

Cycle 1	27 Days	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. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Metacognition: What Skilled Readers Do</p> <p>Unit 1 establishes the metacognitive, reading, and writing practices and routines necessary to facilitate the reading and writing workshop.</p> <p>Students will examine and read a variety of text genres, while building their knowledge of the reading process. Students will be given time and support to read texts of their choice.</p> <p>Reading Focus: Establishing metacognitive routines used when reading for various purposes.</p> <p>Writing Focus: Establishing routines for how readers respond to text.</p>	<p>22 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p><u>Foundational Skills</u></p> <p>ELLA.8.1A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>ELLA.8.1D 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.</p> <p>ELLA.8.3A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>ELLA.8.3B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>ELLA.8.4 Adjust fluency when reading grade-level text based on the reading purpose.</p> <p>ELLA.8.5 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELLA.8.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ELLA.8.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELLA.8.6C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELLA.8.6D Create mental images to deepen understanding.</p> <p>ELLA.8.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELLA.8.6F Make inferences and use evidence to support understanding.</p> <p>ELLA.8.6G Evaluate details read to determine key ideas.</p> <p>ELLA.8.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u></p> <p>ELLA.8.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELLA.8.7B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>ELLA.8.7C Use text evidence to support an appropriate response.</p> <p>ELLA.8.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELLA.8.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELLA.8.7F Respond using newly acquired vocabulary as appropriate.</p> <p>ELLA.8.7G Discuss and write about the explicit or implicit meanings of text.</p> <p>ELLA.8.7H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p>

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Unit	# Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p><u>Multiple Genres</u> ELLA.8.8A Analyze how themes are developed through the interaction of characters and events. ELLA.8.8B Analyze how characters' motivations and behaviors influence events and resolution of the conflict. ELLA.8.8C Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development. ELLA.8.9A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories. ELLA.8.9E Analyze characteristics and structural elements of informational text.</p> <p><u>Author's Purpose and Craft</u> ELLA.8.10A Explain the author's purpose and message within a text. ELLA.8.10C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Composition</u> ELLA.8.11A 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. ELLA.8.11B Develop drafts into a focused, structured, and coherent piece of writing. ELLA.8.11C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELLA.8.11D.i Edit drafts using standard English conventions, including complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. ELLA.8.11D.ii Edit drafts using standard English conventions, including consistent, appropriate use of verb tenses and active and passive voice. ELLA.8.12A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

Cycle 2	29 Days	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.
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Analyzing Informational Texts</p> <p>Unit 2 includes the reading of expository and procedural texts while continuing to build comprehension in reading.</p> <p>Students examine how authors choose to communicate ideas through the use of details, facts, graphical components, and organizational patterns.</p> <p>Students respond to text in a variety of ways, including discussion, journal writing, and visual/symbolic representation.</p> <p>Reading Focus: Reading informational texts to analyze author's craft and purpose.</p> <p>Writing Focus: Writing an expository piece and responding to texts in a variety of ways.</p>	<p>24 class periods (45-min. each)</p> <p>Teacher Service Day (no students) Oct. 4</p>	<p><u>Foundational Skills</u></p> <p>ELLA.8.1A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>ELLA.8.1D 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.</p> <p>ELLA.8.3A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>ELLA.8.3B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>ELLA.8.4 Adjust fluency when reading grade-level text based on the reading purpose.</p> <p>ELLA.8.5 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELLA.8.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ELLA.8.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELLA.8.6C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELLA.8.6D Create mental images to deepen understanding.</p> <p>ELLA.8.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELLA.8.6F Make inferences and use evidence to support understanding.</p> <p>ELLA.8.6G Evaluate details read to determine key ideas.</p> <p>ELLA.8.6H Synthesize information to create new understanding.</p> <p>ELLA.8.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u></p> <p>ELLA.8.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELLA.8.7B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>ELLA.8.7C Use text evidence to support an appropriate response.</p> <p>ELLA.8.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELLA.8.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELLA. 8.7F Respond using newly acquired vocabulary as appropriate.</p> <p>ELLA.8.7G Discuss and write about the explicit or implicit meanings of text.</p>

Cycle 2	29 Days	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.
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><u>Multiple Genres</u> ELLA.8.9Ei Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence ELLA.8.9Eii Analyze characteristics and structural elements of informational text, including features such as footnotes, endnotes, and citations. ELLA.8.9Eiii Analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis.</p> <p><u>Author's Purpose and Craft</u> ELLA.8.10A Explain the author's purpose and message within a text. ELLA.8.10B Analyze how the use of text structure contributes to the author's purpose. ELLA.8.10C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Composition</u> ELLA.8.11A 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. ELLA.8.11Bi 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. ELLA.8.11Bii 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. ELLA.8.11C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELLA.8.11D.iii Edit drafts using standard English conventions, conjunctive adverbs. ELLA.8.11D.vii Edit drafts using standard English conventions, including correct capitalization. ELLA.8.11D.viii Edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses. ELLA.8.11E Publish written work for appropriate audiences. ELLA.8.12B 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.</p>

Cycle 3	30 Days	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.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Analyzing Literary Texts</p> <p>Unit 3 includes the reading of fiction and literary nonfiction while continuing to strengthen comprehension skills.</p> <p>Students review literary elements and analyze how authors convey their message and purpose.</p> <p>Students make connections, find patterns and similarities across text, utilize their prior knowledge in order to respond to the text.</p> <p>Reading Focus: Reading fiction and literary nonfiction to analyze literary elements.</p> <p>Writing Focus: Writing responses to text and drafting a personal narrative or short story.</p>	<p>24 class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day</i> (no students) Jan. 18</p>	<p><u>Foundational Skills</u></p> <p>ELLA.8.1A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>ELLA.8.3B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>ELLA.8.3C Determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including ast, qui, path, mand/mend, and duc; auto, bio, graph, meter, phon, port, and tele; and terr, chrono, audi, geo, dict, photo, and ject.</p> <p>ELLA.8.5 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELLA.8.6A Establish purposes for reading assigned and self-selected texts.</p> <p>ELLA.8.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELLA.8.6C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELLA.8.6D Create mental images to deepen understanding.</p> <p>ELLA.8.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELLA.8.6F Make inferences and use evidence to support understanding.</p> <p>ELLA.8.6G Evaluate details read to determine key ideas.</p> <p>ELLA.8.6H Synthesize information to create new understanding.</p> <p>ELLA.8.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u></p> <p>ELLA.8.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELLA.8.7B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>ELLA.8.7C Use text evidence to support an appropriate response.</p> <p>ELLA.8.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELLA.8.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELLA.8.7F Respond using newly acquired vocabulary as appropriate.</p> <p>ELLA.8.7G Discuss and write about the explicit or implicit meanings of text.</p>

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	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><u>Multiple Genres</u> ELLA.8.8A Analyze how themes are developed through the interaction of characters and events. ELLA.8.8B Analyze how characters' motivations and behaviors influence events and resolution of the conflict. ELLA.8.8C Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development. ELLA.8.8D Explain how the setting influences the values and beliefs of characters. ELLA.8.9A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories.</p> <p><u>Author's Purpose and Craft</u> ELLA.8.10A Explain the author's purpose and message within a text. ELLA.8.10D Describe how the author's use of figurative language such as extended metaphor achieves specific purposes. ELLA.8.10E Identify the use of literary devices, including multiple points of view and irony. ELLA.8.10F Analyze how the author's use of language contributes to mood, voice, and tone.</p> <p><u>Composition</u> ELLA.8.11A 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. ELLA.8.11B Develop drafts into a focused, structured, and coherent piece of writing. ELLA.8.11C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELLA.8.11D.i Edit drafts using standard English conventions, including complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. ELLA.8.11D.iv Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement. ELLA.8.11D.vi Edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences. ELLA.8.11D.viii Edit drafts using standard punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses. ELLA.8.11E Publish written work for appropriate audiences. ELLA.8.12A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

Cycle 4	27 Days	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.
	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Examining Poetry and Drama</p> <p>Unit 4 explores the reading of drama and poetry while continuing to strengthen comprehension skills.</p> <p>Students read a poetry and drama to analyze how authors create meaning and convey mood using dramatic and poetic elements.</p> <p>Students craft original poems in addition to making connections, finding patterns and similarities across texts, and writing personal responses to texts.</p> <p>Reading Focus: Reading to interpret drama and poetry</p> <p>Writing Focus: Responding to text and writing a poem.</p>	<p>23 class periods (45-min. each)</p> <p>Teacher Service Day/Presidents' Day (no students) Feb. 21</p>	<p><u>Foundational Skills</u></p> <p>ELLA.8.1A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>ELLA.8.1D 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.</p> <p>ELLA.8.3B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>ELLA.8.5 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELLA.8.6A Establish purposes for reading assigned and self-selected texts.</p> <p>ELLA.8.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELLA.8.6D Create mental images to deepen understanding.</p> <p>ELLA.8.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELLA.8.6F Make inferences and use evidence to support understanding.</p> <p>ELLA.8.6G Evaluate details read to determine key ideas.</p> <p>ELLA.8.6H Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p>ELLA.8.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELLA.8.7B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>ELLA.8.7C Use text evidence to support an appropriate response.</p> <p>ELLA.8.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELLA.8.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELLA.8.7F Respond using newly acquired vocabulary as appropriate.</p> <p>ELLA.8.7G Discuss and write about the explicit or implicit meanings of text.</p> <p>ELLA.8.7H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u></p> <p>ELLA.8.8A Analyze how themes are developed through the interaction of characters and events.</p> <p>ELLA.8.8B Analyze how characters' motivations and behaviors influence events and resolution of the conflict.</p> <p>ELLA.8.8C Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.</p> <p>ELLA.8.8D Explain how the setting influences the values and beliefs of characters.</p> <p>ELLA.8.9B Identify structural elements such as rhyme, repetition, and alliteration and analyze how language contributes to the meaning of a poem.</p>

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Unit	# Class Periods	
		<p>ELLA.8.9C 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.</p> <p>ELLA.8.9D Analyze how playwrights develop dramatic action through the use of acts and scenes.</p> <p><u>Author's Purpose and Craft</u></p> <p>ELLA.8.10A Explain the author's purpose and message within a text.</p> <p>ELLA.8.10C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>ELLA.8.10D Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.</p> <p>ELLA.8.10F Analyze how the author's use of language contributes to the mood, voice, and tone.</p> <p><u>Composition</u></p> <p>ELLA.8.11A 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.</p> <p>ELLA.8.11B Develop drafts into a focused, structured, and coherent piece of writing.</p> <p>ELLA.8.11C Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p>ELLA.8.11Dv Edit drafts using standard English conventions, including pronoun-antecedent agreement.</p> <p>ELLA.8.11D.ix 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.</p> <p>ELLA.8.11E Publish written work for appropriate audiences.</p> <p>ELLA.8.12A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

Cycle 5	33 Days	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.
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Investigating Argumentative Texts</p> <p>Unit 5 explores the study of argumentative texts while continuing to strengthen metacognitive skills. In addition, students will utilize test-taking strategies such as annotating.</p> <p>Students synthesize what they have learned about author's craft to draft an argumentative text and to respond to text in multiple ways.</p> <p>Reading Focus: Reading various texts, including argumentative or commentary pieces.</p> <p>Writing Focus: Writing an argumentative piece and responding to texts.</p>	<p>24 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p><u>Foundational Skills</u></p> <p>ELLA.8.1A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>ELLA.8.1D 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.</p> <p>ELLA.8.3A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>ELLA.8.3B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>ELLA.8.5 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELLA.8.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ELLA.8.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELLA.8.6C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELLA.8.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELLA.8.6F Make inferences and use evidence to support understanding.</p> <p>ELLA.8.6G Evaluate details read to determine key ideas.</p> <p>ELLA.8.6H Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p>ELLA.8.7B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>ELLA.8.7C Use text evidence to support an appropriate response</p> <p>ELLA.8.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELLA.8.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELLA.8.7F Respond using newly acquired vocabulary as appropriate.</p> <p>ELLA.8.7G Discuss and write about the explicit or implicit meanings of text.</p> <p>ELLA.8.7I Reflect on and adjust responses as new evidence is presented.</p> <p>ELLA.8.7J Defend or challenge the claims using relevant text evidence.</p> <p><u>Multiple Genres</u></p> <p>ELLA.8.9Ei Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence</p> <p>ELLA.8.9Eiii Analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis.</p> <p>ELLA.8.9Fi Analyze characteristics and structures of argumentative text by identifying the claim and analyzing the argument.</p> <p>ELLA.8.9Fii Analyze characteristics and structures of argumentative text by identifying and explaining the counter argument.</p>

Cycle 5	33 Days	<i>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.</i>
Unit	# Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>ELLA.8.9Fiii Analyze characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p>ELLA.8.9G Analyze characteristics analyze characteristics of multimodal and digital texts.</p> <p><u>Author’s Purpose and Craft</u></p> <p>ELLA.8.10A Explain the author's purpose and message within a text.</p> <p>ELLA.8.10B Analyze how the use of text structure contributes to the author's purpose.</p> <p>ELLA.8.10C Analyze the author’s use of print and graphic features to achieve specific purposes.</p> <p>ELLA.8.10F Analyze how the author’s use of language contributes to the mood, voice, and tone.</p> <p>ELLA.8.10G Explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.</p> <p><u>Composition</u></p> <p>ELLA.8.11A 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.</p> <p>ELLA.8.11Bi 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.</p> <p>ELLA.8.11C Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p>ELLA.8.11D.i Edit drafts using standard English conventions, including complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p>ELLA.8.11D.viii Edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses.</p> <p>ELLA.8.11.D.ix Edit drafts using correct spelling, including commonly confused terms such as its/it’s, affect/effect, there/their/they’re, and to/two/too.</p> <p>ELLA.8.11E Publish written work for appropriate audiences.</p> <p>ELLA.8.12C Compose multi-paragraph argumentative texts using genre characteristics and craft.</p> <p>ELLA.8.12D Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p> <p><u>Inquiry and Research</u></p> <p>ELLA.8.13H.i Examine sources for reliability, credibility, and bias, including omission.</p> <p>ELLA.8.13H.ii Examine sources for faulty reasoning such as bandwagon appeals, repetition, and loaded language.</p>

Cycle 6	31 Days	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.
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: Student Inquiry</p> <p>Unit 6 continues to strengthen students' metacognitive skills and explores inquiry through the research process.</p> <p>Students will conduct research, formulate questions, and analyze the credibility of informational sources and their relevance.</p> <p>Students will support their written presentations textual information from their inquiry to produce and deliver multimedia presentations.</p> <p>Reading Focus: Reading informational text to answer inquiry questions.</p>	<p>24 class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p><u>Foundational Skills</u> ELLA.8.1A Listen actively to interpret a message by summarizing, asking questions, and making comments. ELLA.8.1B Follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems. ELLA.8.1C Give an organized presentation with a specific point of view. ELLA.8.3A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. ELLA.8.3B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words. ELLA.8.5 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELLA.8.6A Establish purpose for reading assigned and self-selected texts. ELLA.8.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELLA.8.6F Make inferences and use evidence to support understanding. ELLA.8.6G Evaluate details read to determine key ideas. ELLA.8.6H Synthesize information to create new understanding. ELLA.8.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u> ELLA.8.7B Write responses that demonstrate understanding of texts, including comparing sources within and across genres. ELLA.8.7C Use text evidence to support an appropriate response. ELLA.8.7D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELLA.8.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELLA.8.7F Respond using newly acquired vocabulary as appropriate. ELLA.8.7G Discuss and write about the explicit or implicit meanings of text. ELLA.8.7I Reflect on and adjust responses as new evidence is presented.</p> <p><u>Multiple Genres</u> ELLA.8.9E Analyze characteristics and structural elements of informational text. ELLA.8.9G Analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u> ELLA.8.10A Explain the author's purpose and message within a text ELLA.8.10B Analyze how the use of text structure contributes to the author's purpose. ELLA.8.10C Analyze the author's use of print and graphic features to achieve specific purposes.</p>

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	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Writing Focus: Writing to present inquiry findings through text and a multimedia presentation.</p>		<p><u>Composition</u> ELLA.8.11A 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. ELLA.8.11B Develop drafts into a focused, structured, and coherent piece of writing. ELLA.8.11C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELLA.8.11D Edit drafts using standard English conventions. ELLA.8.11E Publish written work for appropriate audiences.</p> <p><u>Inquiry and Research</u> ELLA.8.13A Generate student-selected and teacher-guided questions for formal and informal inquiry. ELLA.8.13B Develop and revise a plan. ELLA.8.13C Refine the major research question, if necessary, guided by the answers to a secondary set of questions. ELLA.8.13D Identify and gather relevant information from a variety of sources. ELLA.8.13E Differentiate between primary and secondary sources. ELLA.8.13F Synthesize information from a variety of sources. ELLA.8.13G Differentiate between paraphrasing and plagiarism when using source materials. ELLA.8.13H.i Examine sources for reliability, credibility, and bias, including omission. ELLA.8.13H.ii Examine sources for faulty reasoning such as bandwagon appeals, repetition, and loaded language. ELLA.8.13I Display academic citations and use source materials ethically. ELLA.8.13J Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>