Cycle 1

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: A Thematic Unit</td>
<td>10 class periods (90-min. each) or 20 class periods (45-min. each)</td>
<td>The English Language Proficiency Standards (ELPS) for each lesson are found on the individual lesson plan page.</td>
</tr>
<tr>
<td>Labor Day Sept. 2</td>
<td>Early Dismissal Sept. 26</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**
- **ESOL.9.1A** Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.
- **ESOL.9.1B** Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.
- **ESOL.9.1C** Produce analogies that describe a function of an object or its description.
- **ESOL.9.1E** Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

**Reading**
- **ESOL.9.2A** Analyze how the genre of texts with similar themes shapes meaning.
- **ESOL.9.5C** Analyze the way in which a work of fiction is shaped by the narrator’s point of view.
- **ESOL.9.8A** Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose.
- **ESOL.9.9A** Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion.
- **ESOL.9.9D** Analyze, synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.
- **ESOL.9.11A** Analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications).
- **ESOL.9.11B** Analyze factual, quantitative, or technical data presented in multiple graphical sources.
- **ESOL.9.12D** Evaluate and compare/contrast changes in formality and tone within the same medium for specific audiences and purposes.
- **ESOL.9.30B** Recognize directionality of English reading such as left to right and top to bottom.
- **ESOL.9.30D** Use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
- **ESOL.9.30F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text. Enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

**Writing**
- **ESOL.9.13B** Structure ideas in a sustained and persuasive (logical) way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timely and open-ended situations that include transitions and the rhetorical devices.
### Cycle 1

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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.

**Aug. 26 - Oct. 4, 2019**

**29 Days**

#### Listening/Speaking

- **ESOL.9.24B** Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes.
- **ESOL.9.27A** Use prior knowledge and experiences to understand meanings in English.
- **ESOL.9.27E** Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.
- **ESOL.9.28C** Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- **ESOL.9.28J** Understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions.
- **ESOL.9.29E** Share information in cooperative learning interactions.
- **ESOL.9.29J** Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
- **ESOL.9.29K** Share prior knowledge with peers and others to facilitate communication and to foster respect for others.
- **ESOL.9.29L** Describe the immediate surroundings such as classroom, school, and home.
- **ESOL.9.30A** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.

**ESOL.9.31A** Learn relationships between sounds and letters of the English language to represent sounds when writing in English.

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

Through texts of different genres, used to convey meaning.

**ESOL.9.31B** Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

**ESOL.9.31I** Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write.

**ESOL.9.31F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>24 Days</th>
<th>Oct. 7 - Nov. 8, 2019</th>
</tr>
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<tr>
<td>Unit</td>
<td># Class Periods</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</td>
</tr>
<tr>
<td><strong>Unit 2: A Study of Fiction and Memoir</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>ESOL.9.1A</strong> Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. <strong>ESOL.9.1E</strong> Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</td>
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<td><strong>Essential Question:</strong> How do authors take us to other worlds?</td>
<td><strong>Reading</strong></td>
<td><strong>ESOL.9.2B</strong> Analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature. <strong>ESOL.9.2C</strong> Relate (compare/contrast) the figurative language of a literary work to its historical and cultural setting. <strong>ESOL.9.5A</strong> Analyze and discuss the purpose of non-linear plot development (e.g., flashbacks, foreshadowing, subplots, parallel plot structures) and compare it to linear plot development. <strong>ESOL.9.5B</strong> Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. <strong>ESOL.9.5C</strong> Analyze the way in which a work of fiction is shaped by the narrator’s point of view. <strong>ESOL.9.5D</strong> Develop knowledge of authors and demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature. <strong>ESOL.9.7A</strong> Analyze and explain the role of irony, sarcasm, and paradox in literary works. <strong>ESOL.9.29L</strong> Read authentic literature and use kinesthetic visual support vocabulary, structures, and build background knowledge needed to comprehend increasingly challenging language.</td>
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<td></td>
<td><strong>Writing</strong></td>
<td><strong>ESOL.9.13C</strong> Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. <strong>ESOL.9.13D</strong> Edit drafts for grammar, mechanics, and spelling. <strong>ESOL.9.13E</strong> Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. <strong>ESOL.9.14A</strong> Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot. <strong>ESOL.9.17A</strong> Use and understand the function of more complex active and passive tenses and verbals (gerunds, infinitives, participles) in the context of reading, writing and speaking. <strong>ESOL.9.17Ai</strong> Use and understand the function of restrictive and non-restrictive clauses in the context of reading, writing and speaking. <strong>ESOL.9.17Aii</strong> Use and understand the function of reciprocal pronouns (e.g., each other, one another) in the context of reading, writing and speaking. <strong>ESOL.9.17C</strong> Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</td>
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<td>10 class periods (90-min. each) or 20 class periods (45-min. each)</td>
<td><strong>ESOL.9.2C</strong> Relate (compare/contrast) the figurative language of a literary work to its historical and cultural setting. <strong>ESOL.9.5A</strong> Analyze and discuss the purpose of non-linear plot development (e.g., flashbacks, foreshadowing, subplots, parallel plot structures) and compare it to linear plot development. <strong>ESOL.9.5B</strong> Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. <strong>ESOL.9.5C</strong> Analyze the way in which a work of fiction is shaped by the narrator’s point of view. <strong>ESOL.9.5D</strong> Develop knowledge of authors and demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature. <strong>ESOL.9.7A</strong> Analyze and explain the role of irony, sarcasm, and paradox in literary works. <strong>ESOL.9.29L</strong> Read authentic literature and use kinesthetic visual support vocabulary, structures, and build background knowledge needed to comprehend increasingly challenging language.</td>
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<td><strong>Fall Holiday (students only)</strong> Oct. 9</td>
<td><strong>ESOL.9.13C</strong> Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. <strong>ESOL.9.13D</strong> Edit drafts for grammar, mechanics, and spelling. <strong>ESOL.9.13E</strong> Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. <strong>ESOL.9.14A</strong> Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot. <strong>ESOL.9.17A</strong> Use and understand the function of more complex active and passive tenses and verbals (gerunds, infinitives, participles) in the context of reading, writing and speaking. <strong>ESOL.9.17Ai</strong> Use and understand the function of restrictive and non-restrictive clauses in the context of reading, writing and speaking. <strong>ESOL.9.17Aii</strong> Use and understand the function of reciprocal pronouns (e.g., each other, one another) in the context of reading, writing and speaking. <strong>ESOL.9.17C</strong> Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</td>
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<td><strong>Early Dismissals Oct. 18 Nov. 8</strong></td>
<td><strong>ESOL.9.13C</strong> Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. <strong>ESOL.9.13D</strong> Edit drafts for grammar, mechanics, and spelling. <strong>ESOL.9.13E</strong> Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. <strong>ESOL.9.14A</strong> Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot. <strong>ESOL.9.17A</strong> Use and understand the function of more complex active and passive tenses and verbals (gerunds, infinitives, participles) in the context of reading, writing and speaking. <strong>ESOL.9.17Ai</strong> Use and understand the function of restrictive and non-restrictive clauses in the context of reading, writing and speaking. <strong>ESOL.9.17Aii</strong> Use and understand the function of reciprocal pronouns (e.g., each other, one another) in the context of reading, writing and speaking. <strong>ESOL.9.17C</strong> Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</td>
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## Scope and Sequence

**English for Speakers of Other Languages**

**HISD**

**GLOBAL GRADUATE**

**State Process Standard**

**Aligned to Upcoming State Readiness Standard**

**State Readiness Standard**

**State Supporting Standard**

### Cycle 2

<table>
<thead>
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|      |                 | complex, and compound-complex).  
**ESOL.9.18A** Use conventions of capitalization and punctuation correctly and consistently.  
**ESOL.9.18Bi** Use correct punctuation marks including quotation marks to indicate sarcasm or irony.  
**ESOL.9.18Bii** Use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions.  

**Listening/Speaking**

**ESOL.9.23B** Monitor oral and written language production and employ self-corrective techniques or other resources.  
**ESOL.9.27F** Use accessible language and learn new and essential language in the process.  
**ESOL.9.27D** Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).  
**ESOL.9.28E** Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.  
**ESOL.9.28F** Listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment.  
**ESOL.9.28Ii** Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.  
**ESOL.9.29C** Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.  
**ESOL.9.29F** Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts such as directions and address as well as name, age, and nationality, to using abstract and content-based vocabulary during extended speaking assignments.  
**ESOL.9.29H** Narrate, describe, and explain with increasing specificity and detail as more English is required.  
**ESOL.9.30C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.  
**ESOL.9.30G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.  
**ESOL.9.31D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
# 2019-2020 Scope and Sequence

## English for Speakers of Other Languages I

### Cycle 2

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<td></td>
<td>24 Days</td>
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*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.

**ESOL.9.31Ei** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations such as using correct verbs, tenses, auxiliaries, and pronouns/antecedent.

**ESOL.9.31Eii** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations such as using nominative, objective, and possessive case (apostrophe s) correctly.
**English for Speakers of Other Languages I**

**Unit: A Study of Expository and Informational Texts**

**Essential Question:** How do authors challenge our understanding of the world?

This genre-based unit focuses on consuming, critiquing, and producing expository texts. Students will continue exploring authors’ craft moves as a means for understanding and engaging with texts. After studying texts with these moves, students will try using them in their writing.

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 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. |

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- **Unit 3:**
  - **10 class periods (90-min. each)** or **20 class periods (45-min. each)**

**Vocabulary**

ESOL.9.1A Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.

ESOL.9.1E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

**Reading**

ESOL.9.6A Analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

ESOL.9.8A Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose.

ESOL.9.9A Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion.

ESOL.9.9B Differentiate between opinions that are substantiated and unsubstantiated in the text.

ESOL.9.9C Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.

**Media Literacy**

ESOL.9.12A Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts and analyze the effectiveness of each.

ESOL.9.12B Analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) on-visual texts and analyze the effectiveness of each.

ESOL.9.12C Compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet).

**Writing**

ESOL.9.13A Plan a first draft by selecting correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews) and developing a thesis or controlling idea.

ESOL.9.13C Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.

ESOL.9.13D Edit drafts for grammar, mechanics, and spelling.

ESOL.9.15AI Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.
**Cycle 3**

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- **ESOL.9.15Aii** Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.
- **ESOL.9.15Aiii** Write an analytical essay of sufficient length that includes a controlling idea or thesis.
- **ESOL.9.15Aiv** Write an analytical essay of sufficient length that includes an organizing structure (e.g. inductive/deductive, compare/contrast) appropriate to purpose, audience, and context.
- **ESOL.9.15Av** Write an analytical essay of sufficient length that includes relevant information and valid inferences.

**Listening/Speaking**
- **ESOL.9.26A** Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
- **ESOL.9.27G** Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations.
- **ESOL.9.28B** Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.
- **ESOL.9.28G** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.
- **ESOL.9.29I** Adapt spoken language appropriately for formal and informal purposes.
- **ESOL.9.30I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.
- **ESOL.9.30K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- **ESOL.9.31Eiii** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations such as: demonstrating knowledge of parts of speech.
## Cycle 4: A Study of Persuasive Texts

**Essential Question:** *How can we change the world with our words?*

This genre-based unit focuses on consuming, critiquing, and producing persuasive texts. Students will explore reading text with guiding questions in mind. These questions will help students engage with the text. Students will then use these guiding questions to guide their own writing.

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.

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

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**Reading**

ESOL.9.10A Analyze the relevance, quality and credibility of evidence given to support or oppose an argument for a specific audience

**ESOL.9.10B** Analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions.

**Writing**

ESOL.9.16A Write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs.

ESOL.9.15Bi Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include organized and accurately conveyed information.

ESOL.9.15Bii Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include reader-friendly formatting techniques.

ESOL.9.16B Write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context).

ESOL.9.16C Write an argumentative essay to the appropriate audience that includes counter-arguments based on evidence to anticipate and address objections.

ESOL.9.16D Write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context.

ESOL.9.16E Write an argumentative essay to the appropriate audience that includes an analysis of the relative value of specific data, facts, and ideas.

ESOL.9.19A Spell correctly, including using various resources to determine and check correct spellings.

**Listening/Speaking**

ESOL.9.27B Monitor oral and written language production and employ self-corrective techniques or other resources.

**ESOL.9.27H** Develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

Complete instructional planning information and support are in the HISD Curriculum documents.

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.

Vocabulary

**ESOL.9.1A** Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.

**ESOL.9.1E** Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

**Reading**

**ESOL.9.10A** Analyze the relevance, quality and credibility of evidence given to support or oppose an argument for a specific audience

**ESOL.9.10B** Analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions.

**Writing**

**ESOL.9.16A** Write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs.

**ESOL.9.15Bi** Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include organized and accurately conveyed information.

**ESOL.9.15Bii** Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include reader-friendly formatting techniques.

**ESOL.9.16B** Write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context).

**ESOL.9.16C** Write an argumentative essay to the appropriate audience that includes counter-arguments based on evidence to anticipate and address objections.

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**Listening/Speaking**

**ESOL.9.27B** Monitor oral and written language production and employ self-corrective techniques or other resources.

**ESOL.9.27H** Develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.
Cycle 4

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<th>Unit</th>
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- **ESOL.9.27I** Make connections across content areas and use and reuse language and concepts in different ways.
- **ESOL.9.28A** Distinguish sounds and intonation patterns of English with increasing ease.
- **ESOL.9.28D** Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.
- **ESOL.9.28H** Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations.
- **ESOL.9.28K** Analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers.
- **ESOL.9.28L** Infer meaning of making associations of utterances with actions, visuals, and the context of a situation.
- **ESOL.9.29G** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
- **ESOL.9.30J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.
- **ESOL.9.31C** Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.
- **ESOL.9.31J** Write with more proficient use of orthographic patterns such as digraphs and consonant blends with the initial s- and rules such as "qu" together, consonant doubling, dropping final "e," and changing "y" to "i".
- **ESOL.9.31K** Develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text.
### Unit 5: A Study of Drama and Poetry

**Cycle 5**

<table>
<thead>
<tr>
<th>Unit</th>
<th>29 Days</th>
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<tbody>
<tr>
<td></td>
<td>Feb. 17 - Apr. 3, 2020</td>
<td>10 class periods (90-min. each) or 20 class periods (45-min. each)</td>
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<tr>
<td></td>
<td></td>
<td>Spring Break Mar. 16-20</td>
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<td>Chávez / Huerta Day Mar. 30</td>
</tr>
</tbody>
</table>

**Part 1: Characteristics of Poetry and Drama** (5 Lessons)

**Vocabulary**

- **ESOL.9.1A** Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.

- **ESOL.9.1E** Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

- **ESOL.9.7A** Analyze and explain the role of irony, sarcasm, and paradox in literary works.

**Reading**

- **ESOL.9.10A** Analyze the relevance, quality and credibility of evidence given to support or oppose an argument for a specific audience.

- **ESOL.9.10B** Analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.

**Writing**

- **ESOL.9.16A** Write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs.

- **ESOL.9.15B** Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include organized and accurately conveyed information.

- **ESOL.9.15Bi** Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include reader-friendly formatting techniques.

- **ESOL.9.16B** Write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context).

- **ESOL.9.16C** Write an argumentative essay to the appropriate audience that includes counter-arguments based on evidence to anticipate and address objections.

- **ESOL.9.16D** Write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context.

- **ESOL.9.16E** Write an argumentative essay to the appropriate audience that includes an analysis of the relative value of specific data, facts, and ideas.

- **ESOL.9.19A** Spell correctly, including using various resources to determine and check correct spellings.

**Listening/Speaking**

- **ESOL.9.24A** Listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking...
### Cycle 5

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**Part 1: Listening, Speaking, Reading, and Writing in English**

-experiences in order to practice listening, speaking, reading, and writing in English. **ESOL.9.27C** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.

-**ESOL.9.29A** Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.

-**ESOL.9.29B** Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.

-**ESOL.9.29D** Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.

-**ESOL.9.30M** Use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience.

-**ESOL.9.31H** Use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points.

**Part 2: Writing an Analytical Response to Literature** (5 Lessons)

-**Writing ESOL.9.15Ai** Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.

-**ESOL.9.15Aii** Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.

-**ESOL.9.15Aiii** Write an analytical essay of sufficient length that includes a controlling idea or thesis.

-**ESOL.9.15Aiv** Write an analytical essay of sufficient length that includes an organizing structure (e.g. inductive/deductive, compare/contrast) appropriate to purpose, audience, and context.

-**ESOL.9.15Av** Write an analytical essay of sufficient length that includes relevant information.
## Unit 6: Analytical Essay and Research

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

In this unit, students will consume, critique, and produce analytical writing about protest songs. Students will utilize research methods, noticed in authentic texts, to produce thoughtful, analytical writing.

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.

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### Vocabulary

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**ESOL.9.1E** Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

**ESOL.9.1D** Describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tête-à-tête, pas de deux, bon appetite, quid pro quo).

### Reading

**ESOL.9.8A** Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose.

### Writing

**ESOL.9.13C** Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.

**ESOL.9.13D** Edit drafts for grammar, mechanics, and spelling.

**ESOL.9.15A.i** Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.

**ESOL.9.15A.ii** Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.

**ESOL.9.15A.iii** Write an analytical essay of sufficient length that includes a controlling idea or thesis.

**ESOL.9.15A.iv** Write an analytical essay of sufficient length that includes an organizing structure (e.g. inductive/deductive, compare/contrast) appropriate to purpose, audience, and context.

**ESOL.9.15A.v** Write an analytical essay of sufficient length that includes relevant information.

**ESOL.9.15D** Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.

**ESOL.9.17A.ii** Use and understand the function of restrictive and non-restrictive relative clauses in the context of reading, writing and speaking.

**ESOL.9.17B** Identify and use the subjunctive mood to express doubts, wishes, and possibilities.

**ESOL.9.18A** Use conventions of capitalization and punctuation correctly and consistently.

**ESOL.9.18B.i** Use correct punctuation marks including quotation marks to indicate sarcasm or irony.

**ESOL.9.18B.ii** Use correct punctuation marks including comma placement in nonrestrictive phrases, clauses, and contrasting expressions.
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<td>ESOL.9.20A Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.</td>
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<td>ESOL.9.23A Marshals (gathers and organizes) evidence in support of a clear thesis statement and related claims.</td>
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<td>ESOL.9.23B Provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view.</td>
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<td>ESOL.9.23C Uses graphics and illustrations to help explain concepts where appropriate</td>
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<td>ESOL.9.23D Uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.</td>
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<td>ESOL.9.23E Uses a style manual (Modern Language Association) to document sources and format written materials.</td>
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<td>ESOL.9.24C Evaluate the effectiveness of a speaker's main and supporting ideas.</td>
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<td>ESOL.9.25A Give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</td>
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<td>ESOL.9.27H Develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning.</td>
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**Global Graduate**

- **State Process Standard**

- **Aligned to Upcoming State Readiness Standard**

- **State Readiness Standard**

- **State Supporting Standard**

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