Cycle 1

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>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Unit 1: Check Your Shelf    | 23        | Foundational Knowledge
|                             | 45-min. Lessons | ELA.8.1.C Advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
|                             | Labor Day Sept. 2 | ELA.8.1.D Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
|                             | Fall Holiday (students only) Sept. 9 | ELA.8.2.B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.
|                             | Early Dismissal Sept. 27 | ELA.8.3.A Adjust fluency when reading grade-level text based on the reading purpose.
|                             |                      | ELA.8.4.A Self-select text and read independently for a sustained period of time.
|                             |                      | Comprehension Skills
|                             |                      | ELA.8.5.A Establish purpose for reading assigned and self-selected texts.
|                             |                      | ELA.8.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information.
|                             |                      | ELA.8.5.C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
|                             |                      | ELA.8.5.D Create mental images to deepen understanding.
|                             |                      | ELA.8.5.E Make connections to personal experiences, ideas in other texts, and society.
|                             |                      | ELA.8.5.F Make inferences and use evidence to support understanding.
|                             |                      | ELA.8.5.G Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
|                             |                      | Response Skills
|                             |                      | ELA.8.6.A Describe personal connections to a variety of sources, including self-selected texts.
|                             |                      | ELA.8.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
|                             |                      | ELA 8.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.
|                             |                      | ELA 8.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
|                             |                      | ELA 8.6.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
|                             |                      | ELA 8.6.G Discuss and write about the explicit or implicit meanings of text.
|                             |                      | Multiple Genres
|                             |                      | ELA.8.7.B Analyze how characters’ motivations and behaviors influence events and resolution of the conflict.
|                             |                      | ELA.8.7.C Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.

Unit 1 establishes the practices and routines of the reading and writing workshop while exploring students’ reading and writing identities. Students read in multiple genres while reviewing metacognitive strategies and crafting six-word memoirs and authentic reading responses.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low-stakes writing.

Cycle 1

<table>
<thead>
<tr>
<th>29 Days</th>
<th>Aug. 26 - Oct. 4, 2019</th>
<th>23 Lessons</th>
</tr>
</thead>
</table>
## Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

### Author’s Purpose and Craft

- **ELA.8.8.A** Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories.

- **Author’s Purpose and Craft**
  - **ELA.8.9.D** Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.
  - **ELA.8.9.E** Identify and analyze the use of literary devices, including multiple points of view and irony.

### Composition

- **ELA.8.10.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.8.10.B.i** 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.
- **ELA.8.10.D.v** Edit drafts using standard English conventions, including correct capitalization.
- **ELA.8.10.D.vi** Edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses.
- **ELA.8.10.E** Publish written work for appropriate audiences.
## Cycle 2
### 24 Days
**Oct. 7 - Nov. 8, 2019**

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 2: Who Tells Your Story

During Unit 2, students consume and critique narrative texts, including fiction and literary nonfiction, and write memoirs using the characteristics and craft of the genre.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low-stakes writing.

<table>
<thead>
<tr>
<th>Unit</th>
<th># Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Who Tells Your Story</td>
<td>19 45-min. Lessons</td>
<td><strong>Foundational Knowledge</strong>&lt;br&gt;<strong>ELA.8.1.A</strong> Listen actively to interpret a message by summarizing, asking questions, and making comments.&lt;br&gt;<strong>ELA.8.2.A</strong> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.&lt;br&gt;<strong>ELA.8.2.B</strong> Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.&lt;br&gt;<strong>ELA.8.4.A</strong> Self-select text and read independently for a sustained period of time.</td>
</tr>
<tr>
<td></td>
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<td><strong>Comprehension Skills</strong>&lt;br&gt;<strong>ELA 8.5.E</strong> Make connections to personal experiences, ideas in other texts, and society.&lt;br&gt;<strong>ELA.8.5.F</strong> Make inferences and use evidence to support understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Response Skills</strong>&lt;br&gt;<strong>ELA.8.6.C</strong> Use text evidence to support an appropriate response.&lt;br&gt;<strong>ELA.8.6.D</strong> Paraphrase and summarize texts in ways that maintain meaning and logical order.&lt;br&gt;<strong>ELA.8.6.E</strong> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.&lt;br&gt;<strong>ELA.8.6.F</strong> Respond using newly acquired vocabulary as appropriate.&lt;br&gt;<strong>ELA.8.6.G</strong> Discuss and write about the explicit or implicit meanings of text.</td>
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<td><strong>Multiple Genres</strong>&lt;br&gt;<strong>ELA.8.7.A</strong> Analyze how themes are developed through the interaction of characters and events.&lt;br&gt;<strong>ELA.8.7.B</strong> Analyze how characters’ motivations and behaviors influence events and resolution of the conflict.&lt;br&gt;<strong>ELA.8.7.C</strong> Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.&lt;br&gt;<strong>ELA.8.7.D</strong> Explain how the setting influences the values and beliefs of characters.&lt;br&gt;<strong>ELA.8.8.B</strong> Analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry.</td>
</tr>
<tr>
<td></td>
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<td><strong>Author’s Purpose</strong>&lt;br&gt;<strong>ELA.8.9.D</strong> Describe how the author’s use of figurative language such as extended metaphor and achieves specific purposes.&lt;br&gt;<strong>ELA.8.9.E</strong> Identify and analyze the use of literary devices, including multiple points of view and irony.&lt;br&gt;<strong>ELA.8.9.F</strong> Analyze how the author’s use of language contributes to the mood, voice, and tone.</td>
</tr>
</tbody>
</table>

**Early Dismissals**<br>Oct. 18 Nov. 8
<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>24 Days</th>
<th>Oct. 7 - Nov. 8, 2019</th>
<th>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.</th>
<th><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td># Lessons</td>
<td><strong>Composition</strong></td>
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<tr>
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<td><strong>ELA.8.10.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></td>
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<td><strong>ELA.8.10.C</strong> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</td>
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<td><strong>ELA.8.10.D.i</strong> Edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</td>
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<td></td>
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<td><strong>ELA.8.10.D.vii</strong> Edit drafts using standard English conventions, including correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/ too.</td>
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<td><strong>ELA.8.10.E</strong> Publish written work for appropriate audiences.</td>
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<td></td>
<td><strong>ELA.8.11.A</strong> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</td>
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<tr>
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<td></td>
<td><strong>Inquiry and Research</strong></td>
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<td></td>
<td><strong>ELA.8.12.D</strong> Identify and gather relevant information from a variety of sources.</td>
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</tbody>
</table>
# Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

## Foundational Knowledge

**ELA.8.1.D** Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

**ELA.8.2.B** Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.

**ELA.8.2.C** Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.

**ELA.8.4.A** Self-select text and read independently for a sustained period of time.

## Comprehension Skills

**ELA 8.5.E** Make connections to personal experiences, ideas in other texts, and society.

**ELA.8.5.F** Make inferences and use evidence to support understanding.

**ELA.8.5.G** Evaluate details read to determine key ideas.

**ELA.8.5.H** Synthesize information to create new understanding.

## Response Skills

**ELA.8.6.B** Write responses that demonstrate understanding of texts, including comparing sources within and across genres.

**ELA.8.6.D** Paraphrase and summarize texts in ways that maintain meaning and logical order.

**ELA.8.6.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

**ELA 8.6.G** Discuss and write about the explicit or implicit meanings of text.

## Multiple Genres

**ELA.8.8.D.i** Analyze characteristics and structural elements of informational text, including controlling idea or thesis with supporting evidence.

**ELA.8.8.D.iii** Analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis.

**ELA.8.8.E.i** Analyze characteristics and structures of argumentative text by identifying the claim and analyzing the argument.

**ELA.8.8.E.ii** Analyze characteristics and structures of argumentative text by identifying and explaining the counter argument.

**ELA.8.8.E.iii** Analyze characteristics and structures of argumentative text by identifying the intended audience or reader.

## Author's Purpose and Craft

**ELA.8.9.A** Explain the author's purpose and message within a text.

**ELA.8.9.B** Analyze how the use of text structure contributes to the author’s purpose.

**ELA.8.9.C** Analyze the author’s use of print and graphic features to achieve specific purposes.
## Cycle 3

<table>
<thead>
<tr>
<th>Unit</th>
<th># Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24 Days</td>
</tr>
<tr>
<td></td>
<td>Nov. 11 - Dec. 19, 2019</td>
</tr>
</tbody>
</table>

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.

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

The student will:

- **ElA.8.9.G** Explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.

### Composition

- **ElA.8.10.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.8.10.B.i** 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.
- **ElA.8.10.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.8.10.D.ii** Edit drafts using standard English conventions, including consistent, appropriate use of verb tenses and active and passive voice.
- **ElA.8.10.E** Publish written work for appropriate audiences.
- **ElA.8.11.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.8.12.D** Identify and gather relevant information from a variety of sources.
- **ElA 8.12.H.ii** Examine sources for faulty reasoning such as bandwagon appeals, repetition, and loaded language.
- **ElA 8.12.J** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
### Cycle 4

**29 Days**  
Jan. 6 - Feb. 14, 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>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Unit 4: 99 Problems** | 23  
45-min. Lessons  
MLK Jr. Day  
Jan. 20  
Early Dismissal  
Jan. 17 | Foundational Knowledge  
ELA.8.1.A Listen actively to interpret a message by summarizing, asking questions, and making comments.  
ELA.8.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.  
ELA.8.2.B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.  
ELA.8.4.A Self-select text and read independently for a sustained period of time. Comprehension Skills  
ELA 8.5.E Make connections to personal experiences, ideas in other texts, and society.  
ELA.8.5.F Make inferences and use evidence to support understanding. Response Skills  
ELA.8.6.C Use text evidence to support an appropriate response.  
ELA 8.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.  
ELA.8.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  
ELA 8.6.G Discuss and write about the explicit or implicit meanings of text. Multiple Genres  
ELA.8.7.A Analyze how themes are developed through the interaction of characters and events.  
ELA.8.7.B Analyze how characters' motivations and behaviors influence events and resolution of the conflict.  
ELA.8.7.C Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  
ELA.8.7.D Explain how the setting influences the values and beliefs of characters.  
ELA.8.8.C Analyze how playwrights develop dramatic action through the use of acts and scenes.  
Author’s Purpose and Craft  
ELA.8.9.A Explain the author’s purpose and message within a text.  
ELA.8.9.D Describe how the author's use of figurative language such as extended metaphor and achieves specific purposes.  
ELA.8.9.E Identify and analyze the use of literary devices, including multiple points of view and irony.  
ELA.8.9.F Analyze how the author’s use of language contributes to the mood, voice, and tone. |

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low-stakes writing.
### Composition

**ELA.8.10.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.8.10.D.iii** Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.

**ELA.8.10.E** Publish written work for appropriate audiences.

**ELA.8.11.D** Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

### Inquiry and Research


**ELA.8.12.D** Identify and gather relevant information from a variety of sources.
### Cycle 5

<table>
<thead>
<tr>
<th>Unit</th>
<th># Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th></th>
</tr>
</thead>
</table>
| **Unit 5: Under the Microscope** | 23 45-min. Lessons | **Foundational Knowledge**  
ELA.8.1.C Advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.  
ELA.8.2.B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.  
ELA.8.2.C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.  
ELA.8.4.A Self-select text and read independently for a sustained period of time. | **Comprehension Skills**  
ELA.8.5.A Establish purpose for reading assigned and self-selected texts.  
ELA.8.5.E Make connections to personal experiences, ideas in other texts, and society.  
ELA.8.5.F Make inferences and use evidence to support understanding.  
ELA.8.5.G Evaluate details read to determine key ideas.  
ELA.8.5.H Synthesize information to create new understanding.  |
| | | **Response Skills**  
ELA.8.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.  
ELA.8.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  
ELA 8.6.G Discuss and write about the explicit or implicit meanings of text.  
ELA.8.6.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.  
ELA.8.6.I Reflect on and adjust responses as new evidence is presented.  
ELA.8.6.J Defend or challenge the authors’ claims using relevant text evidence. | **Multiple Genres**  
ELA.8.7.A Analyze how themes are developed through the interaction of characters and events.  
ELA.8.7.B Analyze how characters’ motivations and behaviors influence events and resolution of the conflict.  
ELA.8.7.C Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  
ELA.8.8.A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories.  
ELA.8.8.D.i Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.  
ELA.8.8.D.iii Analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis.  |

**In Unit 5, students explore state assessment connections in a variety of genres. Through a series of targeted micro-units, students review the demands of each genre and high-leverage standards while engaging in authentic reading and writing experiences.**

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low-stakes writing.

<table>
<thead>
<tr>
<th></th>
<th><strong>Dates</strong></th>
<th><strong>Events</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Feb. 17 - Apr. 3, 2020</td>
<td></td>
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</tbody>
</table>
**29 Days**  
**Early Dismissal Feb. 14**  
**Spring Break Mar. 16-20**  
**Chávez/ Huerta Day March 30** | **State Supporting Standard**  
**State Readiness Standard**  
**Aligned to Upcoming State Readiness Standard** | **State Process Standard**  
**State Supporting Standard**  
**Aligned to Upcoming State Readiness Standard** |  
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<table>
<thead>
<tr>
<th>Cycle 5</th>
<th>29 Days</th>
<th>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.</th>
</tr>
</thead>
</table>

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<tr>
<th>Unit</th>
<th># Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>The student will:</td>
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<tr>
<td></td>
<td></td>
<td><strong>Author's Purpose and Craft</strong></td>
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<td></td>
<td><strong>ELA.8.9.A</strong> Explain the author's purpose and message within a text.</td>
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<tr>
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<td></td>
<td><strong>ELA.8.9.B</strong> Analyze how the use of text structure contributes to the author's purpose.</td>
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<td></td>
<td><strong>Composition</strong></td>
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<tr>
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<td></td>
<td><strong>ELA.8.10.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></td>
<td><strong>ELA.8.10.C</strong> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</td>
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<tr>
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<td><strong>ELA.8.10.D.iv</strong> Edit drafts using standard English conventions, including pronoun-antecedent agreement.</td>
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<td><strong>ELA.8.10.E</strong> Publish written work for appropriate audiences.</td>
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<tr>
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<td></td>
<td><strong>ELA.8.11.C</strong> Compose multi-paragraph argumentative texts using genre characteristics and craft.</td>
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<tr>
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<td></td>
<td><strong>Inquiry and Research</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.8.12.D</strong> Identify and gather relevant information from a variety of sources.</td>
</tr>
</tbody>
</table>
## 2019-2020 Scope and Sequence
### English Language Arts – Grade 8

**Cycle 6**

<table>
<thead>
<tr>
<th>Unit</th>
<th># Lessons</th>
<th>38 Days</th>
<th>Spring Holiday</th>
<th>Memorial Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 6: Question Everything</td>
<td>30 45-min. Lessons</td>
<td>Apr. 6 - May 29, 2020</td>
<td>Apr. 10</td>
<td>May 27</td>
</tr>
</tbody>
</table>

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.

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

The student will:

### Foundational Knowledge

- **ELA.8.1.A** Listen actively to interpret a message by summarizing, asking questions, and making comments.
- **ELA.8.1.B** Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.
- **ELA.8.1.D** Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
- **ELA.8.2.A** Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
- **ELA.8.4.A** Self-select text and read independently for a sustained period of time.

### Comprehension Skills

- **ELA.8.5.F** Make inferences and use evidence to support understanding.
- **ELA.8.5.H** Synthesize information to create new understanding.

### Response Skills

- **ELA.8.6.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **ELA.8.6.H** Respond orally or in writing with appropriate register, vocabulary, tone, and voice.

### Multiple Genres

- **ELA.8.8.D.ii** Analyze characteristics and structural elements of informational text, including features such as footnotes, endnotes, and citations.
- **ELA.8.8.D.iii** Analyze characteristics and structural elements of informational text, including features such as footnotes, endnotes, and citations.
- **ELA.8.8.F** Analyze characteristics of multimodal and digital texts.

### Author’s Purpose and Craft

- **ELA.8.9.A** Explain the author’s purpose and message within a text.
- **ELA.8.9.C** Analyze the author’s use of print and graphic features to achieve specific purposes.

### Composition

- **ELA.8.10.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.8.10.C** Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
- **ELA.8.10.E** Publish written work for appropriate audiences.
- **ELA.8.11.B** Compose multi-paragraph argumentative texts using genre characteristics and craft.
## Inquiry and Research

**ELA.8.12.B** Develop and revise a plan.
**ELA.8.12.C** Refine the major research question, if necessary, guided by the answers to a secondary set of questions.
**ELA.8.12.D** Identify and gather relevant information from a variety of sources.
**ELA.8.12.E** Differentiate between primary and secondary sources.
**ELA.8.12.F** Synthesize information from a variety of sources.
**ELA.8.12.H.i** Examine sources for reliability, credibility, and bias, including omission.
**ELA.8.12.H.ii** Examine sources for faulty reasoning such as bandwagon appeals, repetition, and loaded language.
**ELA.8.12.I** Display academic citations and use source materials ethically.
**ELA.8.12.J** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.