

ESOL I/Sheltered Reading I (ESOL II/Sheltered Reading II)

Scope and Sequence 2024-2025

TEKS Distribution Among Units

	1A	18	1C	1D	1F	1F	16	2A	3A	3B	3C	3D	3E	3F	4A	5A	6A	6B	96	6D	6F	6F	66	Н9	61	7A	7B	70	7D	7E	75	7G	7H	71	7,1	7 X	8A	8B	8C	8D	A6	9B	90	ide	i i i	9Diii	9Ei	9Ei	9Ei	9F
Unit 1	х	Х	Х	х	Χ	Χ	X	х	Х	х	Х	Х	Χ	Χ	Х	Х	Х	Х		х	х	х			Х	Х	х	х	Х	х	х		х	х		Х														
Unit 2		х	Х		Χ	Χ	Х	х				Х	Х	Χ	Х	Х	Х		х	Х	х	X	Х	Х	х			х	х			х	Х	Х	Х	Х		Х	X	х										
Unit 3		х	Х		Χ	Χ	Χ	х				Χ	Х	Χ	Х	Χ	Х		х	Х		X	Х	Х	Х			х	х					Х		Х	х	х	X	х								\blacksquare	П	
Unit 4	Х	х	X	Х	Χ	Χ	Χ	х				Х	Х	Χ	Х	Х	Х	Х	Х		Х				Х	Х	Х	Х				Х		Х		Х					Х	Х	Х							
Unit 5	Х	Х	X		Χ	Χ		Х	Х	Х	Х	Х	Х	Χ	Χ	Χ	Χ	Х	Х			Х	Х	Χ	Х		Х	Х	Х		Х	Х		Х	Х	Х								Χ	Χ	Х	х	Х	П	
Unit 6		Х	X		Χ	Χ		Х					Х		Χ	Χ	Χ						Х	Х	Х		Х		Х					Х	Х	Х											Х	X Z	Х	Х
Unit 7																																																		
Unit 8	X	Х													Х	X	X								Х									Х																

	10A		10C	10D	10E	10F	10G	10H	11A	11Bi	11Biii	11C	11Di	11Dii	11Diii	11Div	11Dv	11Dvi	11Dvii	11Dviii	11Dix	11E	11F	11G	12A	12B	12C	12D	13A	13B	13C	13D	13E	13F	13Gi	13Gii	13H	131	13J
Unit 1	х								х																														
Unit 2									Χ	Х	Χ																												
Unit 3	х	Х		Х		Х						Х	Х	Х	Х				Х		Х	Х	Х	Х	Х														
Unit 4	Х		Χ	Χ	Χ	Χ																							Х					Х					
Unit 5	Х	Χ	Χ						Χ	Х	Χ	Х	Х	Х	Х	Χ	Х	Χ	Χ	Χ	Χ	Χ	Χ	Χ		Χ			х		х	Х	Х	Χ					X
Unit 6	Х	Х	Х			Х	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х			Х		Х			Х			Х	Х			Х
Unit 7																																							
Unit 8									Х																			Х	Х	Х	Х	X	Х	Х			Х	Х	Х

^{*}The highlights indicate TEKS that are new to the grade-level. They do not exist in the grade-level prio



Unit 1

Building a Literacy Community- Who Are We as Readers, Writers and Communicators?

Estimated Date Range: August 8th -30th Estimated Time Frame: 17 Days

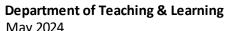
*District English Language Proficiency Assessment (DELPA) Window #1

Link to Integrated TEKS

	<u>LINK to integrated TERS</u>	
Concepts	TEKS	Grammar Focus
Concept 1: Purposeful Conversation - How Will We Engage in Conversation about Literacy as a Community? Estimated 5 day	Priority Standards: ESOL I/II.(1)A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	Prerequisite grammar concepts: Feminine/Masculine Pronouns Singular/Plural Pronouns
Concept 2: Getting to Know You Estimated 5 days	Priority Standards: ESOL I/II.(11)A plan a piece of writing appropriate to various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing	What Makes a sentence? (ESOL I.9(D)i,iv,v) Part A (ESOL I.9(D)i) - Subject - Verb - Sense of
*Concept 3: Close Reading Routine— Author's Purpose and Theme Estimated 7 days *District English Language Proficiency Assessment (DELPA) Window #1	Priority Standards: ESOL I.(7)C use text evidence and original commentary to support a comprehensive response ESOL II.(7)C use text evidence and original interpretive to support a comprehensive response	completeness (Simple sentences) Part B (ESOL I.9(D)I,iv,v) - Period - Capital Letter and beginning of sentence
Opens	ESOL I.(10)A identify and analyze the author's purpose and message within a text ESOL II.(10)A analyze the author's purpose and message within a text	

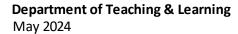


TEACHING & LEARNING	May 2024	or reaching & Learning
	ESOL I.(6)F Make inferences and use evidence to support understanding	
	Unit 2	
	Author's Craft: Literary Structures	
	Estimated Date Range: September 3 – October 9th	
	Estimated Time Frame: 46 Days	
	*ESL District Learning Assessment Window (More information coming soon)	
	Link to Integrated TEKS	
Concepts	TEKS	Grammar Focus
Concept 1: Analyzing Character	Priority Standards:	ESOL I/II.11.D.vii
and Theme as a Reader and Writer	ESOL I.(8)A identify and analyze how themes are developed through characterization and	Correct Capitalization
Estimated 11 days	plot in a variety of literary texts	
	ESOL II.(8)A analyze how themes are developed through characterization and plot, including	
Sub-Genre: Narrative	comparing similar themes in a variety of literary texts representing different cultures	
	ESOL I.(8)B identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	
	ESOL II.(8)B analyze how authors develop complex yet believable characters, including	
	archetypes, through historical and cultural settings	
	ESOL I/II.(6)F Make inferences and use evidence to support understanding	
	ESOL I/II.(11)A plan a [narrative] piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing	
	Priority Standards:	ELA I/II.11.D.iii pronoun- antecedent agreement
	1	antecedent agreement





TEACHING & LEARNING	May 2024	or readining at Learning
Concept 2: Analyzing the Interactions of Setting, Plot, and	ESOL I.(8)C Identify and analyze how themes are developed through characterization and plot in a variety of literary texts	
Theme	ESOL II. (8)A analyze how themes are developed through characterization and plot,	
Estimated 14 days	including comparing similar themes in a variety of literary texts representing	
	different cultures	
Sub-Genres: Narrative and Drama		
	ESOL I.(8)C identify and analyze non-linear plot developments such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot	
	development	
	ESOL II.(8)C analyze isolated scenes and their contribution to the success of the plot	
	as a whole	
	ESOL I.(8)D Identify and analyze how the setting influences the theme	
	ESOL II.(8)D analyze how <u>historical and cultural settings influence characterization</u> , plot, and theme across texts	
	piot, and theme across texts	
	ESOL I/II.(11)A plan a [narrative] piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing	
	ESOL I/II.(11)B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended	
Concept 3: Analyzing Language as a	Priority Standards:	ELA I/II.11.D.ii consistent
Reader and Writer		and appropriate use of
Estimated 21 days	ESOL I.(10)D identify and analyze how the author's use of language achieves specific	verb tenses and active and passive voice
Sub-Genres:	purpose;	and passive voice
Narrative, Drama, and Poetry	ESOL II.(10)D analyze how the author's use of language informs and shapes the perception of the readers	ESOL I/II.11.Diii Subject- verb Agreement
	ESOL I.(10)E identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	





	ESOL II.(10)E analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes	Introduce: ESOL I/II.11.D.vi Accurate use of homonyms
	ESOL I/II.(10)F identify and analyze how the author's diction and syntax contributed to the mood, voice, and tone of a text	
	ESOL I.(10)B analyze how the use of text structure contributes to the author's purpose	
	ESOL I/II.(11)A plan a piece of writing appropriate for various purposes and audiences by	
	generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing	
	Umit 2	

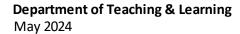
Unit 3

Synthesizing Across Genres

Estimated Date Range: November 18th – December 20th
Estimated Time Frame: 20 Days
District Language Proficiency Assessment (DELPA) Window #2*

Link to Integrated TEKS

Concepts	TEKS	Grammar Focus
Concept 1: Paraphrasing	Priority Standards	(Not at grade-level
and Summarizing		standard): Correct
	ESOL I/II.(6)B answer and generate questions about text before, during, and after reading to	spelling, including
Sub-Genre:	acquire and deepen understanding and gain information	commonly confused
Informational		terms such as its/it's,
	ESOL I.(6)G Actively participate in discussions to identify, understand, and evaluate details	affect/effect, there,
	read to determine key ideas	their, they're, and
	ESOL II.(6)G evaluate details read to determine key ideas	to/two/too
	ESOL I.(7)D Paraphrase and summarize texts in ways that maintain meaning and logical	ESOL I/II.11.D.ix
	order	Correct Spelling,
		including abbreviations



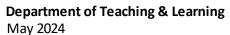


Concept 2: Understanding	Priority Standards	Review Simple
Cross-genre Connections*		Sentences
District English Language	ESOL I/II.(10)A Identify and analyze the author's purpose, audience, and message within a	(not at grade level
Proficiency Assessment	text	standard)
(DELPA) #2 Window Opens		
	ESOL I.(6)H Synthesize information from two texts to create new understanding	ESOL I.11.D.viii
Sub-genres:	ESOL II.(6)H Synthesize information from multiple texts to create new understanding	punctuation , including
Informational, Literary		commas in
		nonrestrictive phrases
		and clauses ,
		semicolons, colons and
		parentheses
		ESOL II.11.D.viii
		punctuation , including
		commas, semicolons,
		colons and dashes to
		set off phrases and
		clauses as appropriate

NEW Unit 4 (OLD Unit 5)

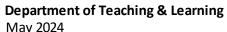
Author's Craft: Informational Text and Inquiry

Estimated Date Range: January 9th – February 7th
Estimated Time Frame: 21 Days
*ESL District Learning Assessment Window (coming soon...)
Link to Integrated TEKS



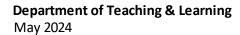


Concepts	TEKS	Grammar Focus
Concept 1- Analyzing	Priority Standards:	Sentence Combining
Thesis Statements and	ESOL I.(9)D identify and analyze the characteristics and structures of informational text such	ESOL I.11.E use sentence
Author's Purpose as a	as:	combining techniques to
Researcher and Writer	(i). controlling idea and clear thesis, relevant supporting evidence, pertinent	create a variety of
Estimated 7 days	examples and conclusion	sentence structures and lengths
	ESOL II.(9)D identify and analyze the characteristics and structures of informational text	ESOL II.11.E use sentence
	(i). <u>clear thesis</u> , relevant supporting evidence, pertinent examples and conclusion (ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain or use information and gain understanding of text	combining techniques to create an increasingly complex variety of sentence structures and lengths
	ESOL I/II.(12)B Compose informational text such as explanatory essays, reports, and	
	personal essays using genre characteristics and craft;	
	ESOL I.(13)A develop questions for formal and informal inquiry	
	ESOL I.(13)C develop and revise a plan	
	ESOL I.(10)A identify and analyze the author's purpose, audience, and message within a text	
Concept 2- Analyzing how	*Priority Standards:	(Not at grade level
Author's connect Thesis	ESOL I.(9)D identify and analyze characteristics and structural elements of informational	standard)
and Evidence as a	texts such as:	Subordinating and
Researcher and Writer	(i) controlling idea and clear thesis, relevant supporting evidence, pertinent	correlative
Estimated 7 days	examples, and conclusion	conjunctions, such as
	ESOL I.(11)B develop drafts into a focused, structured, and coherent piece of writing in	either/or, neither/nor
	timed and open-ended situations by:	
	(ii) developing an engaging idea reflecting depth of thought with specific details,	
	examples, and commentary;	
	ESOL I.(12)B compose informational texts such as explanatory essays, reports, and personal	
	essays using genre characteristics and craft	
	ESOL I.(13)D modify the major research question necessary to refocus the research plan;	





	May 2024	,
	ESOL I.(13)E locate relevant sources;	
	ESOL I.(13)F synthesize information from a variety of sources	
Concept 3- Analyzing	Priority Standards:	Sentence Combining
Structure as a Researcher	ESOL I.(10)B identify and analyze use of text structure to achieve the author's purpose	ESOL I.11.E use sentence
and Writer Estimated 7 days	ESOL II.(10)B analyze use of text structure to achieve the author's purpose	combining techniques to create a variety of
	ESOL I.(9)D identify and analyze characteristics and structural elements of informational texts such as:	sentence structures and lengths
	 (i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion; (ii) multiple organizational patterns within a text to develop a thesis 	ESOL II.11.E use sentence combining techniques to
	ESOL II.(9)D identify and analyze characteristics and structural elements of informational	create an increasingly complex variety of
	texts such as:	sentence structures and
	(i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;	lengths
	(ii) multiple organizational patterns within a text to develop a thesis	(Not at grade level
	(iii) organizational patterns such as description, temporal sequence, cause and	standard)
	effect, compare and contrast, and problem solution	Subordinating and correlative conjunctions, such as
	ESOL I.(6)H synthesize information from two texts to create new understanding	either/or, neither/nor
	ESOL II.(6)H synthesize information from multiple texts to create new understanding	
	ESOL I/II.(11)B develop drafts into a focused, structured, and coherent piece of writing in	
	timed and open-ended situations by:	
	(i) using an organizing structure appropriate to purpose, audience, topic, and context;	
	ESOL I/II.(12)B compose informational texts such as explanatory essays, reports, and personal	
	essays using genre characteristics and craft	
	Unit 5 (Old Unit 6)	
	Author's Craft: Argumentative Text and Inquiry	





Estimated Date Range: February 10th – March 21st
Estimated Time Frame: 21 Days
TELPAS Window TBD

Concepts Concept 1- Analyzing Claims and author's purpose as a researcher and writer Estimated 6 days ESOL I.9(E) identify and analyze characteristics and structures of argumentative text by: (ii) identifiable audience or reader; ESOL I.10(A) identify and analyze characteristics and structures of argumentative text by: (ii) identifiable audience or reader; ESOL I.10(A) identify and analyze characteristics and structures of argumentative text by: (iii) identifiable audience or reader; ESOL I.10(A) identify and analyze the author's purpose, audience, and message within a text; ESOL I/II.13(A) develop questions for formal and informal inquiry ESOL I/II.13(D) Modify the major research question as necessary to refocus the research plan; Concept 2- Analyzing how authors connect claim and evidence as a researcher and writer ESOL I/II.5(E) identify and analyze characteristics and structures of argumentative text by: (ii) controlling idea and clear arguable claim, appeals, and convincing conclusion; (iii) controlling idea and clear arguable claim, appeals, and convincing conclusion; (iii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identify and bias, including omission; (iii) identifiable audience or reader; ESOL I.13(G) examine sources for (i) credibility and bias, including omission; (iii) faulty reasoning such as ad hominem, loaded language, and slippery slope		TELPAS Window TBD	
Concept 1- Analyzing Claims and author's purpose as a researcher and writer Estimated 6 days ESOL I.9(E) identify and analyze characteristics and structures of argumentative text by: (i)clear arguable claim, appeals, and convincing conclusion; (iii) identifiable audience or reader; ESOL I.10(A) identify and analyze characteristics and structures of argumentative text by: (i)Controlling idea and clear arguable claim, appeals, and convincing conclusion; (iii) identifiable audience or reader; ESOL I.10(A) identify and analyze the author's purpose, audience, and message within a text; ESOL I/II.13(A) develop questions for formal and informal inquiry ESOL I/II.13(D) Modify the major research question as necessary to refocus the research plan; Concept 2- Analyzing how authors connect claim and evidence as a researcher and evidence as a researcher and evidence as a researcher and evidence and rebuttals; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; ESOL I.13(G) examine sources for (i) credibility and bias, including omission; (KNot a grade level standard) Conjunctive Adverbs (Not a grade level standard) Conjunctive Adverbs		Link to Integrated TEKS	
Claims and author's purpose as a researcher and writer Estimated 6 days ESOL II.9(E) identify and analyze characteristics and structures of argumentative text by: (i)clear arguable claim, appeals, and convincing conclusion; (iii) identifiable audience or reader; ESOL II.9(E) identify and analyze characteristics and structures of argumentative text by: (i)Controlling idea and clear arguable claim, appeals, and convincing conclusion; (iii) identifiable audience or reader; ESOL II.10(A) identify and analyze the author's purpose, audience, and message within a text; ESOL II.10(A) analyze the author's purpose, audience, and message within a text; ESOL I/II.13(D) Modify the major research question as necessary to refocus the research plan; Concept 2- Analyzing how authors connect claim and evidence as a researcher and writer Estimated 6 days Priority Standards: (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; ESOL I.13(G) examine sources for (i) credibility and bias, including omission;	Concepts	TEKS	Grammar Focus
(i) clear arguable claim, appeals, and convincing conclusion; (iii) identifiable audience or reader; ESOL II.9(E) identify and analyze characteristics and structures of argumentative text by: (i) controlling idea and clear arguable claim, appeals, and convincing conclusion; (iii) identify and analyze the author's purpose, audience, and message within a text; ESOL II.10(A) identify and analyze the author's purpose, audience, and message within a text; ESOL I/II.13(A) develop questions for formal and informal inquiry ESOL I/II.13(D) Modify the major research question as necessary to refocus the research plan; Concept 2- Analyzing how authors connect claim and evidence as a researcher and writer ESOL I/II.9(E) identify and analyze characteristics and structures of argumentative text by: (i) Controlling idea and clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; ESOL I.13(G) examine sources for (i) credibility and bias, including omission;	•		, ,
ESOL II.9(E) identify and analyze characteristics and structures of argumentative text by: (i)Controlling idea and clear arguable claim, appeals, and convincing conclusion; (iii) identifiable audience or reader; ESOL I.10(A) identify and analyze the author's purpose, audience, and message within a text; ESOL II.10(A) analyze the author's purpose, audience, and message within a text; ESOL I/II.13(D) Modify the major research question as necessary to refocus the research plan; Concept 2- Analyzing how authors connect claim and evidence as a researcher and writer ESOL I/II.9(E) identify and analyze the author's purpose, audience, and message within a text; ESOL I/II.13(D) Modify the major research question as necessary to refocus the research plan; (i)Concept 2- Analyzing how authors connect claim and evidence as a researcher and writer ESOL I/II.9(E) identify and analyze characteristics and structures of argumentative text by: (i)Controlling idea and clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; ESOL I.13(G) examine sources for (i) credibility and bias, including omission;	purpose as a researcher and writer	(i)clear arguable claim, appeals, and convincing conclusion;	,
text; ESOL II.13(A) develop questions for formal and informal inquiry ESOL I/II.13(D) Modify the major research question as necessary to refocus the research plan; Concept 2- Analyzing how authors connect claim and evidence as a researcher and writer ESOL I/II.9(E) identify and analyze characteristics and structures of argumentative text by: (i)Controlling idea and clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; ESOL I.13(G) examine sources for (i) credibility and bias, including omission;	Estimated 6 days	(i) Controlling idea and clear arguable claim, appeals, and convincing conclusion;	
Concept 2- Analyzing how authors connect claim and evidence as a researcher and writer Estimated 6 days ESOL I/II.13(D) Modify the major research question as necessary to refocus the research plan; (Not a grade level standard) (i)Controlling idea and clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; ESOL I.13(G) examine sources for (i) credibility and bias, including omission;		text;	
authors connect claim and evidence as a researcher and writer Estimated 6 days ESOL I/II.9(E) identify and analyze characteristics and structures of argumentative text by: (i)Controlling idea and clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; ESOL I.13(G) examine sources for (i) credibility and bias, including omission;			
ESOL II.13(G) examine sources for	authors connect claim and evidence as a researcher and writer	ESOL I/II.9(E) identify and analyze characteristics and structures of argumentative text by: (i)Controlling idea and clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; (iii) identifiable audience or reader; ESOL I.13(G) examine sources for (i) credibility and bias, including omission; (ii) faulty reasoning such as ad hominem, loaded language, and slippery slope	standard) Conjunctive Adverbs Use data to determine



(i) credibility and bias, including omission;

(ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or

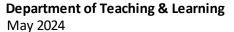
ESOL I.10(G) identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions;

ESOL I.10(H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments

ESOL II.10(H) <u>analyze the purpose</u> of rhetorical devices such as <u>appeals</u>, <u>antithesis</u>, <u>parallelism</u>, and <u>shi9fts and the effects of logical fallacies</u>

ESOL I/II.11(B) develop drafts into a focused, structured, and coherent piece of writing in times and open-ended situations by;

(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;





Concept 3- Analyzing
Organizational patterns as
a researcher and writer

Estimated 5 days

Priority Standards:

ESOL I/II.10(B) identify and analyze use of text structure to achieve the author's purpose

ESOL I/II.9(E) identify and analyze characteristics and structures of argumentative text by:

- (i) Controlling idea and clear arguable claim, appeals, and convincing conclusion;
- (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals;
- (iii) identifiable audience or reader;

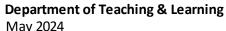
ESOL I/II.11(B) develop drafts into a focused, structured, and coherent piece of writing in times and open-ended situations by;

- (i) using an organizing structure appropriate to purpose, audience, topic, and context;
- (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;

ESOL I.12(C)compose argumentative text using genre characteristics and craft;

ESOL I.13(J) use appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results

Use data to determine focus areas for review





	iviay 2024			
Concept 4: Synthesizing	Priority Standards:	Use data to determine		
Sources and Making an	ESOL I.6(H) synthesize information from two texts to create new understanding;	focus areas for review		
Argument Estimated 5 days	ESOL I.7(C) use text evidence and original commentary to support a comprehensive response;			
	ESOL I.12(C)compose argumentative text using genre characteristics and craft; ESOL I.13(J) use appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results			
	ESOL I.9 (11) C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;			
Unit 6 (Old Unit 7)				

Unit 6 (Old Unit 7)

Synthesizing Multiple Genres

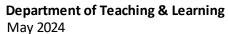
Estimated Date Range: March 24-April 17

**STAAR Window (TBD)

Estimated Time Frame: 18 Days

Link to Integrated TEKS

Concept	TEKS	Grammar Focus
Concept 1- Synthesizing	<u>Priority Standards</u>	ESOL I/II.11.D.v
Ideas within Genres	ESOL I.(6)E make connections to personal experiences, ideas in other texts , and society	Apostrophes to show
Estimated 6 days	ESOL I.(6)H synthesize information from two texts to create new understanding	possession
,	ESOL II.(6)H synthesize information from multiple texts to create new understanding	
	ESOL I.(7)B write responses that demonstrate understanding of texts, including comparing sources within and across genres ESOL I.(7)C use text evidence and original commentary to support a comprehensive response	





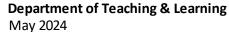
Across Genres Estimated 12 days	ESOL I.(6)E make connections to personal experiences, ideas in other texts, and society ESOL I.(6)H synthesize information from two texts to create new understanding ESOL I.(7)B write responses that demonstrate understanding of texts, including comparing sources within and across genres ESOL I.(7)C use text evidence and original commentary to support a comprehensive response	
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Unit 7 (Old Unit 8)

Inquiry

Estimated Date Range: April 22nd – May 29th
Estimated Time Frame: 28 Days
*DELPA 3 Window Opens
Link to Integrated TEKS

Concepts	TEKS	Grammar Focus
Concept 1: Generate	ESOL I/II.13A Develop questions for formal and informal inquiry;	ESOL I/II.11.D.vi Accurate
Questions and Plan	ESOL I/II.13C Develop and revise a plan;	use of homonyms
Inquiry*	ESOL I/II.13D Modify the major research question as necessary to refocus the research plan;	
Estimated 8 days		(Not at grade level
*District English Language		standard)
Proficiency Assessment		Prepositional Phrases
(DELPA) #3 Window		and their influence on
Opens		subject-verb
		agreement
Concept 2: Gather and	ESOL I.1A Engage in meaningful and respectful discourse by listening actively, responding	
Evaluate Information-	appropriately, and adjusting communication to audiences and purposes;	
Inquiry	ESOL I.13E Locate relevant sources;	
Estimated 12 days	ESOL I.13F Synthesize information from a variety of sources (differentiate between	
*These concepts	paraphrasing and plagiarism when using source materials)	
may run	ESOL I.13B Critique the research process at each step to implement changes as needs occur	
concurrently	and are identified.	
	ESOL 1.13H Display academic citations, including for paraphrased and quoted text, and use	
	source materials ethically to avoid plagiarism;	





Concept 3- Create and	ESOL I.11A Plan a piece of writing appropriate for various purposes and audiences by	ELA I/II.9.D.i The
Present Findings	generating ideas through a range of strategies such as brainstorming, journaling, reading, or	student is expected to
Estimated 7 days	discussing;	edits drafts using
*These concepts	ESOL I.13J Use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal,	standard English
may run	to present results.	conventions, including:
concurrently	ELPS 3(I) Adapt spoken language appropriately for formal and informal purposes; and	
		A variety of complete,
		controlled sentences
		and avoidance of
		unintentional splices,
		run-ons, and fragments

The following TEKS are integrated throughout the Units and Concepts:

Unit 1- Building a Literacy Community- Who Are We as Readers, Writers and Communicators?

ESOL I 7.C use text evidence and original commentary to support a comprehensive response

ESOL I 7.D paraphrase and summarize texts in ways that maintain meaning and logical order

ESOLII.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose

ESOL I 5.A self-select text and read independently for a sustained period of time

ESOL I 6.A establish purpose for reading assigned and self-selected text

ESOL I 3.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary

ESOL I 3.C determine the meaning of foreign words or phrases used frequently such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo

ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly

ESOL I 6.(7) E interact with sources in meaningful ways, such as labeling, notetaking, annotating, freewriting, or illustrating

ESOL I 7.H respond orally or in writing with appropriate register, vocabulary, tone, and voice

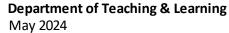
ESOL I (7) F respond using newly acquired content and academic vocabulary as appropriate

ESOL I (7) I reflect on and adjust responses when valid evidence warrant

ESOL I 7.A describe personal connections to a variety of sources, including self-selected texts

ESOL I 6.E make connections to personal experiences, ideas in other texts, and society

ESOL I 6.B answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information





ESOL I 6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down ESOL I.1B Share prior knowledge with peers and others to facilitate communications

ESOL I.1C follow, restate and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes

ESOL I.2A Acquire, demonstrate and apply phonetic knowledge

ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways

ESOL I. 1 D Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively

ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations

ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

ESOL I. 8 (7) K Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions

ESOL I.1 G Conduct an interview, including social and informative

ELDA 1 (B) recognize print directionality of the English Language, such as reading left to right or top to bottom;

ESOL I 1.A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

ESOL I 7.D paraphrase and summarize texts in ways that maintain meaning and logical order

ESOL I 3.B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases

ESOL I 6.B answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information

ESOL I 6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I 7.B write responses that demonstrate understanding of texts, including comparing texts within and across genres

Unit 2- Author's Craft: Literary Structures

ESOL I.3 (4) A Adjust fluency when reading grade-level and language proficiency-level text based on the reading purposes

ESOL I.4 (5) A Self-selected text and read independently for a sustained period of time.

ESOL I.5 (6) A Establish purpose for reading assigned and self-selected texts;

ESOL I.5 (6) C Make and correct, or confirm predictions using text features, characteristics of genre, and structures;

ESOL I.5 (6) D Create mental images to deepen understanding;

ESOL I.5 (6) E Make connections to personal experiences, ideas in other texts, and society

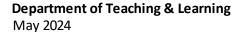
ESOL I.5 (6) G Actively participate in discussions to identify, understand, and evaluate details read to determine key ideas

ESOL I.6 (7) C Use text evidence to support an appropriate response

ESOL I.6 (7)G Discuss and write about the explicit or implicit meaning of a text

ESOL I.6 (7) I Reflect on and adjust responses when valid evidence warrants

ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations

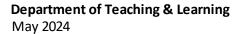




- ESOL I.3 E Identify and use multiple meaning words, homographs, homophones, and commonly confused terms correctly
- ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies
- ESOL.2A Demonstrate and apply phonetic knowledge
- ESOL.1 E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
- ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways
- ESOL I.1 G Conduct an interview, including social and informative
- ESOL I.6 (7) H Respond orally or in writing with appropriate register, vocabulary, tone, and voice
- ESOL I.8(7)J Defend or challenge the author's claims using relevant text evidence
- ESOL I. 8 (7) K Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions
- ESOL I.1B Share prior knowledge with peers and others to facilitate communication
- ESOL I. 1 C follow, restate, and give complex oral instructions to perform specific tasks, answers questions, or solve problems and complex process ESOL I 10.A identify and analyze the author's purpose, audience, and message within a text

Unit 3- Synthesizing Across Genres

- ESOL I 6.F make inferences and use evidence to support understanding;
- ESOL I 6.H synthesize information from two texts to create new understanding
- ESOL I 7.C use text evidence and original commentary to support a comprehensive response
- ESOL I 7.D paraphrase and summarize texts in ways that maintain meaning and logical order
- ESOL I.2A Acquire, demonstrate and apply phonetic knowledge
- ESOL I 6.D create mental images to deepen understanding
- ESOL I (6) C make, correct or confirm predictions using text features, characteristics of genre, and structures
- ESOL I (6) G actively participate in discussions to identify, understand, and evaluate details read to determine key ideas
- ESOL I (7) I reflect on and adjust responses when valid evidence warrants
- ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making
- ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways
- ESOL I.1B Share prior knowledge with peers and others to facilitate communications
- ESOL I.1C follow, restate and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes
- ESOL I.1 G Conduct an interview, including social and informative
- ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations

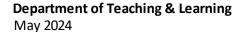




- ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies
- ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly
- ESOL I 8.D Identify and analyze how the setting influences the theme
- ESOL I 11.F develop voice
- ESOL I 11.E Use Sentence combining techniques to create a variety of sentence structures and lengths
- ESOL I 10.A Identify and analyze the author's purpose, audience, and message within a text

Unit 4- Author's Craft: Informational Text and Inquiry

- ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose
- ESOL I 5.A self-select text and read independently for a sustained period of time
- ESOL I 6.A establish purpose for reading assigned and self-selected text
- ESOLI 3.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary
- ESOL I 3.C determine the meaning of foreign words or phrases used frequently such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo
- ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly
- ESOL I (7) F respond using newly acquired content and academic vocabulary as appropriate
- ESOL I (7) I reflect on and adjust responses when valid evidence warrants
- ESOL I 6.B answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information
- ESOL I 6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down
- ESOL I.1B Share prior knowledge with peers and others to facilitate communications
- ESOL I.1C follow, restate and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes
- ESOL I.2A Acquire, demonstrate and apply phonetic knowledge
- ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways
- ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations
- ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies
- ESOL I. 8 (7) K Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions
- ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making
- ESOL I.5 (6) C Make and correct, or confirm predictions using text features, characteristics of genre, and structures;
- ESOL I.5 (6) G Actively participate in discussions to identify, understand, and evaluate details read to determine key ideas





ESOL I.6 (7) C Use text evidence to support an appropriate response

ESOL I.6 (7)G Discuss and write about the explicit or implicit meaning of a text

ESOL I.8(7)J Defend or challenge the author's claims using relevant text evidence

ESOL I 3.B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases

ESOL I.5 (6) F Make inferences and use evidence to support understanding

ESOL I.5 (6) H synthesize information to create new understanding

ESOL I 7.C use text evidence and original commentary to support a comprehensive response

ESOL I 7.B write responses that demonstrate understanding of texts, including comparing texts within and across genres

ESOL I 11.A plan a piece of writing appropriate to various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing

ESOLI.11 (13)F synthesize information from a variety of sources

ESOLI.10 (11)(D) edit drafts using standard English conventions, including:

- (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
- (ii) consistent, appropriate use of verb tense and active and passive voice;
- (iii) subject-verb agreement;
- (iv) pronoun-antecedent agreement;
- (v) apostrophes to show possession;
- (vi) accurate usage of homonyms;
- (vii) correct capitalization;
- (viii) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and
- (ix) correct spelling, including abbreviations

ESOLI.10 (11)(E)use sentence-combining techniques to create a variety of sentence structures and lengths

ESOLI.10 (11)(G) publish written work for appropriate audiences

ESOLI.10 (11)(F) develop voice

ESOL I. 9 (10) A identify and analyze the author's purpose, audience and message within a text

ESOL I .9(10) B identify and analyze the use of text structure to achieve the author's purpose (How does language contribute to this?)

Unit 5- Author's Craft: Argumentative Text and Inquiry

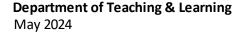
ESOL I.8 (9)F Identify and analyze the characteristics of multimodal and digital texts

ESOL I.9(10)C) identify and evaluate the author's use of print and graphic features to achieve specific purposes;

ESOL I.9(10)G identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and

ESOL I 10 F Identify and analyze how the author's diction and syntax contributed to the mood, voice, and tone of a text

ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose





ESOL I 5.A self-select text and read independently for a sustained period of time

ESOL I 6.A establish purpose for reading assigned and self-selected text

ESOL I(6)I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I (7) I reflect on and adjust responses when valid evidence warrants

ESOL I.1 B Share prior knowledge with peers and others to facilitate communication

ESOL I.1C follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems;

ESOL I. 1 D Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively

ESOL I.13 J Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways

ESOL I.8(7)J Defend or challenge the author's claims using relevant text evidence

ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly

ESOL I.2A Acquire, demonstrate and apply phonetic knowledge

ESOLI.10 (11)(G) publish written work for appropriate audiences

ESOLI.10 (11)(H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

ESOLI.10 (11)(F) develop voice

ESOLI.11 (13)(G) examine a source for

- (i) credibility and bias, including omission; and
- (ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;

Unit 6- Synthesizing With and Across Multiple Genres

ESOL I.7D paraphrase and summarize texts in ways that maintain meaning and logical order

ESOL I.7G discuss and write about the explicit or implicit meanings of text

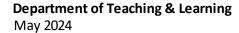
ESOL I.10A analyze the author's purpose, message, and audience within a text;

ESOL I.10B analyze use of text structure to achieve the author's purpose

ESOL I.10C evaluate the author's use of print and graphic features to achieve specific purposes;

ESOL I.10D analyze how the author's use of language achieves specific purposes;

ESOL I.10E analyze the use of literary devices such as irony and oxymoron to achieve specific purposes





ESOL I.10F analyze how the author's diction and syntax contributes to mood, voice, and tone of a text;

Unit 7- Inquiry

ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose

ESOL I 5.A self-select text and read independently for a sustained period of time

ESOL I 6.A establish purpose for reading assigned and self-selected text

ESOL I(6)I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I (7) I reflect on and adjust responses when valid evidence warrants

ESOL I.1 B Share prior knowledge with peers and others to facilitate communication

ESOL I. 13 I Use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.

ESOL I. 12 D Compose correspondence in a professional or friendly structure.