## Cycle 1

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Foundations of Reading and Writing</strong></td>
<td>20 45 min. Master Course Lessons</td>
<td><strong>Foundational Knowledge</strong></td>
</tr>
</tbody>
</table>
| Essential Question: How do we treat others and ourselves? | Labor Day Sept. 2 | **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.8.1.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.8.3.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. |
| **Unit 1 establishes the practices and routines of the reading and writing workshop.** | Fall Holiday (students only) Sept. 9 | **Comprehension Skills** |
| 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. | Early Dismissal Sept. 27 | **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.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. |
| In the writing workshop, students begin drafting personal narratives, focusing on the development of ideas. |  | **Response Skills** |
| 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. |  | **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. |

**29 Days**  
Aug. 26 - Oct. 4, 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.
### Scope and Sequence
**English as a Second Language – Grade 8**

**Cycle 1**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 Days</td>
<td>Aug. 26 - Oct. 4, 2019</td>
</tr>
<tr>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong> The English Language Proficiency Standards (ELPS) for each lesson are found on the individual lesson plan page.</td>
<td></td>
</tr>
</tbody>
</table>

- **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.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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: A Study of Fiction</td>
<td>20 45 min. Master Course Lessons</td>
<td><strong>Foundational Knowledge</strong>&lt;br&gt;ELA.8.1.A Listen actively to interpret a message by summarizing, asking questions, and making comments.&lt;br&gt;ELA.8.2.B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.&lt;br&gt;ELA.8.4.A Self-select text and read independently for a sustained period of time. &lt;br&gt;<strong>Comprehension Skills</strong>&lt;br&gt;ELA.8.5.A Establish purpose for reading assigned and self-selected texts.&lt;br&gt;ELA.8.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information.&lt;br&gt;ELA.8.5.C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.&lt;br&gt;ELA.8.5.D Create mental images to deepen understanding.&lt;br&gt;ELA.8.5.E Make connections to personal experiences, ideas in other texts, and society.&lt;br&gt;ELA.8.5.F Make inferences and use evidence to support understanding.&lt;br&gt;ELA.8.5.H Synthesize information to create new understanding.&lt;br&gt;ELA.8.5.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. &lt;br&gt;<strong>Response Skills</strong>&lt;br&gt;ELA.8.6.C Use text evidence to support an appropriate response.&lt;br&gt;ELA.8.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.&lt;br&gt;ELA.8.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.&lt;br&gt;ELA.8.6.F Respond using newly acquired vocabulary as appropriate.&lt;br&gt;ELA.8.6.G Discuss and write about the explicit or implicit meanings of text. &lt;br&gt;<strong>Multiple Genres</strong>&lt;br&gt;ELA.8.7.A Analyze how themes are developed through the interaction of characters and events.&lt;br&gt;ELA.8.7.B Analyze how characters’ motivations and behaviors influence events and resolution of the conflict.&lt;br&gt;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.&lt;br&gt;ELA.8.7.D Explain how the setting influences the values and beliefs of characters.&lt;br&gt;<strong>Author’s Purpose</strong>&lt;br&gt;ELA.8.9.D Describe how the author’s use of figurative language such as extended metaphor and achieves specific purposes.</td>
</tr>
</tbody>
</table>

**Unit 2: A Study of Fiction**

**Essential Question:** *How can reading take us to other worlds?*

Unit 2 explores fiction selections. In the reading workshop, students will continue to strengthen their comprehension skills and analyze how authors connect to their audiences and convey theme through narrative and stylistic elements. Students will continue to be given time to read books of their choice during independent reading.

In the writing workshop, students will continue to add to their writing portfolio by responding to literature in their literary notebook and by writing a fictional story.

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.
## Scope and Sequence
### English as a Second Language – Grade 8

<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>24 Days</th>
<th>Oct. 7 - Nov. 8, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lessons</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>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<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>

**Composition**
- **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.

**Inquiry and Research**
- **ELA.8.12.D** Identify and gather relevant information from a variety of sources.
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>
<tbody>
<tr>
<td>Unit 3: A Study of Expository, Informational, &amp; Procedural Texts</td>
<td>20 45 min. Master Course Lessons Thanksgiving Break Nov. 25-29 Winter Break Dec. 23 - Jan. 3</td>
<td>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.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. 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.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 Evaluate details read to determine key ideas. ELA.8.5.H Synthesize information to create new understanding. ELA.8.5.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. Response Skills ELA.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.</td>
</tr>
</tbody>
</table>
Cycle 3  
24 Days  
Nov. 11-Dec. 19, 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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

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

**ELA.8.E.i** Analyze characteristics and structures of argumentative text by identifying the intended audience or reader.
**ELA.8.E.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.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.
**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.C** Revise drafts for clarity, development, organization, style, word choice, and sentence variety
**ELA.8.10.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.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.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.D.vii** 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.
**ELA.8.10.E** Publish written work for appropriate audiences.
**ELA.8.11B** 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**
<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Days</td>
<td>Nov. 11-Dec. 19, 2019</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Lessons</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
GLOBAL GRADUATE

Secondary Curriculum and Development
ALIGN, ADVANCE, ENGAGE.
2019-2020 Scope and Sequence
English as a Second Language – Grade 8

Cycle 4

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 Days</td>
<td>Jan. 6 - Feb. 14, 2020</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>
<tr>
<td>Unit 4: A Study of Poetry and Drama</td>
<td>20 45 min. Master Course Lessons MLK Day Jan. 20 Early Dismissal Jan. 17</td>
<td>The English Language Proficiency Standards (ELPS) for each lesson are found on the individual lesson plan page.</td>
</tr>
</tbody>
</table>

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

Unit 4 explores poetry and drama selections. Students will also connect poetry and dramas to other texts. 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

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.8.3.A 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.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.

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.B 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.
ELA.8.8.C Analyze how playwrights develop dramatic action through the use of acts and scenes.
## Cycle 4

<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 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.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.

### 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.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.
- **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.
### Unit 5: 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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Unit 5: A Study of Persuasive Text | 20 45 min. Master Course 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.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.  
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.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 Evaluate details read to determine key ideas.  
ELA.8.5.H Synthesize information to create new understanding.  
ELA.8.5.I Monitor comprehension and make adjustments such as re-reading using background knowledge, asking questions, and annotating when understanding breaks down.  

**Response Skills**  
ELA 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.  

**Author’s Purpose and Craft**  
ELA.8.9.A Explain the author’s purpose and message within a text.  

---

<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>
<tbody>
<tr>
<td>Feb. 17 - Apr. 3, 2020</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Unit | Lessons |  |
|------|---------|  |
| Unit 5: A Study of Persuasive Text | 20 45 min. Master Course Lessons | Early Dismissal  
Feb. 14  
Spring Break  
Mar. 16-20  
Chávez/ Huerta  
Day  
March 30  |  |

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| 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.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.  
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.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 Evaluate details read to determine key ideas.  
ELA.8.5.H Synthesize information to create new understanding.  
ELA.8.5.I Monitor comprehension and make adjustments such as re-reading using background knowledge, asking questions, and annotating when understanding breaks down.  

**Response Skills**  
ELA 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.  

**Author’s Purpose and Craft**  
ELA.8.9.A Explain the author’s purpose and message within a text.  

---

**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.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.  
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.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 Evaluate details read to determine key ideas.  
ELA.8.5.H Synthesize information to create new understanding.  
ELA.8.5.I Monitor comprehension and make adjustments such as re-reading using background knowledge, asking questions, and annotating when understanding breaks down.  

**Response Skills**  
ELA 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.  

**Author’s Purpose and Craft**  
ELA.8.9.A Explain the author’s purpose and message within a text.  

---

**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.
### Scope and Sequence
#### English as a Second Language – Grade 8

<table>
<thead>
<tr>
<th>Cycle 5</th>
<th>Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 17 - Apr. 3, 2020</td>
<td>in listening, speaking, reading, and writing in English.</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>

#### Unit

#### Lessons

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

**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.D.iv** Edit drafts using standard English conventions, including pronoun-antecedent agreement.

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

**ELA.8.11.C** Compose multi-paragraph argumentative texts using genre characteristics and craft.

**Inquiry and Research**


**ELA.8.12.D** Identify and gather relevant information from a variety of sources.
<table>
<thead>
<tr>
<th>Unit: Inquiry</th>
<th>Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 6</strong></td>
<td><strong>30</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>Essential Question:</strong> How can language help us analyze important issues and idea?</td>
<td><strong>45 min.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Master Course Lessons</strong></td>
<td><strong>Spring Holiday Apr. 10</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Memorial Day May 25</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
## Cycle 6

<table>
<thead>
<tr>
<th>Date</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 6 - May 29, 2020</td>
<td><strong>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.</strong></td>
</tr>
</tbody>
</table>

**Unit**

**Lessons**

- 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.