

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	11 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 1: Check Your Shelf</b></p> <p>Unit 1 establishes the practices and routines of the reading and writing workshop while exploring students' reading and writing identities. Students read in multiple genres while reviewing metacognitive strategies and crafting six-word memoirs and authentic reading responses.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>11 class periods (90-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 Knowledge</u></p> <p><b>ELA.8.1.C</b> 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><b>ELA.8.1.D</b> Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p> <p><b>ELA.8.2.B</b> Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p><b>ELA.8.3.A</b> Adjust fluency when reading grade-level text based on the reading purpose.</p> <p><b>ELA.8.4.A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELA.8.5.A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELA.8.5.B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELA.8.5.C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELA.8.5.D</b> Create mental images to deepen understanding.</p> <p><b>ELA.8.5.E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELA.8.5.F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELA.8.5.I</b> 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><b>ELA.8.6.A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELA.8.6.B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELA.8.6.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELA.8.6.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELA.8.6.G</b> Discuss and write about the explicit and implicit meanings of text.</p> <p><b>ELA.8.6.H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p>

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.
Unit	11 Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> The student will:</p> <p><u>Multiple Genres</u>  <b>ELA.8.7.B</b> Analyze how characters' motivations and behaviors influence events and resolution of the conflict.  <b>ELA.8.7.C</b> Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  <b>ELA.8.8.A</b> 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>  <b>ELA.8.9.D</b> Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.  <b>ELA.8.9.E</b> Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p><u>Composition</u>  <b>ELA.8.10.A</b> 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.  <b>ELA.8.10.B.i</b> 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.  <b>ELA.8.10.D.v</b> Edit drafts using standard English conventions, including correct capitalization.  <b>ELA.8.10.D.vi</b> Edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses.  <b>ELA.8.10.E</b> Publish written work for appropriate audiences.</p>

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
<p><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></p>		
Unit	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 2: Who Tells Your Story</b></p> <p>During Unit 2, students consume and critique narrative texts, including fiction and literary nonfiction, and write memoirs using the characteristics and craft of the genre.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>10 class periods (90-min. each)</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p>	<p><u>Foundational Knowledge</u>  <b>ELA.8.1.A</b> Listen actively to interpret a message by summarizing, asking questions, and making comments.  <b>ELA.8.2.A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.  <b>ELA.8.2.B</b> Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.  <b>ELA.8.4.A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELA.8.5.E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>ELA.8.5.F</b> Make inferences and use evidence to support understanding.</p> <p><u>Response Skills</u>  <b>ELA.8.6.C</b> Use text evidence to support an appropriate response.  <b>ELA.8.6.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.  <b>ELA.8.6.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELA.8.6.F</b> Respond using newly acquired vocabulary as appropriate.  <b>ELA.8.6.G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u>  <b>ELA.8.7.A</b> Analyze how themes are developed through the interaction of characters and events.  <b>ELA.8.7.B</b> Analyze how characters' motivations and behaviors influence events and resolution of the conflict.  <b>ELA.8.7.C</b> Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  <b>ELA.8.7.D</b> Explain how the setting influences the values and beliefs of characters.  <b>ELA.8.8.B</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.</p> <p><u>Author's Purpose</u>  <b>ELA.8.9.A</b> Explain the author's purpose and message within a text.  <b>ELA.8.9.D</b> Describe how the author's use of figurative language such as extended metaphor and achieves specific purposes.</p>

Cycle 2	29 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	10 Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b>  <b>The student will:</b></p> <p><b>ELA.8.9.E</b> Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p><b>ELA.8.9.F</b> Analyze how the author's use of language contributes to the mood, voice, and tone.</p> <p><u>Composition</u></p> <p><b>ELA.8.10.A</b> 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><b>ELA.8.10.C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p><b>ELA.8.10.D.i</b> Edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p><b>ELA.8.10.D.vii</b> 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><b>ELA.8.10.E</b> Publish written work for appropriate audiences.</p> <p><b>ELA.8.11.A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p><u>Inquiry and Research</u></p> <p><b>ELA.8.12.A</b> Generate student-selected and teacher-guided questions for formal and informal inquiry.</p> <p><b>ELA.8.12.D</b> Identify and gather relevant information from a variety of sources.</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	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: Fakers Gonna Fake</b></p> <p>During Unit 3, students explore informational texts and develop media literacy skills by evaluating sources and discerning credible content from unreliable content. Students critically consume texts and use genre characteristics and craft from mentor selections to draft informational texts.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>10 class periods (90-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 Knowledge</u>  <b>ELA.8.1.D</b> Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.  <b>ELA.8.2.A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.  <b>ELA.8.2.B</b> Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.  <b>ELA.8.2.C</b> 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.  <b>ELA.8.4.A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELA.8.5.E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>ELA.8.5.F</b> Make inferences and use evidence to support understanding.  <b>ELA.8.5.G</b> Evaluate details read to determine key ideas.  <b>ELA.8.5.H</b> Synthesize information to create new understanding.</p> <p><u>Response Skills</u>  <b>ELA.8.6.B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.  <b>ELA.8.6.C</b> Use text evidence to support an appropriate response.  <b>ELA.8.6.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.  <b>ELA.8.6.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELA.8.6.G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u>  <b>ELA.8.8.D.i</b> Analyze characteristics and structural elements of informational text, including controlling idea or thesis with supporting evidence.  <b>ELA.8.8.D.iii</b> Analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis.  <b>ELA.8.8.E.i</b> Analyze characteristics and structures of argumentative text by identifying the claim and analyzing the argument.  <b>ELA.8.8.E.ii</b> Analyze characteristics and structures of argumentative text by identifying and explaining the counter argument.  <b>ELA.8.8.E.iii</b> Analyze characteristics and structures of argumentative text by identifying the intended audience or reader.</p>

<b>Cycle 3</b>	<b>30 Days</b>	<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>
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><u>Author's Purpose and Craft</u>  <b>ELA.8.9.A</b> Explain the author's purpose and message within a text.  <b>ELA.8.9.B</b> Analyze how the use of text structure contributes to the author's purpose.  <b>ELA.8.9.C</b> Analyze the author's use of print and graphic features to achieve specific purposes.  <b>ELA.8.9.G</b> 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>  <b>ELA.8.10.A</b> 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.  <b>ELA.8.10.B.i</b> 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.  <b>ELA.8.10.B.ii</b> 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.  <b>ELA.8.10.D.ii</b> Edit drafts using standard English conventions, including consistent, appropriate use of verb tenses and active and passive voice.  <b>ELA.8.10.E</b> Publish written work for appropriate audiences.  <b>ELA.8.11.B</b> Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</p> <p><u>Inquiry and Research</u>  <b>ELA.8.12.A</b> Generate student- selected and teacher- guided questions for formal and informal inquiry.  <b>ELA.8.12.D</b> Identify and gather relevant information from a variety of sources.  <b>ELA 8.12.H.ii</b> Examine sources for faulty reasoning such as bandwagon appeals, repetition, and loaded language.  <b>ELA 8.12.J</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</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	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: 99 Problems</b></p> <p>Unit 4 explores conflict through narrative texts and drama. Students study how characters tackle conflict and authors convey theme through character struggle. Students also compose authentic correspondence to favorite authors or publishers.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>14 class periods (90-min. each)</p> <p><i>Teacher Service Day/Presidents' Day</i> (no students) Feb. 21</p>	<p><u>Foundational Knowledge</u>  <b>ELA.8.1.A</b> Listen actively to interpret a message by summarizing, asking questions, and making comments.  <b>ELA.8.2.A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.  <b>ELA.8.2.B</b> Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.  <b>ELA.8.2.C</b> 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.  <b>ELA.8.4.A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELA.8.5.E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>ELA.8.5.F</b> Make inferences and use evidence to support understanding.  <b>ELA.8.5.H</b> Synthesize information to create new understanding.</p> <p><u>Response Skills</u>  <b>ELA.8.6.C</b> Use text evidence to support an appropriate response.  <b>ELA.8.6.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.  <b>ELA.8.6.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELA.8.6.G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u>  <b>ELA.8.7.A</b> Analyze how themes are developed through the interaction of characters and events.  <b>ELA.8.7.B</b> Analyze how characters' motivations and behaviors influence events and resolution of the conflict.  <b>ELA.8.7.C</b> Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  <b>ELA.8.7.D</b> Explain how the setting influences the values and beliefs of characters.  <b>ELA.8.8.C</b> Analyze how playwrights develop dramatic action through the use of acts and scenes.</p> <p><u>Author's Purpose and Craft</u>  <b>ELA.8.9.A</b> Explain the author's purpose and message within a text.  <b>ELA.8.9.D</b> Describe how the author's use of figurative language such as extended metaphor and achieves specific purposes.</p>

Cycle 4	27 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	14 Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b>  <b>The student will:</b></p> <p><b>ELA.8.9.E</b> Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p><b>ELA.8.9.F</b> Analyze how the author's use of language contributes to the mood, voice, and tone.</p> <p><u>Composition</u></p> <p><b>ELA.8.10.A</b> 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><b>ELA.8.10.D.iii</b> Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.</p> <p><b>ELA.8.10.E</b> Publish written work for appropriate audiences.</p> <p><b>ELA.8.11.D</b> 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><b>ELA.8.12.A</b> Generate student- selected and teacher- guided questions for formal and informal inquiry.</p> <p><b>ELA.8.12.D</b> Identify and gather relevant information from a variety of sources.</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	12 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: Under the Microscope</b></p> <p>In Unit 5, students explore state assessment connections in a variety of genres. Through a series of targeted micro-units, students review the demands of each genre and high-leverage standards while engaging in authentic reading and writing experiences.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>12 class periods (90-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 Knowledge</u></p> <p><b>ELA.8.1.C</b> 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><b>ELA.8.2.B</b> Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p><b>ELA.8.2.C</b> 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.</p> <p><b>ELA.8.4.A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELA.8.5.A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELA 8.5.E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELA.8.5.F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELA.8.5.G</b> Evaluate details read to determine key ideas.</p> <p><b>ELA.8.5.H</b> Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p><b>ELA.8.6.C</b> Use text evidence to support an appropriate response.</p> <p><b>ELA 8.6.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELA.8.6.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELA 8.6.G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ELA.8.6.H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><b>ELA.8.6.I</b> Reflect on and adjust responses as new evidence is presented.</p> <p><b>ELA.8.6.J</b> Defend or challenge the authors' claims using relevant text evidence.</p> <p><u>Multiple Genres</u></p> <p><b>ELA.8.7.A</b> Analyze how themes are developed through the interaction of characters and events.</p> <p><b>ELA.8.7.B</b> Analyze how characters' motivations and behaviors influence events and resolution of the conflict.</p> <p><b>ELA.8.7.C</b> Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.</p> <p><b>ELA.8.7.D</b> Explain how the setting influences the values and beliefs of characters.</p> <p><b>ELA.8.8.A</b> Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories.</p>

<b>Cycle 5</b>	<b>33 Days</b>	<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>
	Feb. 28 - Apr. 22, 2022	
Unit	12 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>ELA.8.8.D.i</b> Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.</p> <p><b>ELA.8.8.D.iii</b> 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></p> <p><b>ELA.8.9.A</b> Explain the author's purpose and message within a text.</p> <p><b>ELA.8.9.B</b> Analyze how the use of text structure contributes to the author's purpose.</p> <p><b>ELA.8.9.C</b> Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Composition</u></p> <p><b>ELA.8.10.A</b> 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><b>ELA.8.10.C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p><b>ELA.8.10.D.iv</b> Edit drafts using standard English conventions, including pronoun- antecedent agreement.</p> <p><b>ELA.8.10.E</b> Publish written work for appropriate audiences.</p> <p><b>ELA.8.11.C</b> Compose multi- paragraph argumentative texts using genre characteristics and craft.</p> <p><u>Inquiry and Research</u></p> <p><b>ELA.8.12.A</b> Generate student-selected and teacher-guided questions for formal and informal inquiry.</p> <p><b>ELA.8.12.D</b> Identify and gather relevant information from a variety of sources.</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	<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	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 6: Question Everything</b></p> <p>In Unit 6, students formulate research questions, engage in authentic research, and deliver multimedia presentations on their research conclusions.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing</p>	<p>14 class periods (90-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 Knowledge</u>  <b>ELA.8.1.A</b> Listen actively to interpret a message by summarizing, asking questions, and making comments.  <b>ELA.8.1.B</b> Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.  <b>ELA.8.1.D</b> Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.  <b>ELA.8.2.A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.  <b>ELA.8.4.A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELA.8.5.F</b> Make inferences and use evidence to support understanding.  <b>ELA.8.5.H</b> Synthesize information to create new understanding.</p> <p><u>Response Skills</u>  <b>ELA.8.6.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELA.8.6.H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u>  <b>ELA.8.8.D.ii</b> Analyze characteristics and structural elements of informational text, including features such as footnotes, endnotes, and citations.  <b>ELA.8.8.D.iii</b> Analyze characteristics and structural elements of informational text, including features such as footnotes, endnotes, and citations.  <b>ELA.8.8.F</b> Analyze characteristics of multimodal and digital texts.</p> <p><u>Author’s Purpose and Craft</u>  <b>ELA.8.9.A</b> Explain the author's purpose and message within a text.  <b>ELA.8.9.C</b> Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Composition</u>  <b>ELA.8.10.A</b> 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.  <b>ELA.8.10.C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.  <b>ELA.8.10.E</b> Publish written work for appropriate audiences.  <b>ELA.8.11.B</b> Compose multi- paragraph argumentative texts using genre characteristics and craft.</p> <p><u>Inquiry and Research</u></p>

Cycle 6	31 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	14 Class Periods	
<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>		
		<p><b>ELA.8.12.A</b> Generate student- selected and teacher- guided questions for formal and informal inquiry.</p> <p><b>ELA.8.12.B</b> Develop and revise a plan.</p> <p><b>ELA.8.12.C</b> Refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p> <p><b>ELA.8.12.D</b> Identify and gather relevant information from a variety of sources.</p> <p><b>ELA.8.12.E</b> Differentiate between primary and secondary sources.</p> <p><b>ELA.8.12.F</b> Synthesize information from a variety of sources.</p> <p><b>ELA.8.12.G</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>ELA.8.12.H.i</b> Examine sources for reliability, credibility, and bias, including omission.</p> <p><b>ELA.8.12.H.ii</b> Examine sources for faulty reasoning such as bandwagon appeals, repetition, and loaded language.</p> <p><b>ELA.8.12.I</b> Display academic citations and use source materials ethically.</p> <p><b>ELA.8.12.J</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>