 7.2A; 7.2B; 7.2C; 7.3A Strand 2 Comprehension 7.5B; 7.5D; 7.5E; 7.5F Strand 3 Response Skills 7.6A; 7.6B; 7.6C; 7.6D; 7.6E; 7.6F; 7.6G; 7.6I Strand 4 Multiple Genres 7.8B; 7.7Ei; 7.Eii; 7.Eiii; 7.8F Strand 5 Author's Purpose & Craft 7.9A; 7.9B; 7.9D; 7.9F Strand 6 Composition 7.10A; 7.10Bi; 7.10Bii; 7.10C; 7.10Dvi; 7.10Dvii; 7.11B; 7.11C; 7.10E Strand 7 Inquiry & Research 7.12A; 7.12D
Unit 3: Transformation 23 Days	TX_ELA_7thELA_S27_MUE3 Scanning Deadline: December 17, 2026 TX_ELA_7thELA_S27_UE3 Scanning Deadline: January 21, 2027	Strand 1 Foundational Language Skills 7.1A; 7.1D; 7.2A; 7.2C; 7.4A Strand 2 Comprehension 7.5A; 7.5D; 7.5E; 7.5H; 7.5I Strand 3 Response Skills 7.6A; 7.6B; 7.6D; 7.6E; 7.6J

		Strand 4 Multiple Genres 7.7A; 7.7C; 7.8A; 7.8C; 7.8Dii; 7.8.Diii; 7.8F; 7.9G; 7.10Dvi Strand 5 Author's Purpose & Craft 7.9B; 7.9C; 7.9E Strand 6 Composition 7.10A; 7.10Bi; 7.10Bii; 7.10C; 7.10Di; 7.10Div; 7.10Dvii; 7.11A; 7.11C; 7.11D Strand 7 Inquiry & Research 7.12A; 7.12D; 7.12G; 7.12J
IA Window: February 22 – 26, 2027 Scanning Deadline: March 4, 2027		
Unit 5: Facing Adversity 37 Days	TX_ELA_7thELA_S27_MUE5 Scanning Deadline: February 17, 2027 TX_ELA_7thELA_S27_PBA5 Scanning Deadline: March 24, 2027	Strand 1 Foundational Language Skills 7.1A; 7.1C; 7.1D; 7.2A; 7.2C; 7.4A Strand 2 Comprehension 7.5A; 7.5B; 7.5C; 7.5F; 7.5I Strand 3 Response Skills 7.6B; 7.6C; 7.6H Strand 4 Multiple Genres 7.7A; 7.7D; 7.8Di; 7.8Diii; 7.8F Strand 5 Author's Purpose & Craft 7.9A; 7.9F; 7.9G Strand 6 Composition 7.10Bi; 7.10Bii; 7.10Di; 7.10Diii; 7.10Div; 7.10Dvi; 7.10Dvii; 7.10Dix; 7.11B; 7.10E Strand 7 Inquiry & Research 7.12A; 7.12E
STAAR: April 5 – 16, 2027		
Unit 4: Learning From Nature 28 Days	TX_ELA_7thELA_S27_MUE4 Scanning Deadline: May 13, 2027	Strand 1 Foundational Language Skills 7.1A; 7.1B; 7.1D; 7.2A; 7.2C; 7.3A Strand 2 Comprehension 7.5C; 7.5E; 7.5F; 7.5H Strand 3 Response Skills 7.6B; 7.6D; 7.6E; 7.6G; 7.6H; 7.6I Strand 4 Multiple Genres 7.7A; 7.7D; 7.8Di; 7.8Dii; 7.8F Strand 5 Author's Purpose & Craft 7.9D; 7.9E; 7.9F; 7.9G Strand 6 Composition <u>7.10A</u> ; 7.10Bi; 7.10Bii; 7.10Dii; 7.10Dvii; 7.11B; 7.1.D; 7.10E Strand 7 Inquiry & Research 7.12A; 7.12B; 7.12C; 7.12D; 7.12E; 7.12F; 7.12G; 7.12Hi; 7.12Hii; 7.12I; 7.12J

Primary Texts

Unit	
Unit 1: Crossing Generations	<p>Mentor Text</p> <ul style="list-style-type: none"> Personal Narrative: <i>Grounded</i> (640L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> Realistic Short Story: <i>Two Kinds, from the Joy Luck Club</i>, Amy Tan (870L) Feature Article: <i>The Case of the Disappearing Words</i>, Alice Andre-Clark, (1130L) <p>Peer-Group Learning</p> <ul style="list-style-type: none"> Human Interest Story: <i>Tutors Teach Seniors New High-Teach Tricks</i>, Jennifer Ludden (1020L) Memoir: <i>from Mom & Me & Mom</i>, Mayo Angelou (610L) Media, Television Interview: <i>Learning to Love My Mother</i>, Maya Angelou with Michael Maher
Unit 2: Imagining the Future	<p>Mentor Text</p> <ul style="list-style-type: none"> Argument: <i>Leaving Main Street</i> (1060L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> Science-Fiction Fantasy: <i>Dark They Were, and Golden-Eyed</i>, Ray Bradbury (490L) Media, Radio Play: <i>Dark They Were, and Golden-Eyed</i>, Ray Bradbury and Michael McDonough (Producer) <p>Peer-Group Learning</p> <ul style="list-style-type: none"> Lyric Poetry: <i>Science-Fiction Cradlesong First Men on the Moon</i>, C. S. Lewis J. Patrick Lewis (NP) Science-Fiction Adventure: <i>The Last Dog</i>, Katherine Paterson (820L) Persuasive Essay: <i>Mars Can Wait, Oceans Can't</i>, Amitai Etzioni (1400L) Persuasive Essay: <i>from Packing for Mars</i>, Mary Roach (1020L) <p>Independent Learning</p> <ul style="list-style-type: none"> News Article: <i>Future of Space Exploration Could ...</i>, Nola Taylor Redd (1250L) Magazine Article: <i>Danger! This Mission to Mars Could ...</i>, Margie Koerth-Baker (1290L) Interview: <i>Neil deGrasse Tyson on the Future ...</i>, Neil deGrasse Tyson and Keith Wagstaff (930L) Media: Video Biography: <i>Ellen Ochoa: Director, Johnson Space Center</i>, Ellen Ochoa
Unit 3: Transformation	<p>Mentor Text</p> <ul style="list-style-type: none"> Short Story: <i>The Golden Windows</i> (930L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> Drama: <i>A Christmas Carol: Scrooge and Marley, Act I</i>, Israel Horovitz (NP) Drama: <i>A Christmas Carol: Scrooge and Marley, Act II</i>, Israel Horovitz (NP) Novel Excerpt: <i>from A Christmas Carol</i>, Charles Dickens (970L) <p>Peer-Group Learning</p> <ul style="list-style-type: none"> Realistic Short Story: <i>Thank You, M'am</i>, Langston Hughes (800L) Science Journalism: <i>Learning Rewires the Brain</i>, Alison Pearce Stevens (880L) Lyric Poetry: <i>Trying to Name ...</i>, Naomi Shihab Nye (NP) Narrative Poetry: <i>I Myself</i>, Angel Gonzalez (NP) <p>Independent Learning</p> <ul style="list-style-type: none"> Reflective Essay: <i>Little Things are Big</i>, Jesus Colon (1150L) Historical Narrative: <i>The Story of Victor d'Aveyron, Wild Child</i>, Eloise Montalban (980L) Realistic Short Story: <i>A Retrieved Reformation</i>, O. Henry (850L) Fable: <i>The Grandfather and His Little Grandson</i>: Lee Tolstoy (870L)
Unit 5: Facing Adversity	<p>Mentor Text</p> <ul style="list-style-type: none"> Informational Text: <i>Against the Odds</i>, (800L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> Historical Writing: <i>Black Sunday: The Storm That Gave Us the Dust Bowl</i>, Erin Blakemore (1060L) Historical Fiction: <i>from The Grapes of Wrath</i>, John Steinbeck (600L) Sports Profile: <i>High School Teammates Carry On</i>, Tom Rinaldi (850L) <p>Peer-Group Learning</p> <ul style="list-style-type: none"> Realistic Short Story: <i>The Circuit</i>, Francisco Jimenez (730L) Interview: <i>How This Son of Migrant Farm Workers Became an Astronaut</i>, Jose Hernandez and Octavio Blanco (860L)

	<ul style="list-style-type: none"> Oral History: <i>A Work in Progress</i>, Aimee Mullins (930L) Autobiography: <i>from The Story of My Life</i>, Helen Keller (970L) <p>Independent Learning</p> <ul style="list-style-type: none"> Lyric Poetry: <i>Four Skinny Trees from The House on Mango Street</i>, Sandra Cisneros (NP) Journalism: <i>The Girl Who Fell From the Sky</i>, Julianne Koepcke (790L) Biography: <i>Profile: Malala Yousafzai</i>, BBC Memoir: <i>from Facing the Lion: Growing up Maasai...</i>, Joseph Lemasolai Lekuton (800L) Short Story: <i>Rikki-tikki-tavi</i>, Rudyard Kipling (1010L)
Unit 4: Learning From Nature	<p>Mentor Text</p> <ul style="list-style-type: none"> Informational Text: <i>Rethinking the Wild</i>, (960L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> Descriptive Essay: <i>from Silent Spring</i>, Rachel Carson (1080L) Myth: <i>How Grandmother Spider Stole the Sun</i>, Michael J. Caduto and Joseph Bruchac (600L) Myth: <i>How Music Came to the World</i>, Dianne De Las Casas (830L) <p>Peer-Group Learning</p> <ul style="list-style-type: none"> Lyric Poetry: <i>Turtle Watchers</i>, Linda Hogan (NP) Lyric Poetry: <i>Jaguar</i>, Francisco X. Alarcon (NP) Lyric Poetry: <i>The Sparrow</i>, Paul Laurence Dunbar (NP) Media, Photo Gallery: <i>Urban Farming is Growing a Green Future</i>, Hillary Schwei Science Feature: <i>Creature Comforts: Three Biology-Based Tips for Builders</i>, Mary Beth Cox (840L) Magical Realism: <i>He-y, Come On Ou-t!</i>, Shinichi Hoshi, translated by Stanleigh Jones (870L)

TEKS Alignment

Instruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28.

Instructional Materials

Primary Texts (if applicable)

Supplemental instructional materials may be used to support instruction. Supplemental materials do not replace board-approved core instructional materials.

Additional information regarding instructional programs, assessments, and parent access to instructional materials is available on the district website.

Instructional Expectations

Instruction is delivered using board-approved instructional materials and aligned to the scope and sequence outlined above. Teachers are expected to ensure all required standards are taught within the course timeframe.

Assessment Overview

Student learning is monitored through formative and summative assessments aligned to course standards. Assessment results are used to inform instruction and student supports. Students participate in required state assessments when applicable.