<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Unit 1: Foundations of Reading and Writing | 23 45 min. Master Course Lessons | **Foundational Knowledge**  
ELA.7.1.A Listen actively to interpret a message and ask clarifying questions that build on others’ ideas.  
ELA.7.2.B Use context such as contrast or cause and effect to clarify the meaning of words.  
ELA.7.3.A Adjust fluency when reading grade-level text based on the reading purpose.  
ELA.7.4.A Self-select text and read independently for a sustained period of time. |
| Essential Question:  
How do we treat others and ourselves? | Labor Day Sept. 2 | **Comprehension Skills**  
ELA.7.5.A Establish purpose for reading assigned and self-selected texts.  
ELA.7.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information.  
ELA.7.5.C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.  
ELA.7.5.D Create mental images to deepen understanding.  
ELA.7.5.E Make connections to personal experiences, ideas in other texts, and society.  
ELA.7.5.F Make inferences and use evidence to support understanding.  
ELA.7.5.G Evaluate details read to determine key ideas.  
ELA.7.5.H Synthesize information to create new understanding.  
ELA.7.5.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. |
| | Early Dismissal Sept. 27 | **Response Skills**  
ELA.7.6.A Describe personal connections to a variety of sources, including self-selected texts.  
ELA.7.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.  
ELA.7.6.C Use text evidence to support an appropriate response.  
ELA.7.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.  
ELA.7.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  
ELA.7.6.G Discuss and write about the explicit or implicit meanings of text.  
ELA.7.6.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice. |
| | | **Multiple Genres**  
ELA.7.7.A Infer multiple themes within and across texts using text evidence.  
ELA.7.7.D Analyze how the setting influences character and plot development.  
ELA.7.8.A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories. |

Unit 1 establishes the practices and routines of a reading and writing workshop. Students examine a variety of texts while building their knowledge of the reading process and reading comprehension strategies. Students will be given time and support to read texts of their choice.

In the writing workshop, students begin drafting personal narratives, focusing on the development of ideas.

ESL students have an opportunity to engage in a variety of modeled lessons, structured conversations, and scaffolded learning experiences in order to practice listening, speaking, reading, and writing in English.
## Cycle 1

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author's Purpose and Craft</strong></td>
<td>The English Language Proficiency Standards (ELPS) for each lesson are found on the individual lesson plan page.</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.7.9.A</strong> Explain the author's purpose and message within a text.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.7.9.D</strong> Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.7.9.E</strong> Identify the use of literary devices, including subjective and objective point of view.</td>
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</tr>
<tr>
<td><strong>ELA.7.9.F</strong> Analyze how the author's use of language contributes to the mood, voice, and tone.</td>
<td></td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>Develop drafts into a focused, structured, and coherent piece of writing.</td>
</tr>
<tr>
<td><strong>ELA.7.10.B</strong> Develop an engaging idea reflecting depth of thought with specific facts, details, and examples.</td>
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</tr>
<tr>
<td><strong>ELA.7.10.C</strong> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</td>
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</tr>
<tr>
<td><strong>ELA.7.10.D.ii</strong> Edit drafts using standard English conventions, including for consistent, appropriate use of verb tenses.</td>
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<tr>
<td><strong>ELA.7.10.D.v</strong> Edit drafts using standard English conventions, including for pronoun-antecedent agreement.</td>
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</tr>
<tr>
<td><strong>ELA.7.10.D.vii</strong> Edit drafts using standard English conventions, including correct capitalization.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.7.11.A</strong> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</td>
<td></td>
</tr>
<tr>
<td><strong>Inquiry and Research</strong></td>
<td>Generate student-selected and teacher-guided questions for formal and informal inquiry.</td>
</tr>
</tbody>
</table>
**Cycle 2**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: A Study of Expository, Informational, &amp; Procedural Texts</td>
<td>19 45 min. Master Course Lessons</td>
<td>24 Days</td>
</tr>
<tr>
<td>Unit 2: A Study of Expository, Informational, &amp; Procedural Texts</td>
<td>Fall Holiday (students only) Oct. 9</td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
</tr>
<tr>
<td>Unit 2: A Study of Expository, Informational, &amp; Procedural Texts</td>
<td>Early Dismissals Oct. 18 Nov. 8</td>
<td>The English Language Proficiency Standards (ELPS) for each lesson are found on the individual lesson plan page.</td>
</tr>
</tbody>
</table>

**Unit 2: A Study of Expository, Informational, & Procedural Texts**

**Essential Question:** How can reading help us understand ourselves and the world?

Unit 2 explores expository, informational, and procedural texts. Through interactive read alouds and modeled lessons, students will continue to build their comprehension skills and examine author’s purpose and how authors communicate their messages through the use of details, facts, text features, and organizational patterns. Students will continue to read books of their choice during independent reading.

In the writing workshop students will apply their understanding of expository texts to draft, edit, and revise expository essays.

ESL scaffolds such as pictures, audio supports, graphic organizers, language practice, and sentence stems have been included in order to increase comprehensible input and help provide.

**Foundational Knowledge**

ELA.7.1A Listen actively to interpret a message and ask clarifying questions that build on others’ ideas.

ELA.7.1D Engage in meaningful discourse and provide and accept constructive feedback from others.

ELA.7.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

ELA.7.2B Use context such as contrast or cause and effect to clarify the meaning of words.

ELA.7.2C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.

ELA.7.4A Self-select text and read independently for a sustained period of time.

**Comprehension Skills**

ELA.7.5B Generate questions about text before, during, and after reading to deepen understanding and gain information.

ELA.7.5E Make connections to personal experiences, ideas in other texts, and society.

ELA.7.5F Make inferences and use evidence to support understanding.

ELA.7.5G Evaluate details read to determine key ideas.

ELA.7.5I Monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down.

**Response Skills**

ELA.7.6B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.

ELA.7.6C Use text evidence to support an appropriate response.

ELA.7.6D Paraphrase and summarize texts in ways that maintain meaning and logical order.

ELA.7.6E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

ELA.7.6F Respond using newly acquired vocabulary as appropriate.

ELA.7.6G Discuss and write about the explicit or implicit meanings of text.

**Multiple Genres**

ELA.7.8.D.i Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.

ELA.7.8.Dii Analyze characteristics and structural elements of informational text, including features such as references or acknowledgements.

ELA.7.8.Diii Analyze characteristics and structural elements of informational text, including organizational patterns that support multiple topics, categories, and subcategories.
Cycle 2  
Oct. 7 - Nov. 8, 2019  
24 Days

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong> The <a href="#">English Language Proficiency Standards (ELPS)</a> for each lesson are found on the individual lesson plan page.</td>
</tr>
</tbody>
</table>

opportunities for students to engage in listening, speaking, reading, and writing in English.

Author’s Purpose and Craft
- **ELA.7.9.A** Explain the author’s purpose and message within a text.
- **ELA.7.9.B** Analyze how the use of text structure contributes to the author’s purpose.
- **ELA.7.9.C** Analyze the author’s use of print and graphic features to achieve specific purposes.
- **ELA.7.9.E** Identify the use of literary devices, including subjective and objective point of view.
- **ELA.7.9.F** Analyze how the author's use of language contributes to mood, voice, and tone.
- **ELA.7.9.G** Explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.

Composition
- **ELA.7.10.B** Develop drafts into a focused, structured, and coherent piece of writing.
- **ELA.7.10.B.i** Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
- **ELA.7.10.B.ii** Developing an engaging idea reflecting depth of thought with specific facts, details, and examples.
- **ELA.7.10.C** Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
- **ELA.7.10.D.i** Edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
- **ELA.7.10.D.viii** Edit drafts using standard English conventions, including punctuation, including commas to set off words, phrases, and clauses, and semicolons.
- **ELA.7.10.E** Publish written work for appropriate audiences.
- **ELA.7.11.B** Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.

Inquiry and Research
- **ELA.7.12.D** Identify and gather relevant information from a variety of sources.
- **ELA.7.12.F** Synthesize information from a variety of sources.
- **ELA.7.12.G** Differentiate between paraphrasing and plagiarism when using source materials.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Unit 3: A Study of Fiction | 19 Lessons (45 min. each) | Foundational Knowledge  
ELA.7.1.C Present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.  
ELA.7.1.D Engage in meaningful discourse and provide and accept constructive feedback from others.  
ELA.7.2.B Use context such as contrast or cause and effect to clarify the meaning of words.  
ELA.7.4.A Self-select text and read independently for a sustained period of time.  |
|   | Thanksgiving Break Nov. 25-29 | Comprehension Skills  
ELA.7.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information.  
ELA.7.5.C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.  
ELA.7.5.D Create mental images to deepen understanding.  
ELA.7.5.E Make connections to personal experiences, ideas in other texts, and society.  
ELA.7.5.F Make inferences and use evidence to support understanding.  
ELA.7.5.H Synthesize information to create new understanding.  
ELA.7.5.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.  |
|   | Teacher Preparation Day (No Students) Dec. 20 | Response Skills  
ELA.7.6.A Describe personal connections to a variety of sources, including self-selected texts.  
ELA.7.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.  
ELA.7.6.C Use text evidence to support an appropriate response.  
ELA.7.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.  
ELA.7.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  
ELA.7.6.G Discuss and write about the explicit or implicit meanings of text.  
ELA.7.6.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.  |
|   | Winter Break Dec. 23 - Jan. 3 | Multiple Genres  
ELA.7.7.A Infer multiple themes within and across texts using text evidence.  
ELA.7.7.B Analyze how characters' qualities influence events and resolution of the conflict.  
ELA.7.7.C Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot.  
ELA.7.7.D Analyze how the setting influences character and plot development.  
ELA.7.8.A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction.  |
## 2019-2020 Scope and Sequence
### English as a Second Language – Grade 7

<table>
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<tr>
<th>Cycle 3</th>
<th>Lessons</th>
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<tbody>
<tr>
<td>24 Days</td>
<td>Nov. 11-Dec. 19, 2019</td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
</tr>
<tr>
<td></td>
<td>The English Language Proficiency Standards (ELPS) for each lesson are found on the individual lesson plan page.</td>
</tr>
</tbody>
</table>

**Author’s Purpose and Craft**

ELA.7.9.A Explain the author’s purpose and message within a text.

ELA.7.9.D Describe how the author’s use of figurative language such as metaphor and personification achieves specific purposes.

ELA.7.9.E Identify the use of literary devices, including subjective and objective point of view.

**Composition**

ELA.7.10.A Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.

ELA.7.10.B.i Develop drafts into a focused, structured, and coherent piece of writing y developing an engaging idea reflecting depth of thought with specific facts, details, and examples.

ELA.7.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

ELA.7.10.D.iv Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.

ELA.7.10.D.vi Edit drafts using standard English conventions, including punctuation, including subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor.

ELA.7.10.E Publish written work for appropriate audiences.

ELA.7.11.A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

**Inquiry and Research**

## English as a Second Language – Grade 7

### Cycle 4

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Days</th>
<th>29 Days</th>
<th>Jan. 6 - Feb. 14, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 4: A Study of Poetry and Drama</strong></td>
<td><strong>23 Lessons</strong></td>
<td><strong>45 min.</strong></td>
<td><strong>Winter Break Dec. 23 – Jan. 3</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Essential Question:** How can we find beauty and meaning in poetry and drama?

Unit 4 explores poetry and drama selections. In the reading workshop, students will continue to strengthen their comprehension skills and analyze how authors develop cultural and historical relevance and convey theme through the use of figurative language, dramatic conventions, and fictional elements. Students will continue to be given time to read books of their choice during independent reading time.

In the writing workshop, students will craft original poems and formulate expository essays in the form of literary responses.

ESL scaffolds such as pictures, audio supports, graphic organizers, language practice, and sentence stems have been included in order to increase comprehensible input and help provide opportunities for students to engage in listening.

### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The **English Language Proficiency Standards** (ELPS) for each lesson are found on the individual lesson plan page.

#### Foundational Knowledge

- **ELA.7.1.C** Present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
- **ELA.7.2.A** Engage in meaningful discourse and provide and accept constructive feedback from others.
- **ELA.7.2.B** Use context such as contrast or cause and effect to clarify the meaning of words.
- **ELA.7.2.C** Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.
- **ELA.7.4.A** Self-select text and read independently for a sustained period of time.

#### Comprehension Skills

- **ELA.7.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.
- **ELA.7.5.C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
- **ELA.7.5.D** Create mental images to deepen understanding.
- **ELA.7.5.E** Make connections to personal experiences, ideas in other texts, and society.
- **ELA.7.5.F** Make inferences and use evidence to support understanding.
- **ELA.7.5.H** Synthesize information to create new understanding.
- **ELA.7.5.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

#### Response Skills

- **ELA.7.6.B** Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
- **ELA.7.6.C** Use text evidence to support an appropriate response.
- **ELA.7.6.D** Paraphrase and summarize texts in ways that maintain meaning and logical order.
- **ELA.7.6.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **ELA.7.6.F** Respond using newly acquired vocabulary as appropriate.
- **ELA.7.6.G** Discuss and write about the explicit or implicit meanings of text.
- **ELA.7.6.H** Respond orally or in writing with appropriate register, vocabulary, tone, and voice.

#### Multiple Genres

- **ELA.7.7.A** Infer multiple themes within and across texts using text evidence.
- **ELA.7.7.B** Analyze how characters’ qualities influence events and resolution of the conflict.
- **ELA.7.7.C** Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot.
- **ELA.7.7.D** Analyze how the setting influences character and plot development.
## Cycle 4

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
</tr>
</tbody>
</table>

### Jan. 6 - Feb. 14, 2020

29 Days

### Speaking, Reading, and Writing in English

- **ELA.7.8.B** Analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms.
- **ELA.7.8.C** Analyze how playwrights develop characters through dialogue and staging.

#### Author's Purpose and Craft

- **ELA.7.9.A** Explain the author's purpose and message within a text.
- **ELA.7.9.D** Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
- **ELA.7.9.F** Analyze how the author's use of language contributes to mood, voice, and tone.

#### Composition

- **ELA.7.10A** Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.
- **ELA.7.10.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts, details, and examples.
- **ELA.7.10.C** Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
- **ELA.7.10.D.vi** Edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor.
- **ELA.7.10.E** Publish written work for appropriate audiences.
- **ELA.7.11.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

#### Inquiry and Research

- **ELA.7.12.G** Differentiate between paraphrasing and plagiarism when using source materials.
## Cycle 5

**Unit:** A Study of Persuasive Text

**Essential Question:** How can writing change the world?

Unit 5 explores persuasive and expository text selections. In the reading workshop, students continue to strengthen their comprehension skills and examine various mediums to analyze the effects of evidence and persuasive techniques on an author's message. Students will continue to be given time to read books of their choice independently.

In the writing workshop, students synthesize their learning and develop persuasive essays.

ESL scaffolds such as pictures, audio supports, graphic organizers, language practice, and sentence stems have been included in order to increase comprehensible input and help provide opportunities for students to engage in listening, speaking, reading, and writing in English.

<table>
<thead>
<tr>
<th>Lessons</th>
<th>23 lessons 45 min. Master Course Lessons</th>
<th>Foundational Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Dismissal</td>
<td>Feb. 14</td>
<td><strong>ELA.7.1.B</strong> Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar. 16-20</td>
<td><strong>ELA.7.1.D</strong> Engage in meaningful discourse and provide and accept constructive feedback from others.</td>
</tr>
<tr>
<td>Chávez/Huerta Day</td>
<td>March 30</td>
<td><strong>ELA.7.1.C</strong> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.7.1.D</strong> Use context such as contrast or cause and effect to clarify the meaning of words.</td>
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<tr>
<td></td>
<td></td>
<td><strong>ELA.7.1.A</strong> Self-select text and read independently for a sustained period of time.</td>
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</tbody>
</table>

**Comprehension Skills**

- **ELA.7.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.
- **ELA.7.5.E** Make connections to personal experiences, ideas in other texts, and society.
- **ELA.7.5.F** Make inferences and use evidence to support understanding.
- **ELA.7.5.G** Evaluate details read to determine key ideas.
- **ELA.7.5.H** Synthesize information to create new understanding.
- **ELA.7.5.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

**Response Skills**

- **ELA.7.6.C** Use text evidence to support an appropriate response.
- **ELA.7.6.D** Paraphrase and summarize texts in ways that maintain meaning and logical order.
- **ELA.7.6.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **ELA.7.6.F** Respond using newly acquired vocabulary as appropriate.
- **ELA.7.6.G** Discuss and write about the explicit or implicit meanings of text.
- **ELA.7.6.I** Reflect on and adjust responses as new evidence is presented.

**Multiple Genres**

- **ELA.7.8.A** Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories.
- **ELA.7.8.D.i** Analyze characteristics and structures of informational text, including the controlling idea or thesis with supporting evidence.
- **ELA.7.8.D.iii** Analyze characteristics and structures of informational text, including the organizational patterns that support multiple topics, categories, and subcategories.
- **ELA.7.8.E.i** Analyze characteristics and structures of argumentative text by identifying the claim.
- **ELA.7.8.E.ii** Analyze characteristics and structures of argumentative text by explaining how the author uses various types of evidence and consideration of alternatives to support the argument.
- **ELA.7.8.E.iii** Analyze characteristics and structures of argumentative text by...
# Scope and Sequence
## English as a Second Language – Grade 7

### Cycle 5

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong> The <strong>English Language Proficiency Standards</strong> (ELPS) for each lesson are found on the individual lesson plan page.</td>
</tr>
</tbody>
</table>

- Identifying the intended audience or reader.

#### Author’s Purpose and Craft

- **ELA.7.9.A** Explain the author’s purpose and message within a text.
- **ELA.7.9.B** Analyze how the use of text structure contributes to the author’s purpose.
- **ELA.7.9.F** Analyze how the author’s use of language contributes to mood, voice, and tone.
- **ELA.7.9.G** Explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.

#### Composition

- **ELA.7.10.A** Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.
- **ELA.7.10.B.i** Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
- **ELA.7.10.B.ii** Developing an engaging idea reflecting depth of thought with specific facts, details, and examples.
- **ELA.7.10.C** Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
- **ELA.7.10.D.i** Edit drafts using standard English conventions, including for complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
- **ELA.7.10.D.viii** Edit drafts using standard English conventions, including punctuation, including commas to set off words, phrases, and clauses and semicolons.
- **ELA.7.10.E** Publish written work for appropriate audiences.
- **ELA.7.11.B** Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
- **ELA.7.11.C** Compose multi-paragraph argumentative texts using genre characteristics and craft.

#### Inquiry and Research

- **ELA.7.12.D** Identify and gather relevant information from a variety of sources.
- **ELA.7.12.F** Synthesize information from a variety of sources.
- **ELA.7.12.G** Differentiate between paraphrasing and plagiarism when using source materials.
- **ELA.7.12.H.i** Examine sources for reliability, credibility, and bias.
- **ELA.7.12.H.ii** Examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype.

*The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.*
### Unit 6: Inquiry

#### Essential Question:
How can language help us analyze important issues and ideas?

Unit 6 explores inquiry through the research process. Utilizing the components of project-based learning, students will formulate an essential question and conduct research to produce and deliver a multimedia presentation.

Students will also continue to be given time to read books of their choice during independent reading time.

ESL scaffolds such as pictures, audio supports, graphic organizers, language practice, and sentence stems have been included in order to increase comprehensible input and help provide opportunities for students to engage in listening, speaking, reading, and writing in English.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Spring Holiday</th>
<th>Memorial Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>45 min.</td>
<td>Apr. 10</td>
<td>May 25</td>
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</table>

**Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**

The **English Language Proficiency Standards (ELPS)** for each lesson are found on the individual lesson plan page.

**Foundational Knowledge**
- **ELA.7.1.D** Engage in meaningful discourse and provide and accept constructive feedback from others.
- **ELA.7.2.A** Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
- **ELA.7.2.B** Use context such as contrast or cause and effect to clarify the meaning of words.
- **ELA.7.2.C** Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.
- **ELA.7.4.A** Self-select text and read independently for a sustained period of time.

**Comprehension Skills**
- **ELA.7.5.A** Establish purpose for reading assigned and self-selected texts.
- **ELA.7.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.
- **ELA.7.5.E** Make connections to personal experiences, ideas in other texts, and society.
- **ELA.7.5.F** Make inferences and use evidence to support understanding.
- **ELA.7.5.G** Evaluate details read to determine key ideas.
- **ELA.7.5.H** Synthesize information to create new understanding.
- **ELA.7.5.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

**Response Skills**
- **ELA.7.6.D** Paraphrase and summarize texts in ways that maintain meaning and logical order.
- **ELA.7.6.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **ELA.7.6.F** Respond using newly acquired vocabulary as appropriate.
- **ELA.7.6.G** Discuss and write about the explicit or implicit meanings of text.
- **ELA.7.6.I** Reflect on and adjust responses as new evidence is presented.

**Multiple Genres**
- **ELA.7.7.B** Analyze how characters’ qualities influence events and resolution of the conflict.
- **ELA.7.7.D** Analyze how the setting influences character and plot development.
- **ELA.7.8.B** Analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms.
- **ELA.7.8.C** Analyze how playwrights develop characters through dialogue and staging.
- **ELA.7.8.D.i** Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.
- **ELA.7.8.D.ii** Analyze characteristics and structural elements of informational text, including features such as references or acknowledgements.
## Cycle 6
### 38 Days
### Apr. 6 - May 29, 2020

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
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<tbody>
<tr>
<td></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
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<tr>
<td></td>
<td><strong>English Language Proficiency Standards (ELPS)</strong> for each lesson are found on the individual lesson plan page.</td>
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<tr>
<td></td>
<td><strong>Author's Purpose and Craft</strong></td>
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<td><strong>ELA.7.8.D.iii</strong> Analyze characteristics and structural elements of informational text, including organizational patterns that support multiple topics, categories, and subcategories.</td>
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<td><strong>ELA.7.8F</strong> Analyze characteristics of multimodal and digital texts.</td>
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<td><strong>Composition</strong></td>
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<td><strong>ELA.7.10.A</strong> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</td>
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<td><strong>ELA.7.10.B.I</strong> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</td>
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<td><strong>ELA.7.10.B.ii</strong> Developing an engaging idea reflecting depth of thought with specific facts, details, and examples.</td>
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<td><strong>ELA.7.10.C</strong> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</td>
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<td><strong>ELA.7.10.E</strong> Publish written work for appropriate audiences.</td>
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<td><strong>ELA.7.11.B</strong> Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</td>
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<td><strong>Inquiry and Research</strong></td>
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<td><strong>ELA.7.12.B</strong> Develop and revise a plan.</td>
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<td><strong>ELA.7.12.C</strong> Refine the major research question, if necessary, guided by the answers to a secondary set of questions.</td>
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<td><strong>ELA.7.12.D</strong> Identify and gather relevant information from a variety of sources.</td>
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<td><strong>ELA.7.12.E</strong> Differentiate between primary and secondary sources.</td>
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<td><strong>ELA.7.12.F</strong> Synthesize information from a variety of sources.</td>
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<td><strong>ELA.7.12.I</strong> Display academic citations and use source materials ethically.</td>
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<td><strong>ELA.7.12.J</strong> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</td>
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