

# Brownsville Independent School District

## Scope and Sequence

### English/ESL & Reading Grades 6-8

2005-2006

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 6-8 English and Reading**

***Access Lesson Plans Through These Websites:***

<i>Organization</i>	<i>Website</i>	<i>Password</i>	<i>User Name</i>
Cable in the Classroom	Ciconline.com		
International Reading Association	Ira.org		
Kids Voting USA	www.Kidsvotingusa.org	civics	alive
Lit Finder	www.litfinder.com	brown	brown
National Council of Teachers of English	Ncte.org	User ID	password
Texas Council of Teachers of English	Tctela.org		
Image Grammar	<a href="http://www3.uakron.edu/noden/">http://www3.uakron.edu/noden/</a>	n/a	
Index to and growing database of 5000+ full text, audio and video (streaming) versions of public speeches, sermons, legal proceedings, lectures, debates, interviews, other recorded media events, and a declaration or two.	<a href="http://www.americanrhetoric.com">http://www.americanrhetoric.com</a>		

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Department Chair's Assessment Checklist - Test Samples Due on Dates Indicated Below**

*Do assessments match closely the intent of the standard?*

"-" = not quite

"v" = good match

"+" = excellent match

<b>Date and Topic</b>	<b>WEEKLY STANDARD</b>	<b>TAKS OBJ.</b>	<b>Sept 13</b>	<b>Oct 11</b>	<b>Nov 15</b>	<b>Dec 6</b>	<b>Jan 10</b>	<b>Feb 7</b>	<b>Mar 7</b>	<b>Apr 11</b>
8/16-20 Text Structures – The Communication Process	1. Understand/recognize author's purpose	MS R3 ELA 3								
8/23-27 Narrative Writing – Personal Communication Skills	2. Recognize how textual structures are used to further the author's purpose	MS R3 ELA 3								
8/30-9/3 Historical Influences on the Communication Process	3. Author narratives that use engaging techniques from varied historical and contemporary reading sources	MS R3 ELA 2								
9/7-10 Audience and Author's Purpose	4. Use clues from description, narration, and dialog to draw accurate conclusions from text and visuals	MS R4 ELA 3								
9/13-17 Inference and Connotation	5. Use note-taking, semantic mapping, textual clues to recall	MS R1 ELA 1								
9/20-24 Total Recall	6. Recognize cues for flashback and foreshadowing, use these devices in original writing	MS R2 MS W1&2 ELA 4&5								
9/27-10/1 Communicating in Various Ways	7. Write in various genre, use varied communication skills (verbal and pictorial) in oral communication	MSW 1&2 ELA 4&5								
10/4-8 Supporting Assertions	8. Use textual evidence to support assertions/identify faulty reasoning	MS R2,3,4 ELA 2,3								
10/12-15 Making Comparisons Within Text	9. Compare characters, settings, motives, decisions, reactions, results, backgrounds, experience, environment, time frames	MS R2,3 ELA 2,3								
10/18-22 Making Comparisons Across Two or More Texts	10. Compare characters, themes, conflicts, allusions across two or more texts	MS R4 ELA 2								

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**Department Chair's Assessment Checklist**

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<b>Date and Topic</b>	<b>WEEKLY STANDARD</b>	<b>TAKS OBJ</b>	<b>Sept 13</b>	<b>Oct 11</b>	<b>Nov 15</b>	<b>Dec 6</b>	<b>Jan 10</b>	<b>Feb 7</b>	<b>Mar 7</b>	<b>Apr 11</b>
10/25-29 Comparing Visual and Print Literary Works	<b>11. Compare a novel or a play in print and the film version focusing on the differences in the two forms: seeing the setting and losing the narrator.</b>	<b>MS R4 ELA 2</b>								
11/1-5 Understanding the Narrative	<b>12. Manipulate the narrative perspective by:</b> <ul style="list-style-type: none"> <li>• writing in the voice and style of a text</li> <li>• producing a modern retelling</li> <li>• explaining how events might look different from another point of view.</li> </ul>	<b>MS W1,2 ELA 4 &amp; 5</b>								
11/8-12 The Use of Time in Literature	<b>13. Understand how the passage of time is conveyed to the reader.</b>	<b>MS R 2 ELA 2</b>								
11/15-19 Understanding the Author's Viewpoint	<b>14. Viewpoint of the author:</b> <ul style="list-style-type: none"> <li>• Identifying the narrator</li> <li>• Explaining how this influences the reader's view of events</li> <li>• Explaining how events might look from a different point of view.</li> </ul>	<b>MS R 3 ELA 3</b>								
11/22-23 Writing From Literary Models	<b>15. Using models from literature and non-fiction write a parody of a literary text using stock characters and language.</b>	<b>MS W1,2 ELA 4 &amp; 5</b>								

History Fair Topic for 2004-2005: “Communications in History, Key to Understanding”

History Fair Topic for 2005-2006: “Taking a Stand in History” (tentative)

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<b>Date and Topic</b>	<b>WEEKLY STANDARD</b>	<b>TAKS OBJ</b>	<b>Sept 13</b>	<b>Oct 11</b>	<b>Nov 15</b>	<b>Dec 6</b>	<b>Jan 10</b>	<b>Feb 7</b>	<b>Mar 7</b>	<b>Apr 11</b>
11/29-12/3 The Author's Crafting of Time	<b>16. Study how writers handle time and recall; e.g., flashback, stories within stories, and dreams through the writing of an autobiography</b>	<b>MS R2 ELA 2</b>								
12/6-10 The Power of Effective Word Choice  High School Science Fair	<b>17. Investigate humorous verse by manipulating words:</b> <ul style="list-style-type: none"> <li>• Quality of sound</li> <li>• Connotation</li> <li>• Multiple layer of meaning</li> <li>• Figurative language, ambiguity</li> <li>• Nonsense words</li> <li>• What is the appeal of humor?</li> </ul>	<b>MS R1 ELA 1</b>								
12/13-16 The Depth of Thought Through Poetry Campus History Fair	<b>18. Interpret poems in which meanings are implied or multilayered to discuss and interpret challenging poems with others.</b>	<b>MS R2,4 ELA 2</b>								
1/5-7 Creating Effective Visuals	<b>19. MIDTERM EXAM</b>									
1/10-14 Creating Effective Visuals Using Multiple Texts  District History Fair	<b>20. Create visuals which identify the key features from chapters in a book or paragraphs in a chapter or how stories are linked together.</b>	<b>MS R3 ELA 2</b>								
1/17-21 Crafting Characters With Depth	<b>21. Create visuals to discuss which compare two texts and focus on:</b> <ul style="list-style-type: none"> <li>• Expression, sequence and linking of points</li> <li>• Illustrations, examples, evidence</li> <li>• Preparing for potential objections</li> <li>• The appeal of known views or feelings of an audience</li> <li>• Clarify strengths and weaknesses</li> <li>• Summarize competing views</li> </ul>	<b>MS R3,4 ELA 2,3</b>								

**Brownsville Independent School District**  
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	WEEKLY STANDARD	TAKS OBJ	Sept 13	Oct 11	Nov 15	Dec 6	Jan 10	Feb 7	Mar 7	Apr 11
1/24-28 Acknowledging Original Thought	<b>22. Analyze how individual paragraphs are structured using comments from the shifting thoughts of a character.</b>	MS W3 MS R2 ELA 3,4 & 5								
1/31-2/4 Historical Impact on Communication	<b>23. Write a commentary or summary crediting views expressed by using expressions such as, 'The writer says that...'</b>	MS W1, 2, 3 MS R4 ELA 3, 4, & 5								
2/7-11 Validating the Author's Perspective	<b>24. Write two questionnaires on a common topic, one for a period in the past and one for the present. Use precise language for the questions.</b>	MS W1, 2 MS R 3 ELA 3								
2/14-18 The Hidden Message Behind Words	<b>25. Choose a long paragraph and annotate in detail in response to specific questions about the author, his purpose, the response of the reader to (hidden) agendas. (Close Reading Technique)</b>	MS R3 W 1 & 2 ELA 3, 4, & 5								
2/21-24 Creating Reactions From Readers	<b>26. Comment critically on the overall impact of a poem, showing how language and themes have been developed.</b>	MS R3 MS W1 & 2 ELA 3, 4, & 5								
2/28-3/4 Thematic Expression	<b>27. Review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form.</b>	MS R3 MS W3 ELA 3, 4, 5								
3/7-11 Who is This Guy? - Researching The Writer	<b>28. Write a sequence of poems linked by theme or form for a calendar.</b>	MS R 4, W 1&2 ELA 2, 3, 4,&5								
3/21-24 Using Journal Responses for Discussion	<b>29. Describe and evaluate the style of an individual author.</b>	MS R4 ELA 3								
3/29-4/1 Truth Behind the Language: What's the Scoop?	<b>30. Compare and contrast the work of an individual author.</b>	MS R4 ELA 3								

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	WEEKLY STANDARD	TAKS OBJ	Sept 13	Oct 11	Nov 15	Dec 6	Jan 10	Feb 7	Mar 7	Apr 11
4/4-8 What's in a Word?	<b>31. Use a reading journal effectively to raise questions and refine personal responses to a text and prepare for discussion.</b>	MS W 1 & 2 MS R3 ELA 3								
4/11-15 What's It About?	<b>32. Conduct detailed language investigations through interviews, research, and reading; e.g., of proverbs, language change over time, dialect, study of headlines.</b>	MS R1 MS W 1 & 2 ELA 1 & 2								
4/18-22 Everything You Wanted to Know About...	<b>33. Practice and extend vocabulary; e.g., through inventing word games such as puns riddles, and crosswords.</b>	MS R1 ELA 1 & 2								
4/25-29 The Spin Stops Here District Science Fair	<b>34. Write a brief synopsis of a text; e.g., for back cover of a book, or album, or travel brochure.</b>	MS W 1 & 2 MS R 3 ELA 2,3,4, 5, 6								
5/3-6 Polishing the Craft	<b>35. Write a brief review tailored for real audiences.</b>	MS W 1 & 2 MS R 3 ELA 2,3								
5/9-13 Pulling It Together	<b>36. Write an extended story, worked on over time on a theme identified in reading.</b>	MS W 1 & 2 MS R 2, 3 ELA 2,3, 4, 5, 6								
5/16-20 Completing the Portfolio	<b>37. Revise and consolidate work from previous weeks with particular emphasis on learning and inventing spelling rules, &amp; inventing mnemonics for irregular or difficult spellings</b>	MS R1 ELA 1 & 2								
5/23-26	<b>38. Review for final exam by contributing constructively to shared discussion about literature, responding to and building on the views of others. Articulate personal responses to literature, identifying why and how a text affects the reader.</b>	MS W 1 & 2 MS R 2, 3 ELA 2,3, 4, 5, 6								
	<b>39. FINAL EXAM</b>									

Brownsville Independent School District

Weekly Scope and Sequence for Grades 6-8 English and Reading

**Directions for Using the Scope and Sequence**

Text Structures-Week 1 (August 16-20)



Basic concepts



Complex concepts

Word Level	Sentence Level	Text Level	Auditory Level	Visual Level
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Identifying objects Response to commands Note-taking Critiquing oral messages	Description Categories Themes of visual elements Inference, Connotation, Visual suggestions Symbols

*The row above contains basic to complex concepts at the word level through the visual level that should be addressed in ALL language arts courses. Standards for each level of instruction are visible in ensure Vertical Alignment. Mastery of these concepts must be addressed through the weekly activities such as those listed below:*

ESLI	ESLII	English	Reading
Begin Unit 1 GETTING AROUND SCHOOL (3 wks) (Making Connections) LEII MRS Lesson 1 , Grammar Lesson NOUNS (1A,1D,2A,2D,28A) Total Physical Response - Listening and Responding	Begin Unit 2 "Sending Messages" (4 wks) (Making Connections 2) LE II MRS Lesson 26 (16C(6),16C&D(7),27E,27F,27G) Grammar Lesson on NOUNS ROOTS Manual, Unit 23 (port and suffixes)	<b>Text Structures - The Communication Process</b> <ul style="list-style-type: none"> <li>choosing the correct text structure when writing</li> <li>building coherency through idea development (sentence to sentence progression)</li> <li>identifying word cues and how to use them correctly</li> </ul>	<b>Text Structures - The Communication Process</b> <ul style="list-style-type: none"> <li>identifying word cues in text</li> <li>identifying text structure</li> <li>analyzing the author's choice of text structure</li> <li>understanding author's purpose</li> </ul>

*The TEKS listed below indicate the critical Student Expectations for the week. Other TEKS may apply.*

Texas Essential Knowledge & Skills				
Second Language Acquisition	Reading	Writing	Listening and Speaking	Viewing & Representing

*Sample TAKS-like questions related to the weekly language arts instructional focus illustrate critical thought and language skills transferable to each content area.*

TAKS Content Area Sample Question Stems Correlated to Week One ELA Skills					
Algebra I	Social Studies	Chemistry	Health/PE/QUEST	World Languages	English/Reading/ELA
Which argument can be supported by the information in the table?(7)	What human geographic factors have affected historical processes and events?(10) Example: Panama Canal	What statement is not supported by the graph?(10)	What criteria are important to friendship?(9-12)	Describe an activity in terms of past, present and future events.	What does Smith mean when he says, "measure the heat of the fire there"?(11)


**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Portfolio Timeline by Six Weeks**

(A presentation folder or file folder serves very well to hold student work.)

6 Weeks	ESL I GOAL for end of year: Complete a multi-paragraph paper on a personal topic of choice	ESL II GOAL for end of year: Collect new knowledge about self-selected content topics and use different genres to write about them.	English GOAL for end of year: Demonstrate the ability to support a comparison between a fiction and a non-fiction piece.	Reading GOAL for end of year: Read for credibility, substantiation of fact, and evidence of research on a topic.
1 <sup>st</sup>	Examples of descriptive sentences (proper use of nouns, noun markers, verbs and adjectives)	Students select one sample of work from each content area class to showcase language arts skills in their portfolio.	Begin an annotated bibliography of self-selected fiction and non-fiction.	Begin an annotated bibliography of self-selections from every genre.
2 <sup>nd</sup>	2 separate polished descriptive paragraphs (compound sentences, conjunctions, prepositional phrases)	Write a play demonstrating new knowledge from a content area.	Make a list of sentence types illustrating and comparing different author's writing styles.  (Poe and Hemingway or compare an original speech to news report.	Make a journal in which you document the following: symbols, interesting examples of figurative language as you read.
3 <sup>rd</sup>	Demonstrate mastery of <ul style="list-style-type: none"> <li>• capitalization</li> <li>• end punctuation</li> <li>• spelling patterns</li> </ul>	Write a commercial script or advertising text which demonstrates your understanding of a math or science concept.	Write a non-fiction version of a fictitious Christmas story. ( <u>The Night Before Christmas</u> , <u>A Christmas Carol</u> , "Rudolph the Red Nosed Reindeer")	Add Greek and Latin root words, phrase origins, idiomatic expressions, and allusions to your journal as you read.
4 <sup>th</sup>	Insert research artifacts such as pictures, clippings from newspaper, etc., and notes on personal topic of choice. Include prewriting activities such as webs, interviews, KWL charts, outlines, etc.	Pretend you are a famous person from the past and write diary entries reflecting on two weeks of his or her life. Include an artifact that the world would recognize as belonging to you.	Choose from two selections on the annotated bibliography and draft a comparison on tone, setting, style, conflict resolution, theme, mood, or characters using textual evidence.	Choose examples from content area classes illustrating your personal study skills to include in your portfolio. Include diagrams, webs, lists, maps, graphs and other examples.
5 <sup>th</sup> /6 <sup>th</sup>	Draft of personal research on topic of choice is placed into the portfolio. Final paper is inserted into portfolio. Students participate in "Expert Lecture"	Write a song to help you remember a difficult concept from one of your classes. Write a letter to next year's teachers describing yourself as a student and using items from your portfolio as examples.	Finalize comparison paper and use writer's workshop techniques to read papers out loud to one another, make suggestions, and revise. Complete annotated bibliography and comparison paper for presentation portfolio.	Choose a topic for your personal research. Create a presentation for the class with the most interesting facts you can find about your topic. Have the class write their unanswered questions from the presentation to give to you for future research.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Text Structures-Week 1 (August 22-26)**

Basic concepts  
  
 Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Auditory Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Identifying objects Response to commands Note-taking Critiquing oral messages	Description Categories Themes of visual elements Inference, Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
High Point <i>The Basics</i> Unit 1 Glad to Meet You! LEII MRS Lesson 1 , Grammar Lesson NOUNS (1A,1D,2A,2D,28A) Total Physical Response - Listening and Responding, Vocabulary Outlines #1	High Point <i>Book A</i> Unit 1 Theme 1 Discover Yourself LE II MRS Lesson 51 (16C(6),16C&D(7),27E,27F,27G) Grammar Lesson on NOUNS ROOTS Manual, Unit 23 (port and suffixes)	<b>Text Structures - The Communication Process</b> <ul style="list-style-type: none"> <li>choosing the correct text structure when writing</li> <li>building coherency through idea development (sentence to sentence progression)</li> <li>identifying word cues and how to use them correctly</li> </ul>	<b>Text Structures - The Communication Process</b> <ul style="list-style-type: none"> <li>identifying word cues in text</li> <li>identifying text structure</li> <li>analyzing the author's choice of text structure</li> <li>understanding author's purpose</li> </ul>

**Texas Essential Knowledge & Skills**

<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing &amp; Representing</i>
26(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL)	9(A) develop vocabulary by listening to selections read aloud (4-8) 9(E) study word meanings systematically such as across curricular content areas and through current events (4-8)	15(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8) 15(E) select and use voice and style appropriate to audience and purpose (6-8)	1(B) eliminate barriers to effective listening (4-8) 1(C) understand the major ideas and supporting evidence in spoken messages; and (4-8)	24(C) assess how language, medium, and presentation contribute to the message (6-8)

**TAKS Content Area Sample Question Stems Correlated to Week One ELA Skills**

<i>Algebra I</i>	<i>Social Studies</i>	<i>Chemistry</i>	<i>Health/PE/QUEST</i>	<i>World Languages</i>	<i>English/Reading/ELA</i>
Which argument can be supported by the information in the table?(7)	What human geographic factors have affected historical processes and events?(10) Example: Panama Canal	What statement is not supported by the graph?(10)	What criteria are important to friendship?(9-12)	Describe an activity in terms of past, present and future events.	What does Smith mean when he says, "measure the heat of the fire there"?(11)

# Brownsville Independent School District

## Weekly Scope and Sequence for Grades 6-8 English and Reading

### Text Structures

A text structure is a format that an author uses to convey information, thoughts, plot, idea development, persuasive arguments, or simply to advance a series of ideas or present an image.

Historically we have taught organization one type at a time but the state would like our students to consider how an author or authors CHOOSE(S) a “structure”

(see the bulleted items below) to expound on a topic or present an idea or information to his audience.

### Organization

Organization is the internal structure of the piece. Once a writer has assembled the information and thoughts, it’s time to put things together in a way that makes sense and that holds the reader’s attention. He must decide how to begin, what should I say next, and next, and how do I wrap it all up? It’s like a road map. The reader moves effortlessly from one thought to the next, his interest and understanding growing throughout the piece, until the “just-right” conclusion brings the discussion to a close, for now.

-6 Traits

Text structure includes the following components:

- A strong lead
- Raise questions in the minds of readers for future thought
- Using transitional words effectively
- Sequencing effectively
- Matching the organizational pattern with the writing
  - Compare / contrast
  - Main idea and support
  - Solve a mystery
  - Question and answer
  - Step by step
  - Chronological order of events
  - Most important to least important
  - Visual patterns
  - Point and counterpoint
  - Main events
  - Listing (categorical, size and shape, placement, texture, etc.)
  - Grouping by texture, similar idea
  - Inductive/deductive
- A strong conclusion

To understand how the state might test this concept and how the state defines the instruction of TEXT STRUCTURES, consider the TEKS and how it addresses TEXT STRUCTURES in the Knowledge and Skill Statements and the Student Expectations on the following page.

**Brownsville Independent School District**


**Weekly Scope and Sequence for Grades 6-8 English and Reading**

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - Grades 6-8 English Language Arts

**(6) Reading/TEXT STRUCTURES/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:**

6 <sup>TH</sup> GRADE (6.12)	7 <sup>TH</sup> GRADE (7.12)	8 <sup>TH</sup> GRADE (8.12)
(A) identify the <b>purposes of different types of texts</b> such as to inform, influence, express, or entertain (4-8)	(A) identify the <b>purposes of different types of texts</b> such as to inform, influence, express, or entertain (4-8)	(A) identify the <b>purposes of different types of texts</b> such as to inform, influence, express, or entertain (4-8)
(B) recognize the <b>distinguishing features of genres</b> , including biography, historical fiction, Informational texts, and poetry (4-8)	(B) recognize the <b>distinguishing features of genres</b> , including biography, historical fiction, Informational texts, and poetry (4-8)	(B) recognize the <b>distinguishing features of genres</b> , including biography, historical fiction, Informational texts, and poetry (4-8)
(C) compare communication in different forms such as <b>contrasting a dramatic performance with a print version of the same story or comparing story variants</b> (2-8)	(C) compare communication in different forms such as <b>contrasting a dramatic performance with a print version of the same story or comparing story variants</b> (2-8)	(C) compare communication in different forms such as <b>contrasting a dramatic performance with a print version of the same story or comparing story variants</b> (2-8)
(D) understand and <b>identify literary terms</b> such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7)	(D) understand and <b>identify literary terms</b> such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7)	(D) understand and <b>identify literary terms</b> such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7)
(E) understand literary forms by recognizing and <b>distinguishing among such types of text</b> as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7)	(E) understand literary forms by recognizing and <b>distinguishing among such types of text</b> as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7)	(E) understand literary forms by recognizing and <b>distinguishing among such types of text</b> as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7)
(F) <b>analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo</b> (4-8)	(F) <b>analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo</b> (4-8)	(F) <b>analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo</b> (4-8)
(G) recognize and analyze story <b>plot, setting, and problem resolution</b> (4-8)	(G) recognize and analyze story <b>plot, setting, and problem resolution</b> (4-8)	(G) recognize and analyze story <b>plot, setting, and problem resolution</b> (4-8)
(H) <b>describe how the author's perspective or point of view affects the text</b> (4-8)	(H) <b>describe how the author's perspective or point of view affects the text</b> (4-8)	(H) <b>describe how the author's perspective or point of view affects the text</b> (4-8)
(I) analyze <b>ways authors organize and present ideas</b> such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8)	(I) analyze <b>ways authors organize and present ideas</b> such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8)	(I) analyze <b>ways authors organize and present ideas</b> such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8)
(J) recognize and <b>interpret literary devices</b> such as flashback, foreshadowing, and symbolism (6-8)	(J) recognize and <b>interpret literary devices</b> such as flashback, foreshadowing, and symbolism (6-8)	(J) recognize and <b>interpret literary devices</b> such as flashback, foreshadowing, and symbolism (6-8)
(K) recognize <b>how style, tone, and mood contribute to the effect of the text</b> (6-8)	(K) recognize <b>how style, tone, and mood contribute to the effect of the text</b> (6-8)	(K) recognize <b>how style, tone, and mood contribute to the effect of the text</b> (6-8)

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Narrative Writing - Week 2 (August 29-Sept. 2)**

Basic concepts  
  
Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Auditory Level</i>	<i>Visual Level</i>
phonemes spelling tense context clues audience diction	oral language sentence types imagery idiomatic expressions figurative language author's style & purpose	exposition plot, characters, conflict characteristics of narrative foreshadowing, flashback analyze style, texture, voice motif	storytelling Onomatopoeia Dialog dialect, tone (satire, irony) word play, connotation	setting visual effects character costumes & action narrative imagery mood


<i>ESL I</i>	<i>ESL II</i>	<i>English</i>	<i>Reading</i>
High Point <i>The Basics</i> Unit 1 Glad to Meet You! (cont.) Unit 2 Set the Table  LEII MRS Lesson 2 (1B,3A,6A,28A, 28B) Grammar Lesson NOUNS Total Physical Response - Listening and Responding Vocabulary Outlines #2	High Point <i>Book A</i> Unit 1 Theme 1 Discover Yourself (cont.)  LE II MRS Lesson 52 (16C(6),16C&D(7),27E,27F,27G) Grammar Lesson on NOUNS Continue ROOTS Manual, Unit 23 ( <i>port</i> and suffixes) The Paragraph: Topic Sentence and Supporting Details "The Squid" Fluency	Narrative Writing - Personal Communication Skills <ul style="list-style-type: none"> <li>the story process - Why tell a story?</li> <li>Active and passive voice</li> <li>use of reflexive pronouns</li> <li>using details for audience response (to delight, to intrigue, to surprise, to inform)</li> </ul>	Narrative Writing - Personal Communication Skills <ul style="list-style-type: none"> <li>purposes of a narrative</li> <li>recognize and name effective methods authors, directors &amp; advertisers use to narrate</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
25(G) use accessible language and learn new and essential language in the process (4-8/ESL)	8(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8) 9(B) draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple meaning words, and analogies (6-8) 12(G) recognize and analyze story plot, setting, and problem resolution (4-8)	15(D) write to entertain such as to compose humorous poems or short stories (4-8)	2(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8) (E) compare his/her own perception of a spoken message with the perception of others; and (6-8)	23(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8) 24(C) assess how language, medium, and presentation contribute to the message (6-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question English/Reading/ELA</i>
Jim has a \$30 gift certificate for a movie theater. Each time that he sees a movie, $m$ , \$5 is deducted from his gift certificate. Which equation best describes $b$ in terms of $m$ ?	In 1838 and 1839 the Cherokee were forced to relocate to Indian Territory. This forced journey is known as _____	Joe observes a garden plot. He notices several plants shaded by a tree are not as large as those of the same species growing in the full sun. Joe asks, "Why are the plants growing in the shade smaller?"	In paragraph 1, why does the author use details that seem to contradict one another?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Historical Influences on the Communicative Process - Week 3 (Sept. 6-9) (Sept 5 is a Holiday)**

Basic concepts  
  
 Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Auditory Level</i>
Phonemes Spelling patterns Root words parts of speech context clues	Oral Language Sentences types Syntax Author's Style Purpose	Historical context • fictionalized accounts • primary sources Interpret message Connotation Hidden agenda Allegory Conceit Texture (fabric of the piece)	Artifacts, Archaic language Costumes location Symbols Allusion	<ul style="list-style-type: none"> <li>• Onomatopoeia</li> <li>• Cadence, rhythm and other sound effects</li> <li>• Understand the thoughtful production of the soundtrack</li> </ul>

<i>ESL I</i>	<i>ESL II</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 2 (cont.) LEII MRS Lesson 3 (6A,6C,28A,28B)Grammar Lesson VERBS, Vocabulary Outlines #3; Review, History of English Lang.	HP <i>Book A</i> , Unit 1 Theme 2 Many Kinds of Smart LEII MRS Lesson 53 (6B,9B,9C,9D,16C(6),16C(7-8) Grammar lesson on VERBS, ROOTS Manual, Unit 23 , ( <i>spec</i> and suffixes)	<ul style="list-style-type: none"> <li>• Compare syntax from different time periods</li> <li>• Use historical documents as models to write original documents</li> </ul>	<ul style="list-style-type: none"> <li>• Historical context</li> <li>• Close reading</li> <li>• Compare written work to visual production</li> <li>• Compare 3 speeches from different time periods</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>30(A) describe how illustrations support written texts or tell a story (4-8/ESL)</i>	<i>8(A) read classic and contemporary works (2-8) (B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8) (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8)</i>	<i>15(C) write to inform such as to explain, describe, report, and narrate (4-8)</i>	<i>5(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8)</i>	<i>24(A) select, organize, or produce visuals to complement and extend meanings (4-8)</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question English/Reading/ELA</i>
The histogram shows the ages of people attending a symphony performance. Their ages are divided into equal ten-year intervals. What conclusions can you draw from the graph about the attendance at the performance?	Look at the bar graph showing numbers of high school seniors in 1960 who felt that high school success would lead to more money. Compare those in 1960 to those in the year 2000. How have attitudes changed toward high school success and future earnings?	What can the reader conclude from the author's description of the 1922 Dixie Classic?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Audience and Author's Purpose - Week 4 (September 12-16)**

<b>Basic concepts</b>  <b>Complex concepts</b>	<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Auditory Level</i>
	Phonemes Word length part of speech context clues Diction	Oral Language Syntax Sentences types Author's Style Purpose	Persuasive Tone Narrative Sentence Length Irony Diction Satire Historical Perspective Inductive/Deductive Informative Sentence structure Explanatory Sequence	Color Visual Cues Clarity Distortion Symbolism	Cadence, rhythm Other sound effects Word Choice Tone

<i>ESL I</i>	<i>ESL II</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 3 On the Job LEII MRS Lessons 4,5 (26B,26C,26F,28A,28B) Grammar NOUN MARKERS & COMPLEMENT NOUNS, "New Glasses" from Fluency, Vocabulary Outlines #4	HP <i>Book A</i> , Unit 1 Theme 2 Many Kinds of Smart (cont.) LE II MRS Lesson 54 (6B,9B,9C,9D,16C(6)16C(7-8),26C,26F) ROOTS Manual, Unit 24 ( <i>cred</i> , and suffixes) PLUS Combining Forms Unit 37 ( <i>bio</i> and <i>cryo</i> ) Review Grammar Lesson NOUN MARKERS & COMPLEMENT NOUNS, "New Glasses" from Fluency manual	<ul style="list-style-type: none"> <li>Identify audience before drafting</li> <li>Prewrite with a message in mind (purpose)</li> <li>Clarity</li> <li>Peer revision (read aloud to a partner/partner takes notes)</li> </ul>	<ul style="list-style-type: none"> <li>Determine the <u>Subject</u> of the passage</li> <li>What is the <u>Occasion</u>?</li> <li>Who is the <u>Audience</u>?</li> <li>What is the <u>Purpose</u>?</li> <li>Who is the <u>Speaker</u>?</li> </ul> <div style="border: 1px solid black; padding: 2px; text-align: center; width: fit-content; margin-left: auto;">             S O A P S           </div>


<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening &amp; Speaking</i>	<i>Viewing and Representing</i>
<i>30(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL);</i>	<i>13(F) produce research projects and reports in effective formats for various audiences (6-8)</i> <i>12(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8)</i> <i>10(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8)</i>	<i>15(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8)</i> <i>(B) write to influence such as to persuade, argue, and request (4-8)</i> <i>(C) write to inform such as to explain, describe, report, and narrate (4-8)</i> <i>(D) write to entertain such as to compose humorous poems or short stories (4-8)</i> <i>(E) select and use voice and style appropriate to audience and purpose (6-8)</i>	<i>2(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8)</i> <i>5(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8)</i>	<i>23(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8)</i>

<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question English/Reading/ELA</i>
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**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

Which of the following statements best explains the significance of the Northwest Ordinance of 1787?	What steps could be taken to prevent further damage in city buildings and sculptures from acid rain?	What response is the author of TAXES, ANYONE? Most likely seeking from his readers?
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**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Inference & Connotation - Week 5 (September 19-23)**

Basic concepts  
  
Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Auditory Level</i>
Spelling part of speech context clues Diction Colloquialisms metaphor	Oral Language Syntax oxymoron Sentences types Author's Purpose Cliché	Inductive & deductive Description Analogy Allusions Symbols Figurative language	Line and color Facial expressions Clothing/setting/environment Symbols Object/product placement	Accent, inflection Music enhancement Sound bites Silent speech/body language

<i>ESL I</i>	<i>ESL II</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 3 On the Job(cont) Unit 4 Numbers Count LEII MRS Lessons 6, 7 (16B,16E,16G,26D) Grammar Lesson ADJECTIVES Fluency "The Drip" Vocabulary Outlines #5	HP <i>Book A</i> , Unit 2 Theme 1 Pulling Together LE II MRS Lesson 55 (6B,9B,9C,9D,16C(6),16C(7-8),26B,26C) ROOTS Manual, Unit 24 ( <i>jec/ject</i> and suffixes) PLUS Combining Forms Unit 37 ( <i>hydr/hydro</i> and <i>hyper</i> ) Review Grammar Lesson ADJECTIVES Fluency "The Drip"	Inference & Connotation <ul style="list-style-type: none"> <li>phrases, dependent/independent clauses</li> <li>description, misplaced modifiers</li> <li>characterization &amp; dialog</li> <li>creating a personal tone</li> </ul>	Inference & Connotation <ul style="list-style-type: none"> <li>vocabulary in context</li> <li>multiple-meaning words</li> <li>propaganda techniques</li> <li>logical arguments</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>25(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language(B) use prior knowledge and experiences to understand meanings in English 26(F) infer meaning by making association of utterances with actions, visuals, and the context of the situation</i>	<i>10(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8) (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)</i>	<i>15(A) write to express, discover, record, develop, reflect on ideas, and to problem solve(E) select and use voice and style appropriate to audience and purpose</i>	<i>2(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8) (E) compare his/her own perception of a spoken message with the perception of others; and (6-8)</i>	<i>23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings(D) evaluate how different media forms influence and inform</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question World Languages</i>	<i>TAKS Sample Question English/Reading/ELA</i>
Look at the answers recorded on the chart. Are there any that don't seem reasonable?	Describe the trend you see on the graph.	Which formula should we use to solve the problem?	How can bacteria be both good and bad?	How have economic changes affected customs and conventions in foreign countries?	The author uses the words rosy and red to describe her complexion to show the reader -

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Total Recall - Week 6 September 26-30 (September 30 is the End of the First Six Weeks)**

Basic concepts  
  
Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Auditory Level</i>
Phonemes Spelling mnemonics part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Summary response Draw analogies Interpret viewpoints Evaluate credibility	mnemonics Color, line and shape cues Identify stereotypes Emotional cues Historical context Costume/product placement	Onomatopoeia/Repetition Music selections Cadence Prosody Tone, inflection (Author's purpose and effect on audience)

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 4 (cont.) LEII MRS Lesson 8 (16B,16D,16E,16G,26D)Grammar Lesson PROPER NOUNS & PREPOSITIONS; Vocabulary Outlines #6 Fluency "A Picnic in the Park"	HP <i>Book A</i> , Unit 2 Theme 1 (cont.) LE II MRS Lesson 56 (16C(6),16C(7-8) ,16D, 27F, 27G) ROOTS Manual, Unit 25 (form and prefixes & suffixes) PLUS Combining Forms Unit 37 ( <i>hypo</i> and <i>micro</i> ) Review Grammar Lesson PROPER NOUNS & PREPOSITIONS; Fluency "A Picnic in the Park"	<ul style="list-style-type: none"> <li>• observations</li> <li>• paraphrase</li> <li>• describe events/report</li> <li>• details/accuracy</li> <li>• Note taking</li> <li>• Journal</li> <li>• portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• continuum line</li> <li>• dialectic journal</li> <li>• graphic organizers</li> <li>• memoirs, diaries</li> <li>• reflect on research</li> <li>• Freytag pyramid</li> <li>• Character web</li> <li>• Story map</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>25(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL) (D) use strategic learning techniques such as semantic mapping, imagery memorizations, reviewing, and contrastive analysis to acquire new vocabulary(F) make connections across content areas and use and reuse language and concepts in different ways</i>	<i>10(G) paraphrase and summarize text to recall, inform, or organize ideas(L) represent text information in different ways such as in outline, timeline, or graphic organizer(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record</i>	<i>15(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8) (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6) 20(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-6)</i>	<i>1(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8) (D) listen to learn by taking notes, organizing, and summarizing spoken ideas 6-8)</i>	<i>24(A) select, organize, or produce visuals to complement and extend meanings (4-8) (B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)</i>

<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question English/Reading/ELA</i>
Who served as president of the Confederate States of America?	What is one possible reason that mutation 2 leads to the production of normal blood cells rather than sickle-shaped blood cells?	In this article, the author creates a sense of - _____.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Communicating in Various Ways - Week 7 (October 3-7)**

Basic concepts  
  
Complex concepts

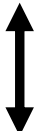
<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Auditory Level</i>
Affixes Spelling part of speech context clues Diction	Oral Language (dialect) Code-switching Sentences types Punctuation Idiomatic expressions	Coherence Stated/implicit meaning Understatement/hyperbole Bias Perspective	Object Scene, panorama captions illustration layout	Volume and pitch Sound effects Music - crescendo

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 5 City Sights LEII MRS Lessons 9, 10 (6A,6C,7A,16C(6),16C(7-8), 16D,26B,26C,26F) Grammar Lesson Proper Nouns and Prepositions; Vocabulary Outlines #1-6 review; Fluency "Dinnertime"	HP <i>Book A</i> , Unit 2 Theme 2 Count on Me LE II MRS Lesson 57 (16C(6),16C(7-8),16D,27F,27G) ROOTS Manual, Unit 25 ( <i>stru</i> and prefixes & suffixes) PLUS Combining Forms Unit 37 ( <i>oxy</i> and <i>zoo</i> ) Review Grammar Lessons and TEST over NOUNS, ADJECTIVES, NOUN MARKERS, PREPOSITIONS; Fluency "Dinnertime"	<ul style="list-style-type: none"> <li>write in various genre</li> <li>create visuals to communicate ideas effectively</li> </ul>	<ul style="list-style-type: none"> <li>read in various genre</li> <li>visual communication (outline, timeline, pictorials, graphs, facial expressions, choosing appropriate representations, deciphering visuals)</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening &amp; Speaking</i>	<i>Viewing &amp; Representing</i>
27(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL) 28(J) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL)	11(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8)	18(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8) (D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8)	1(B) eliminate barriers to effective listening (4-8) (D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8)	23(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8) 24(A) select, organize, or produce visuals to complement and extend meanings (4-8)

<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Music/Art/World Languages</i>	<i>TAKS Sample Question English/Reading ELA</i>
Discuss the effects of Thomas Paine's <u>Common Sense</u> on various audiences.	Why might the ability to detect movement be important to insects?	What verbal and non-verbal communication techniques do families use?	Describe how music communicates to reflect a culture.	The fact that most of the names on the wall are out of focus suggests that the photographer -

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Supporting Assertions - Week 8 October 11-14 (October 10 is a Campus Staff Development Day)**


<p>Basic concepts</p>  <p>Complex concepts</p>	<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
	Denotation & connotation context clues Diction Nuance of meaning	Oral Language Rhetorical question Conjunctions Transitional words Clauses semantics	Topic and supporting detail Chronological order Cause & effect Inductive & deductive reasoning	Contrast Juxtaposition Optical illusion

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 5 (cont.); Unit 6 Welcome Home LEII MRS Lesson 11 (16B,26B,26C,26D) Grammar Lesson PRONOUNS, Fluency "Storms" Vocabulary Outlines #7	HP <i>Book A</i> , Unit 2 Theme 2 (cont.) LE II MRS Lesson 58 (16C(6),16C(7-8), 16D,27F,27G) Vocabulary test over units 23, 24, 25 & 37 (partial) Review Grammar Lesson PRONOUNS; Fluency "Storms"	Supporting Assertions <ul style="list-style-type: none"> <li>• using quotes from text to support answers</li> <li>• paraphrasing</li> <li>• writing logical arguments</li> <li>• correcting faulty reasoning</li> <li>• use inductive and deductive reasoning to create valid arguments</li> <li>• use connotative and denotative language</li> </ul>	Supporting Assertions <ul style="list-style-type: none"> <li>• state author's purpose and intended audience</li> <li>• use quotes from text to support answers</li> <li>• paraphrase (NOT summarize)</li> <li>• validate logical arguments</li> <li>• revise faulty reasoning</li> <li>• visually display cause and effect, details that support these</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>25(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL) (F) make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL);</i>	<i>10(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8) (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple-choice, true-false, and short answer (4-8)</i>	<i>15(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)</i>	<i>1(C) understand the major ideas and supporting evidence in spoken messages; and (4-8) 2(B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6) 2(B) analyze a speaker's persuasive techniques and credibility (7-8)</i>	<i>22(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8)</i>

<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Theater</i>	<i>TAKS Sample Question English/Reading/ELA</i>
Which of the following contributed to the westward expansion of the U.S.?	Where might energy be wasted in this system?	Problems during fetal development occur when -	Describe how expressive movement and pantomime define space and characters.	The transformations of Sarah and John occur because of -

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Making Comparisons Within a Text - Week 9 October 17-21**

Basic concepts  
  
 Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling conjunctions context clues Diction analogies	Oral Language Sentences types Simile Irony comedy Author's Style	Non-fiction text structures Mode Textual evidence Drawing parallels satire Audience motif	Detail relationship Symmetry Proportion juxtaposition

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 6 (cont.); LEII MRS Lessons 12,13 (16C(6),16C(7-8), 16D,26B,26C) Grammar Lesson LINKING VERBS, The Paragraph: Topic Sentence and Supporting Details Fluency "The Squid" Colors and Shapes Manual Vocabulary Outlines #8	HP <i>Book A</i> , Unit 3 Theme1 Finding Friendship LE II MRS lessons 59 (16C(6),16C(7-8), 16D,27F,27G) ROOTS Manual, Unit 26 ( <i>duc/duce/duct</i> and prefixes & suffixes) PLUS Combining Forms Unit 37 ( <i>ology</i> and <i>ologist</i> ) Grammar Lesson LINKING VERBS, Fluency "The Squid"	<ul style="list-style-type: none"> <li>create appropriate graphic organizers</li> <li>correct use of transitional words</li> </ul>	<ul style="list-style-type: none"> <li>3 levels of questioning</li> <li>Anticipation vs. Reaction</li> <li>Fact vs. opinion</li> <li>Illusion vs. reality</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
25(F) make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL); (C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL)	11(D) connect, compare, and contrast ideas, themes, and issues across text (4-8) 12 (C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8) 12 (I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8)	14(A) compare text events with his/her own and other readers' experiences (4-8)	2(E) compare his/her own perception of a spoken message with the perception of others; and (6-8) 4(B) compare oral traditions across regions and cultures (4-8)	22(C) use media to compare ideas and points of view (4-8) 23(B) compare and contrast print, visual, and electronic media such as film with written story (4-8)

<i>TAKS Sample Question in Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question: Health</i>	<i>TAKS Sample Question American Sign Language</i>	<i>TAKS Sample Question English/Reading/ELA</i>
What is the proportional relationship?	Compare the population and economic development of the North and South.	Which seed type will most likely be carried by the wind?	Compare the circulatory system to the respiratory system.	Demonstrate the influence of one language and culture on another.	Gill's willingness to enter the game would not have been as inspiring earlier in the season because -

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Making Comparisons Across Text - Week 10    October 24-28**

basic  
  
 complex

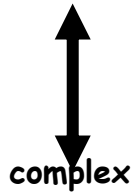
<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 7 Pack Your Bags! LEII MRS Lesson 14 (16E,28C) Grammar Lesson VERB TENSE, Vocabulary Outlines #9 Revising the Paragraph Fluency "Think!"	HP <i>Book A</i> , Unit 3 Theme1 (cont.) LE II MRS Lesson 60 (16C(6),16C(7-8), 16D,27F,27G) ROOTS Manual, Unit 26 ( <i>ver/vert/verse</i> and prefixes & suffixes) PLUS Combining Forms Unit 37 ( <i>mono &amp;</i> <i>cyto/cyte</i> ) Review Grammar Lesson VERB TENSE Revising the Paragraph; Fluency "Think!"	Make comparisons within text <ul style="list-style-type: none"> <li>comparing characters, settings, motives, decisions, reactions, results, backgrounds, experience, environment, compare historical/future to present time</li> </ul>	Make comparisons within text <ul style="list-style-type: none"> <li>comparing characters, settings, motives, decisions, reactions, results, backgrounds, experience, environment, compare historical/future to present time</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>29(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL)</i> <i>29(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL)</i>	<i>10(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8)</i>	<i>15(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8) (H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)</i>	<i>4(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8) (B) compare oral traditions across regions and cultures (4-8) (C) identify how language use such as labels and sayings reflects regions and cultures (4-8)</i>	<i>23(B) compare and contrast print, visual, and electronic media such as film with written story (4-8) (D) evaluate how different media forms influence and inform (6-8)</i>

TAKS Sample Question Math	TAKS Sample Question Social Studies	TAKS Sample Question Health/PE/QUEST	TAKS Sample Question English/Reading/ELA
What are the six ways to orient the triangle so it will fit into the hole in the paper?	Compare the Missouri Compromise to the Compromise of 1850.	Using the adult daily requirement for carbohydrates on the chart, how much of this product would you have to eat to fulfill the requirement?	How do the ideas in the two articles contradict one another?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Comparing Visual and Print Literary Works - Week 11**      **October 31-November 4**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

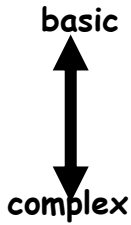
<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 7 (cont.) Unit 8 Friend to Friend LEII MRS Lessons 15, 16 (6A, 6C,9B, 9C, 9D, 27D) Grammar Lesson LINKING VERBS Paragraph: Describing the Familiar, Vocabulary Outlines#10 Fluency "The Sad Lonely Duck",	HP <i>Book A</i> , Unit 3 Theme2 Across Generations LE II MRS Lesson 61 (9D,16C(6),16C(7-8),27F) ROOTS Manual, Unit 27 ( <i>tract</i> and prefixes & suffixes) PLUS Combining Forms Unit 38 ( <i>pan &amp; path</i> ) Review Grammar Lesson ADVERBS Paragraph: Describing the Familiar Fluency "The Sad Lonely Duck",	<ul style="list-style-type: none"> <li>Find common messages</li> <li>Document how visuals support written messages/themes/trends</li> <li>Use graphics to portray ideas, symbols, structure</li> <li>Use visuals for presentation</li> </ul>	Make comparisons: <ul style="list-style-type: none"> <li>Cultural, thematic,</li> <li>compare conflicts, allusions</li> <li>characterization</li> <li>historical support</li> <li>do they enhance meaning?</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
27(F) arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL) 30(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL):	8(A) read classic and contemporary works (2-8) 12(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7) (H) describe how the author's perspective or point of view affects the text (4-8)	15(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8) 16(F) spell accurately in final drafts (4-8)	3(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works; (4-8) (C) analyze the use of aesthetic language for its effects (6-8)	23(B) compare and contrast print, visual, and electronic media such as film with written story (4-8) (C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8)

TAKS Sample Question Math	TAKS Sample Question Social Studies	TAKS Sample Question Science	TAKS Sample Question QUEST	TAKS Sample Question Art	TAKS Sample Question English/Reading/ELA
Which of these three functions produces the narrowest graph?	Look at the time line. Which list shows the events in the order in which they occurred?	How can you use genetics to make predictions?	How does the clothes Doris chooses to wear contribute to the dilemma?	You are the woman in the painting. Write in your journal about your brother, husband, father, or fiancé.	Discuss situations in which body language might be more effective than movement.

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Understanding the Narrative - Week 12    November 7-11 (Nov 11 is the end of the 2<sup>nd</sup> Six Weeks)**



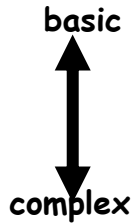
<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 8 (cont.) LEII MRS Lesson 17 (6A,6B,6C(6),6C(7-8),9B,9C,9D,27D) Grammar Lesson ADVERBS Fluency "The Sad Lonely Duck" Vocabulary Outlines #1-10 review	HP <i>Book A</i> , Unit 3 Theme2 (cont.) LE II MRS Lesson 62, (9D,16C(6),16C(7-8),27F) ROOTS Manual, Unit 27 ( <i>tract</i> and prefixes & suffixes) PLUS Combining Forms Unit 38 ( <i>pan &amp; path</i> ) Review Grammar Lesson ADVERBS Fluency "The Sad Lonely Duck"	How does the writer <ul style="list-style-type: none"> <li>• trigger a stereotyped response</li> <li>• Use loaded words</li> <li>• Influence</li> <li>• Distinguish reality from fantasy</li> <li>• Build understanding/suspense</li> </ul>	How does author: <ul style="list-style-type: none"> <li>• appeal to emotion</li> <li>• arouse sentiment</li> <li>• evoke sensory images, incite to action</li> <li>• imply or connote</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
28(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL) 29(F) construct correct sentences, including a variety of sentence types and styles (2-8/ESL)	14(A) compare text events with his/her own and other readers' experiences (4-8) (B) determine distinctive and common characteristics of cultures through wide reading (4-8) (C) articulate and discuss themes and connections that cross cultures (4-8)	19(B) respond in constructive ways to others' writings (4-8) (C) evaluate how well his/her own writing achieves its purposes (4-8) (D) analyze published examples as models for writing (4-8)	3(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works; (4-8) (B) analyze oral interpretations of literature for effects on the listener; and (6-8)	22(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8) 24(A) select, organize, or produce visuals to complement and extend meanings (4-8)

TAKS Sample Question Math	TAKS Sample Question Social Studies	TAKS Sample Question Science	TAKS Sample Question Health/PE/QUEST	TAKS Sample Question Music	TAKS Sample Question English/Reading/ELA
Visualize what this solid would look like from above, from the front and from the side.	Describe a slave plantation from the perspective of a slave.	Describe the changes in the speed of an object when it is acted upon by force	If a friend in class broke a window at school, would you tell on that friend or tell the principal you knew nothing about it?	Describe performance techniques appropriate for a formal concert.	How did his change in the story contribute interest?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**The Use of Time in Literature - Week 13    November 14-18**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 9 Let's Celebrate! LEII MRS L. 18, 19, (6A, 6B, 9B, 9C, 9D, 16C(6), 16C(7-8),16D,16E) Grammar Lesson LINKING VERB /PREDICATE NOUNS, ADJECTIVES Fluency "The Castle" Vocabulary Outlines#11	HP <i>Book A</i> , Unit 4 Theme1 Thinking Ahead LE II MRS Lesson 63 (9C,9D,9G,26C) ROOTS Manual, Unit 27 ( <i>dic/dict</i> & suffixes) PLUS Combining Forms Unit 38 ( <i>patho</i> & <i>psych/psycho</i> ) Grammar Lesson, LINKING VERB /PREDICATE NOUNS, ADJECTIVES Fluency "The Castle"	<ul style="list-style-type: none"> <li>• tense</li> <li>• passive voice</li> <li>• transitions</li> <li>• chronological events</li> <li>• historical present</li> <li>• historical influences</li> </ul>	<ul style="list-style-type: none"> <li>• timelines, setting</li> <li>• descriptive lists</li> <li>• foreshadowing/flashback</li> <li>• frames</li> <li>• dreams, spells, predictions</li> </ul>

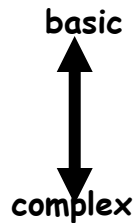
<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
28(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL) (D) participate in shared reading (K-8/ESL)	8(A) read classic and contemporary works (2-8) 12(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8)	18(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text. (4-8) (E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8)	4(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8)	22(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8)23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8)

TAKS Sample Question Math	TAKS Sample Question Social Studies	TAKS Sample Question Science	TAKS Sample Question Health/PE/QUEST	TAKS Sample Question Music/Art/World Languages	TAKS Sample Question English/Reading ELA
If the attendance pattern at the pool continues, how many lifeguards should be scheduled for Friday?	According to the table, the approximate population of Philadelphia in 1820 was -	Describe the historical development of the concepts of magnetic force.	Explain the effects of misuse of narcotics on the body.	Evaluate a musical performance and offer constructive suggestions for improvement.	The date is significant to the author because -

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 6-8 English and Reading**

Understanding the Author's Viewpoint - **Week 14 November 21-22 (Nov 23-25 is Thanksgiving Holiday)**



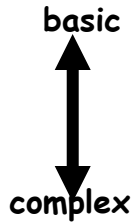
<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience Memoir, diary, ode, eulogy, obituary, epitaph	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 9 (cont.) Fluency "The Frog Jumping Contest"	HP <i>Book A</i> , Unit 4 Theme1 (cont.) CONJUNCTIONS & INTERJECTIONS "The Fluency "The Frog Jumping Contest"	Loaded words Idiomatic expression, dialect Inductive/deductive Exposition, Historical background	Perspective, point of view characterization Fact and opinion, bias Editorial, agenda News analysis, documentary

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>28(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL)</i> <i>29(C) write with more proficient use of orthographic patterns and rules such as qu together, consonant doubling, dropping final e, and changing y to I (2-8/ESL)</i>	<i>7(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)</i> <i>12(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8) (H)</i> <i>describe how the author's perspective or point of view affects the text (4-8)</i>	<i>19(A) apply criteria to evaluate writing (4-8)</i> <i>(B) respond in constructive ways to others' writings (4-8)</i> <i>(D) analyze published examples as models for writing (4-8)</i>	<i>2(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8)</i> <i>3(B) analyze oral interpretations of literature for effects on the listener; and (6-8)</i>	<i>22(C) use media to compare ideas and points of view (4-8)</i> <i>24(A) select, organize, or produce visuals to complement and extend meanings (4-8)</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Music/Art</i>	<i>TAKS Sample Question English/Reading ELA</i>
Why would Roman schoolmasters prefer Hindu-Arabic numerals?	How do foreign affairs present challenges to world leaders?	Why would petroleum engineers use fossilized remains of sea animals to date layers of earth?	How do the nation's health goals affect individuals?	Design criteria for personal performance.	The author can be described as someone who -

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Writing from Literary Models - Week 15    November 28-December 2**



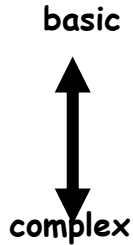
<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 10 Here to Help LEII MRS L. 20, 21, (6A, 6B, 9B, 9C, 9D, 16C(6), 16C(7-8),16D,16E Grammar Lesson: VERB TENSE, PRESENT & PAST, Vocabulary Outlines#12, Review #11-12; Fluency "My Dog Buster"	HP <i>Book A</i> , Unit 4 Theme1 (cont.) LE II MRS lesson 64 (9D, (16C(6),16C(7- 8),27F) ROOTS Manual, Unit 28 ( <i>mit/mis</i> ) PLUS Combining Forms Unit 39 ( <i>ob, oc, of, op</i> ) Paragraph: Describing Something New Fluency "My Dog Buster"	<ul style="list-style-type: none"> <li>• use another voice</li> <li>• parody</li> <li>• memoirs</li> <li>• job description</li> <li>• travel guide</li> <li>• vignette</li> <li>• movie script</li> </ul>	<ul style="list-style-type: none"> <li>• Read varied literary works to use as writing models</li> <li>• Identify Purpose and audience</li> <li>• Describe style</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
29(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL) (E) employ increasingly complex grammatical structures in writing, as follows:	12(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7) (K) recognize how style, tone, and mood contribute to the effect of the text (6-8)	15(E) select and use voice and style appropriate to audience and purpose (6-8) (G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8)	2(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8) (F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8) 3(C) analyze the use of aesthetic language for its effects (6-8)	23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8) 24(C) assess how language, medium, and presentation contribute to the message (6-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question World Languages</i>	<i>TAKS Sample Question Theater</i>	<i>TAKS Sample Question English/Reading ELA</i>
Which problem situation matches this equation?	Write a persuasive speech to recruit others to join the cause of liberty.	Engage in oral exchanges of learned material to socialize.	Improvise using emotional and sensory recall.	Write a narrative about something important you learned.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**The Author's Crafting of Time - Week 16      December 5-9**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols


<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 11 Make a Difference! LEII MRS Lessons 22, 23 (6B,9B,9C,9D, 16C(6),16C(7-8), 16D,26C,26F) FUTURE VERB TENSE Paragraph: Describing Something New "Fluency "A Fun Time at Camp" Vocabulary Outlines #13	HP <i>Book A</i> , Unit 4 Theme2 Dealing with Disasters LE II MRS Lesson 65 ROOTS Manual, Unit 29 ( <i>rupt</i> and suffix <i>-hood</i> ) PLUS Combining Forms Unit 39 ( <i>met/meta</i> , <i>proto</i> ) FUTURE VERB TENSE Choose paragraph from portfolio and add another paragraph "Fluency "A Fun Time at Camp"	<ul style="list-style-type: none"> <li>• Conditional, future and progressive tenses</li> <li>• Anachronisms</li> <li>• Memories, stream of consciousness,</li> <li>• sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Journal, itinerary, biography</li> <li>• allusion</li> <li>• exposition, scene</li> <li>• foreshadowing and flashback, frames</li> <li>• night/day, seasons as symbols</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>28(I) use graphic organizers as pre-reading activities to prepare for reading text (KOB/ESL) (K) retell, role-play, and/or visually illustrate the order of events (4-8/ESL)</i>	<i>12(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8) (J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8)</i>	<i>15(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8) 17(B) use conjunctions to connect ideas meaningfully (4-8) 17(F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8)</i>	<i>5(F) clarify and support spoken ideas with evidence, elaboration, and examples (4-8)</i>	<i>22(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8)</i>

<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question English/Reading ELA</i>
Pretend you are Dolley Madison and write an account of how you saved priceless historical objects from the White House during the fire of 1812.	How is Gram staining used to tell eubacteria apart?	Explain why do you think doctors recommend that women avoid most medications during pregnancy?	Describe your experience at your 25 <sup>th</sup> class reunion?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**The Power of Effective Word Choice - Week 17    December 12-16**

**basic**  
  
**complex**

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling Malapropisms Oxymoron part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 11 (cont.) LEII MRS 1-23 Review (6B, 9B, 9C, 9D, 16C(6), 16C(7-8), 26B, 26C) CONJUNCTIONS, Writing compound sentences Vocabulary Outlines #14	HP <i>Book A</i> , Unit 4 Theme2 (cont.) LEII MRS Lesson 66; Quiz over ROOTS Units 26-28 and 39 (partial) CONJUNCTIONS, Writing compound sentences	<ul style="list-style-type: none"> <li>• Synonyms, use of Thesaurus</li> <li>• Denotation</li> <li>• Gestalt - (the sum of its parts)</li> <li>• Propaganda (bad names, glad names, transfer, testimonial, plain folks, stacking the cards, band wagon)</li> </ul>	<ul style="list-style-type: none"> <li>• Argument</li> <li>• Connotation</li> <li>• Sensory words, evocative language</li> <li>• Titles with connotative power</li> <li>• Words that advertisers avoid</li> </ul>

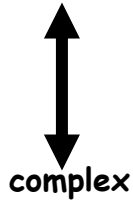
<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
25(G) use accessible language and learn new and essential language in the process (4-8/ESL)29(C) write with more proficient use of orthographic patterns and rules such as qu together, consonant doubling, dropping final e, and changing y to I (2-8/ESL)	7(E) read silently with increasing ease for longer periods (4-8) 9(F) distinguish denotative and connotative meanings (6-8) (G) use word origins as an aid to understanding historical influences on English word meanings (6-8)	16(G) understand the influence of other languages and cultures on the spelling of English words (6-8)17(H) write with increasing accuracy when using pronoun case such as "She had the party." (6-8)18(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)	3(B) analyze oral interpretations of literature for effects on the listener; and (6-8) 5(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8)	24(C) assess how language, medium, and presentation contribute to the message (6-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health</i>
Familiar triangles you usually see are: ____	How did the Second Great Awakening influence the reform movement?	The Greek word <i>karkinos</i> means "cancer." What do you think <u>carcinogen</u> means?	An <i>epidemiologist</i> tracks diseases and develops programs that prevent or control the spread of disease. What might be some of the topics an epidemiologist would study?

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 6-8 English and Reading**

The Depth of Thought Through Poetry - Week 18    December 19-21

(Dec 21 - End of 3<sup>rd</sup> Six Weeks; Dec 22 - Teacher Preparation Day; Dec 23-Jan. 6 - Student Christmas Holidays)



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Eye rhyme, end rhyme meter assonance, consonance	Verse Couplet Figurative language, symbols	Punctuation, capitalization stanza lyric ode	Description, Imagery form stanza

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
Review/Exams Vocabulary Outlines #1-14 review Fluency "Messses by Sweetie"	Review/Exams Fluency "Messses by Sweetie"	Vocabulary - choosing the "right" word Figurative language, rhyme Description Message and clarity	Images, Ideas perspective, point of view Stereotypes or "types" Illusions, symbols, allusions, concepts Historical context, diction


<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>25(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL)</i>	<i>6(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)</i> <i>8(A) read classic and contemporary works (2-8)</i> <i>9(F) distinguish denotative and connotative meanings (6-8)</i> <i>12(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo (4-8)</i>	<i>15(D) write to entertain such as to compose humorous poems or short stories (4-8) (G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8)</i>	<i>4(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8) (B) compare oral traditions across regions and cultures (4-8)</i>	<i>22(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8)</i> <i>24(A) select, organize, or produce visuals to complement and extend meanings (4-8)</i>

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Conceptual Poetry Examples - Writing Poetry to Learn**

<b>English</b>	<b>Science</b>	<b>P.E.</b>
<p align="center">Adjective In Detail</p> <p>____(adj.) ____ is not ____.</p> <p>____(adj.) ____ is ____.</p> <p>____(adj.) ____ is ____.</p> <p>____(adj.) ____ is ____.</p> <p>____(adj.) ____ sounds like ____.</p> <p>____(adj.) ____ sounds like ____.</p> <p>Another word for __(adj.)__ is ____.</p> <p>One thing about __(adj.)_ is ____.</p> <p align="center">(Write Traits)</p>	<p align="center">How To Be A Shark</p> <p>Never blink.</p> <p>Never cry.</p> <p>Scare the pants off everybody.</p> <p>Leave home as soon as you can pack.</p> <p>Avoid restaurants.</p> <p>Look even more dangerous than you are - it could land you a screen test.</p> <p>If you have to act up, do it around goldfish.</p> <p>Make a ton of money off the tooth fairy.</p> <p>Retire in Hawaii where they appreciate you.</p> <p align="center">(Vicki Spandel)</p>	<p align="center">Baseball</p> <p>You have two sides, one out in the field and one in.</p> <p>Each that's on the side that's in goes out and when he's out he comes in and the next man goes in until he's out.</p> <p>Sometimes you get men still in and not out.</p> <p>When both sides have been in and out nine times including the not outs that's the end of the game.</p> <p align="center">(Harvey Shapiro)</p>
<b>Math</b>	<b>Social Studies</b>	<b>Science</b>
<p align="center">How To Be A Fraction</p> <p>Be <math>\frac{1}{2}</math> of what you are.</p> <p>Realize your lifespan will never be greater than one.</p> <p>When trying to be equal, Treat your top half the same as your bottom.</p> <p>Multiply with other fractions.</p> <p>Spend <math>\frac{1}{3}</math> of your time being improper.</p> <p>Simplify.</p> <p>Only be mixed if you are of the proper religion.</p> <p>Be careful when you cross-multiply!</p> <p>Convert to decimalism.</p> <p>Know that if you've had <math>\frac{1}{2}</math> as much fun as I've had, I've had twice as much fun as you.</p> <p align="center">(Frank Youngman)</p>	<p align="center">How To Be Thomas Jefferson</p> <p>Write like an angel. Live in your mind.</p> <p>Have your heart broken many times, Declare all men equal, And never release your slaves.</p> <p>Buy lots of real estate from Frenchmen without looking at it.</p> <p>Live beyond your means and owe lots of money.</p> <p>Never finish the house that years later will appear on the back side of a nickel.</p> <p align="center">(Barry Lane)</p>	<p align="center">How To Be A Heart</p> <p>Pump blood.</p> <p>Be the strongest muscle in the body.</p> <p>Don't stop.</p> <p>Have love in you.</p> <p>Beat fast in rats and slow in elephants.</p> <p>Don't stop....</p> <p>Don't stop....</p> <p>Don't stop....</p> <p>Don't stop....</p> <p align="center">(Barry Lane)</p>

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Creating Effective Visuals - Week 19 January 9-13**

Basic concepts  
  
 Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
diction titles tone	Purpose Audience Puns caption	Description Explanation Persuasion Information	Layout Color Themes inference Connotation, visual suggestion

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 12 Our Living Planet LEII MRS Lesson 24 (16C(6),16C(7-8), 16D, 27F, 27G) Grammar, review CONJUNCTIONS Vocabulary Outlines #15	HP <i>Book A</i> , Unit 5 Theme1 In the Beginning LE II MRS Lesson 67 (16C(6), 16C(7-8), 16D, 27F, 27G) ROOTS Manual, Unit 29 ( <i>flec/flex</i> ) PLUS Combining Forms Unit 39 ( <i>scope, a/an/in, poly</i> ) Unit 30 ( <i>fac</i> ) Grammar, review CONJUNCTIONS	<ul style="list-style-type: none"> <li>• Make comparisons</li> <li>• Juxtapose ideas</li> <li>• Use contrast, line, headings that are visually stimulating</li> <li>• Use themes such as: Man vs. Technology Man vs. Society</li> </ul>	<ul style="list-style-type: none"> <li>• greeting cards</li> <li>• travel brochures</li> <li>• graphics with subheadings</li> <li>• science fair, history fair presentations</li> <li>• reference material</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
30(E) produce visuals for his/her own messages, stores, and other kinds of communication (4-8/ESL);	7(C) adjust reading rate based on purposes for reading (4-8) 9 (E) study word meanings systematically such as across curricular content areas and through current events (4-8)	15(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8) 18(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8)	2(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8) 5(B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8)	24(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)

<i>TAKS Sample Question Terminology Math &amp; Science Health/PE/QUEST</i>	<i>TAKS Sample Question Terminology Social Studies/Reading/English/ELA</i>
Graphs, charts, illustrations, functions, models, tables, diagram, number line, nutrition information chart, Maslow's Hierarchy of Needs, Food Guide Pyramid, ruler, scale, meter, microscope, telescope	Time line, chart, map, graph, diagram, story map, sequencing chart, chronological chart, Venn diagram, Freytag Pyramid, web, bubble cluster, herringbone

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Creating Effective Visuals Using Multiple Texts - Week 20      January 16-20**


Basic concepts  
  
 Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
diction titles tone	Purpose Audience Puns caption	Description Explanation Persuasion Information	Layout Color Themes inference Connotation, visual suggestion

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 12 (cont.) Unit 13 Past and Present LEII MRS Lesson 25; Review Bk. 1 (16C(6),16C(7-8), 16D, 27F, 27G) <b>Grammar, INTERJECTIONS: Write with feeling</b> Fluency "Frog Facts" Vocabulary Outlines #16	HP <i>Book A</i> , Unit 5 Theme1 (cont.) MRS Lesson 68 (16C(6), 16C(7-8), 16D, 27F, 27G) Test over ROOTS Units 23-30 plus 37-39 <b>Grammar, INTERJECTIONS: Write with feeling</b> Fluency "Frog Facts"	Venn Diagram Storyboards Using visuals relevant to texts Writing effective phrases/captions  (Campus History Fair)	Primary Source Documents Themes Demonstrating understanding of topic Presenting meaningful visuals to class  (Campus History Fair)

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>30(G) produce communications using technology or appropriate media (4-8/ESL)</i>	<i>8(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8)12(C) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8)</i>	<i>17(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8) 19(C) evaluate how well his/her own writing achieves its purposes (4-8)</i>	<i>4(C) identify how language use such as labels and sayings reflects regions and cultures (4-8) 5(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8)</i>	<i>24(A) select, organize, or produce visuals to complement and extend meanings (4-8) (B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)</i>

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Crafting Characters with Depth - Week 21 January 23-27**

Basic concepts  
  
 Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Character traits context clues Diction	Oral Language, dialog Sentences types Purpose Author's Style	Anecdote, Vignette Reliable/unreliable sources Textual evidence Character conflicts Character change	Pantomime Body language, physical appearance Themes of visual elements Stereotypes Connotation, Visual suggestions

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 13 (cont.) LEII MRS Lessons 26, 27 (16C(6), 16C(7-8), 16D, 27F, 27G) Grammar PROGRESSIVE TENSES, HELPING VERBS Fluency "At the Ocean in the Summer" Vocabulary Outlines #17	HP <i>Book A</i> , Unit 5 Theme2 Telling the Tale LEII MRS Lesson 69 (9D, (16C(6), 16C(7-8), 16D,16E) ROOTS Manual, Unit 30 ( <i>scrib/script</i> ) PLUS Combining Forms Unit 40 ( <i>litho/lith, graph/gram</i> ) Grammar, DEPENDENT CLAUSES, (because, when...) Fluency "At the Ocean in the Summer"	<ul style="list-style-type: none"> <li>• description, parallel structure</li> <li>• dialog, punctuation</li> <li>• narration, author's bias or description</li> </ul>	<ul style="list-style-type: none"> <li>• character traits</li> <li>• character change</li> <li>• antagonist, protagonist</li> <li>• round, flat characters, dynamic, static</li> </ul>


<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>25(D) use strategic learning techniques such as semantic mapping, imagery memorizations, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL);</i>	<i>12(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo (4-8) (H) describe how the author's perspective or point of view affects the text (4-8)</i>	<i>19(A) apply criteria to evaluate writing (4-8) (B) respond in constructive ways to others' writings (4-8) 20(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8)</i>	<i>1(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8) 2(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8)</i>	<i>23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8)</i>

**TAKS Preparation (See TAKS Rubric on next page)**

# TAKS Reading Rubric for Short Answer Items Grades 9-11

TAKS	6 Traits	<p>Author's Style</p> <p style="text-align: center;"><b>Score Point 3 – Exemplary</b></p> <p style="text-align: center;">In <b>exemplary</b> responses, the student</p>	<p style="text-align: center;"><b>TEKS</b> Student Expectations</p>
Objective 2 Literary Selection	IDEAS and Organization	<ul style="list-style-type: none"> <li>▪ must offer a particularly thoughtful or <b>insightful theme, character trait, conflict, or change</b> and strongly support it with accurate/relevant textual evidence</li> <li>▪ must offer a particularly thoughtful or insightful <b>analysis of a literary technique or figurative expression</b> and strongly support it with accurate/relevant textual evidence</li> </ul> <p>In addition, exemplary responses must demonstrate the student's depth of understanding and ability to effectively <b>connect textual evidence to the idea or analysis.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo (4-8)</b></li> <li>▪ Compare and contrast varying aspects of texts such as <b>themes, conflicts, and allusions (9-12).</b></li> <li>▪ Describe and <b>analyze the development of plot and identify conflicts and how they are addressed and resolved(9-12).</b></li> </ul>
Objective 3 Expository Selection	IDEAS and Organization	<ul style="list-style-type: none"> <li>▪ must offer a <b>particularly thoughtful or insightful conclusion, interpretation, or prediction</b> and strongly support it with accurate/relevant textual evidence</li> <li>▪ must offer a particularly <b>thoughtful or insightful analysis or evaluation of a characteristic of the text</b> and strongly support it with accurate/relevant textual evidence</li> </ul> <p>In addition, exemplary responses show strong evidence of the student's depth of understanding and ability to effectively <b>connect textual evidence to the idea, analysis, or evaluation.</b></p>	<ul style="list-style-type: none"> <li>▪ Draw inferences such as <b>conclusions or generalizations and support them with text evidence</b> and experience (4-8)</li> <li>▪ Determine a text's main (or major ideas) and <b>how those ideas are supported</b> with details (4-8)</li> <li>▪ Draw inferences such as <b>conclusions, generalizations, and predictions and support them with text evidence (9)</b> and experience (10-11)</li> </ul>
Objective 3 Literary/Expository Crossover	IDEAS and Organization	<ul style="list-style-type: none"> <li>▪ must offer a particularly <b>thoughtful or insightful conclusion, interpretation, or prediction</b> based on both selections and strongly support it with accurate/relevant textual evidence from both selections</li> <li>▪ must offer a particularly <b>thoughtful or insightful analysis or evaluation of a characteristic of text based on both selections</b> and strongly support it with accurate/relevant textual evidence from both selections</li> </ul> <p>In addition, exemplary responses indicate that the student is able to <b>make meaningful connections across selections.</b> These responses show strong evidence of the student's depth of understanding and ability to effectively <b>connect textual evidence to the idea, analysis, or evaluation.</b></p>	<ul style="list-style-type: none"> <li>▪ Use knowledge of language and develop vocabulary to <b>interpret accurately the speaker's message(4-12)</b></li> <li>▪ Present and <b>advance a clear thesis and support the major thesis with logical points or arguments (9-12)</b></li> <li>▪ Choose <b>valid evidence, proofs, or examples to support claims (9-12)</b></li> </ul>

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Acknowledging Original Thought - Week 22 January 30-February 3**

Basic concepts  
  
Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
part of speech context clues Diction	Oral Language Purpose Cite sources	<ul style="list-style-type: none"> <li>Annotating</li> <li>Quoting</li> <li>Paraphrasing</li> </ul>	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

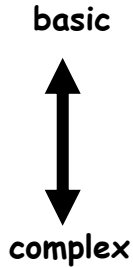
<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
Unit 14 Tell Me More LEII MRS Lesson 28 (16C(6),16C(7-8), 16D,27F,27G) Grammar, SEQUENCE WORDS (first, then, next) Fluency "A Trip to the Dentist" Vocabulary Outlines #18	HP <i>Book A</i> , Unit 5 Theme2 (cont.) LEII MRS lesson 70 (7C,9D, 16C(6), 16C(7-8), 16D, 16E, 26A, 26C, 27F, 27G) ROOTS Manual, Unit 31 ( <i>conjunct</i> and prefixes <i>contra</i> and <i>counter</i> ) PLUS Combining Forms Unit 40 ( <i>cide, photo</i> ) Grammar, WRITING COMPLEX SENTENCES Fluency "A Trip to the Dentist"	Use primary source documents <ul style="list-style-type: none"> <li>to make assertions</li> <li>to develop opinions</li> </ul> (District History Fair)	Make comparisons across texts <ul style="list-style-type: none"> <li>cultural comparisons</li> <li>themes, conflicts, allusions</li> <li>recognize historical significance</li> <li>societal impact</li> </ul> (District History Fair)

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
25(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL) (G) use accessible language and learn new and essential language in the process (4-8/ESL)	10(A) use his/her own knowledge and experience to comprehend (4-8) (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)	15(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8) (C) write to inform such as to explain, describe, report, and narrate (4-8) (H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)	2(B) analyze a speaker's persuasive techniques and credibility (7-8) (C) distinguish between the speaker's opinion and verifiable fact (4-8)5(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8)	22(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8) 23(D) evaluate how different media forms influence and inform (6-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Theater</i>
Collect examples of how shapes are used all around you.	Choose a debate opponent and an issue to debate.	IPC Scientific Processes: Investigate and describe the effects of __	Analyze the dynamics of family roles.	Select specific technical elements for improvised and scripted scenes to suggest environment, to establish mood, and to support character and actions.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Historical Impact on Communication - Week 23      February 6-10**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols


<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 14 (cont.) LEII MRS Lessons 29,30 (16C(6), 16C(7-8), 16D, 27F, 27G) Grammar, WRITING TOPIC SENTENCES, Vocabulary Outlines #1-18 Review Fluency "The Legless Reptile"	HP <i>Book A</i> , Review/Assessment LEII MRS Lesson 71 (7C,9D, 16C(6), 16C(7-8), 16D, 16E, 26A, 26C, 27F, 27G) ROOTS Manual, Unit 31 ( <i>erra</i> and prefixes <i>contra</i> and <i>counter</i> ) Grammar, WRITING CAUSE AND EFFECT SENTENCES; Fluency "The Legless Reptile"	Make comparisons before and after: <ul style="list-style-type: none"> <li>war (spies, new technology)</li> <li>telephone, telegraph, television</li> <li>fountain pen, printing press, Internet</li> <li>railroad, aircraft, submarines, dirigibles, automobile,</li> </ul>	Make comparisons across time: <ul style="list-style-type: none"> <li>topics of science fiction</li> <li>topics in the encyclopedia</li> <li>treatment of topics over time</li> <li>film treatment</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
25(F) make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL); 29(F) construct correct sentences, including a variety of sentence types and styles (2-8/ESL)	10(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8)11(D) connect, compare, and contrast ideas, themes, and issues across text (4-8)12(B) recognize the distinguishing features of genres, including biography, historical fiction. Informational texts, and poetry (4-8)	15(E) select and use voice and style appropriate to audience and purpose (6-8) 15(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (7-8)	3(B) analyze oral interpretations of literature for effects on the listener; and (6-8) 4(C) identify how language use such as labels and sayings reflects regions and cultures (4-8)	23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8) (D) evaluate how different media forms influence and inform (6-8)

<i>TAKS Sample Question for Social Studies</i>	<i>TAKS Sample Question for Science</i>
How would you judge Samuel Slater and Francis Lowell, who brought secrets to the United States illegally?	Evaluate the impact of research on scientific thought, Society, and the environment.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Validating the Author's Perspective - Week 24 February 13-17 (February 17 is end of 4<sup>th</sup> Six Weeks)**

Basic concepts  
  
 Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
define Diction/word choice	quote cite conjunctions	Non-fiction text structures Mode Textual evidence Audience	Themes of visual elements Inference, implied/omitted message Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 15 Personal Best LEII MRS Lesson 31, (16C(6), 16C(7-8), 16D, 16E, 27F, 27G) Grammar, WRITING SEQUENCE PARAGRAPHS, PROCESS AND ORDER Fluency "The Cockroach" Vocabulary Outlines #19	HP <i>Book B</i> Unit 1 Theme 1 Messages That Matter LEII MRS Lesson 72 (7B,7C,16A,16C) ROOTS Manual, Unit 32 ( <i>tion/sion</i> ) PLUS Combining Forms Unit 41 ( <i>tri, sub, vore</i> ), Grammar WRITING SEQUENCE PARAGRAPHS, PROCESS AND ORDER Fluency "The Cockroach"	<ul style="list-style-type: none"> <li>• Report</li> <li>• Summarize</li> <li>• paraphrase</li> <li>• Refer</li> <li>• Synthesize</li> </ul>	<ul style="list-style-type: none"> <li>• Close reading</li> <li>• Socratic questioning</li> <li>• Reading and responding to literature by citing critical essays</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
28(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL) (D) participate in shared reading (K-8/ESL)	8(A) read classic and contemporary works (2-8) 9(A) develop vocabulary by listening to selections read aloud (4-8) 10(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8)	15(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (7-8)16(A) write legibly by selecting cursive or manuscript as appropriate (4-8) (C) spell derivatives correctly by applying the spellings of bases and affixes (7-8)	2(C) distinguish between the speaker's opinion and verifiable fact (4-8) (E) compare his/her own perception of a spoken message with the perception of others; and (6-8)	24(C) assess how language, medium, and presentation contribute to the message (6-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Theater</i>	<i>TAKS Sample Question English/Reading ELA</i>
How do you think Alex's estimate compares with the actual length? Explain your reasoning.	What connects you to someone who lives in the same region?	Analyze the data and draw conclusions.	Distinguish between stress and distress.	Express thoughts and feelings using effective voice and diction.	What is the author suggesting in this selection?

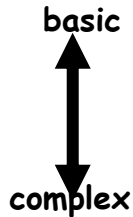
**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 6-8 English and Reading**

The Hidden Message Behind Words - **Week 25**      **February 20-23**

**(Feb 23 is early dismissal for Charro Days, Feb 24 is a [Make-up day] Holiday)**




<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 15 (cont.) LEII MRS Lesson 32 (9D, 16C(6), 16C(7-8), 16D, 16E, 27F) WRITING SEQUENCE PARAGRAPHS, PROCESS AND ORDER; Vocabulary Outlines #19 (cont.) Fluency "Comforting Cocoa"	HP <i>Book B</i> Unit 1 Theme 1 (cont.) Review ROOTS Units 32 and 42 Fluency "Comforting Cocoa" <b>TAKS WRITING GRADE 7, FEB. 21</b>	<ul style="list-style-type: none"> <li>Figurative language</li> <li>Metaphorical language</li> <li>Allegory</li> <li>symbolism</li> </ul>	<ul style="list-style-type: none"> <li>context clues</li> <li>connotation</li> <li>author's purpose</li> <li>irony, satire, parody</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>25(D) use strategic learning techniques such as semantic mapping, imagery memorizations, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL); (G) use accessible language and learn new and essential language in the process (4-8/ESL)</i>	<i>9(B) draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple meaning words, and analogies (6-8)14(B) determine distinctive and common characteristics of cultures through wide reading (4-8)</i>	<i>15(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8) 16(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)</i>	<i>1(C) understand the major ideas and supporting evidence in spoken messages; and (4-8) 3(C) analyze the use of aesthetic language for its effects (6-8)</i>	<i>23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8) 24(C) assess how language, medium, and presentation contribute to the message (6-8)</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Theater</i>	<i>TAKS Sample Question English/Reading ELA</i>
Are both figures the same shape?	Why does the cartoon show Andrew Jackson as a king?	How is wind energy used in your community?	Give examples of positive and negative peer pressure.	Compare dramatic performances to life.	Make a reasonable prediction about what might happen next.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Creating Reactions from Readers - Week 26      February 27-March 3**

Basic concepts  
  
Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Onomatopoeia Spelling alliteration part of speech (Drive Safe) Diction	Oral Language Sentences types, length Pun, oxymoron Author's Style	Inductive and deductive Purpose & Mode Textual evidence Bias, loaded language Faulty reasoning	Description Shock value Inference Connotation, Visual suggestions Symbols


<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 16 This Land is Our Land LEII MRS Lessons 33,34 (9C,9D,9G,26C) Vocabulary Outlines #20	HP <i>Book B</i> Unit 1 Theme 1 (cont.) LEII MRS Lesson 73 (6A, 6C, 16C(6), 16C(7-8), 16D, 27F, 27G) ROOTS Manual, Unit 32 ( <i>simil and mort</i> ) PLUS Combining Forms Unit 42 ( <i>hemo/hema, tetra</i> ), Grammar, WRITING DIALOG	Effects of: Oxymoron Idiomatic expression Cliché Recognizing argument structures	Irony Satire Humor Parody Drama, suspense

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>26(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);</i>	<i>12(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8) 12(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8)</i>	<i>18(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-6) (G) refine selected pieces frequently to "publish" for general and specific audiences (4-8)</i>	<i>2(E) compare his/her own perception of a spoken message with the perception of others; and (6-8) (F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8)</i>	<i>23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8)</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question English/Reading ELA</i>
A 2 pint bottle of soy sauce costs \$1.79. If the unit price remains the same, how much will a 55 gallons drum of soy sauce cost?	These women gained national attention by encouraging women to -	Which of these is an opinion?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

Thematic Expression (Stating Overarching Themes) - **Week 27**      **March 6-10**

Basic concepts  
  
Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Adjectives Adverbs motif	Topic sentence Complete thought Main idea Thesis statement		Categories Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 16 (cont.) Unit 17 Harvest Time LEII MRS 35 (7A,9A,9D) Grammar, WRITING SUPPORTING DETAILS Fluency "Sportfishing" Vocabulary Outlines #11-20 Review	HP <i>Book B</i> Unit 1 Theme 2 Messages Across Time and Space LEII MRS Lesson 74 (6A, 6C, 7B,16C(6), 16C(7-8), 16D, 27B, 27F, 27G) ROOTS Manual, Unit 33 ( <i>spirare</i> and prefixes <i>astra/astro, aut/auto</i> and <i>bene</i> and suffixes <i>age, ance, ancy, ence, ice, ency</i> ) PLUS Unit 19 Grammar, WRITING REFLECTIONS IN A DIARY OR JOURNAL; Fluency "Sportfishing"	Linking ideas Supporting Details Themes, conflicts, allusions	Making comparisons across two or more texts <ul style="list-style-type: none"> <li>cultural comparisons</li> <li>themes, conflicts, allusions</li> <li>motif</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
26(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL); and	11(D) connect, compare, and contrast ideas, themes, and issues across text (4-8)14(C) articulate and discuss themes and connections that cross cultures (4-8)	15(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (7-8) (H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)	1(C) understand the major ideas and supporting evidence in spoken messages; and (4-8) 5(F) clarify and support spoken ideas with evidence, elaboration, and examples (4-8)	23(B) compare and contrast print, visual, and electronic media such as film with written story (4-8) 24(C) assess how language, medium, and presentation contribute to the message (6-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question World Languages</i>	<i>TAKS Sample Question English/Reading ELA</i>
Write a formula...	Most towns and cities in the British colonies were located...	What hypothesis can you make about...?	What experiences help develop self confidence?	Explain the significance of cultural knowledge on language acquisition?	Explain why most words of Anglo-Saxon origin are very short.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Who is this Guy?: Researching the Writer - Week 28**      **March 20-24**  
**(Spring Break is March 13-17)**

Basic concepts  
  
Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 17 (cont.) LEII MRS Lessons 36,37 (9D, (7C,9D, 16C(6), 16C(7-8), 27F), Vocabulary Outlines #21 Grammar, CREATING EFFECTIVE TRANSITIONS Fluency "Rock Tumbling"	HP <i>Book B</i> Unit 1 Theme 2 (cont.) LEII MRS Lesson 75, Post-test Bk. 3 (6A, 6B, 6C, 7B, 16C(6), 16C(7-8), 16D, 27B, 27F, 27G) ROOTS Manual, Unit 33 (found ( <i>fundere</i> ) and prefixes <i>astra/astro</i> , <i>aut/auto</i> and <i>bene</i> and suffixes <i>age, ance, ancy, ence, ice, ency</i> ) PLUS Unit 20 & Grammar, USING RHYME EFFECTIVELY Fluency "Rock Tumbling"	Define author's style and use as a model for original writing.	Making comparisons across two or more texts <ul style="list-style-type: none"> <li>• cultural</li> <li>• themes</li> <li>• style, bias</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
26(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL); and	10(D) describe mental images that text descriptions evoke (4-8) (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple-choice, true-false, and short answer (4-8)13(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8)13(G) draw conclusions from information gathered from multiple sources (4-8)	15(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8)	1(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8)4(B) compare oral traditions across regions and cultures (4-8) (C) identify how language use such as labels and sayings reflects regions and cultures (4-8)	22(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8) 23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Art</i>
What contributions to mathematics did Fibonacci make?	Why are many outdoorsmen currently retracing the route of Lewis and Clark?	What are Mendel's laws?	What would you ask Georgia O'Keefe about her use of color?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Using Journal Responses for Discussion - Week 29    March 27-31**

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
context clues diction	Levels of questions: Context level Inference level Thematic level	Themes Audience Purpose Characterization Setting Conflict	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols


<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 18 Superstars LEII MRS Lessons 38, 39 (6B,9B,9C,9D,16C(6), 16C(7-8), Vocabulary Outlines #22 Grammar, TENSE CONSISTENCY Fluency "Insights into the Fox"	HP <i>Book B</i> Unit 2 Theme 1 Fitting In ROOTS Manual Test over Units 31-33 (6B, 9B, 9C,9D, 16C(6), 16C(7-8), 26C, 26F)and Units 40-42 (16C(6), 16C(7-8), 27F, 27G) Fluency "Insights into the Fox"	Writing levels of questions Supporting responses with textual evidence	Identifying unanswered questions Clarifying information Making connections (to self, to society, to content)

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>26(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL);29(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL)</i>	<i>13(H) use compiled information and knowledge to raise additional, unanswered questions (3-8)14(C) articulate and discuss themes and connections that cross cultures (4-8)</i>	<i>15(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (7-8)</i>	<i>1(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8)</i>	<i>22(C) use media to compare ideas and points of view (4-8)</i>

<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>
Use the slave diary to discuss slave's attitudes about being freed.	Use lab results to predict..	Refer to daily journal to make generalizations about monthly caloric intake.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

Truth Behind the Language: What's the Scoop? - Week 30      April 3-7

Basic concepts  
  
 Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Emotional Level</i>
Diction/Spelling/synonyms Transitions conjunctions process or chronological cues	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Supporting evidence Textual evidence Mode Audience	Description Categories/stereotypes/bias Thematic elements Inference Connotation, suggestions unsupported statements Symbols	Guilt Compassion Snobbery Greed Patriotism

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
HP <i>Basics</i> Unit 18 (cont.) Review/Assessment HP <i>Basics</i> LEII MRS Lesson 40 (16C(6), 16C(7-8), 27F, 27G) Grammar, TRANSITIONS Fluency "Poison Ivy"	HP <i>Book B</i> Unit 2 Theme 1 (cont.) LEII MRS Lesson 76 (6B (6), 6B(7-8) 9B, 9C, 9D, 16C(6), 16C(7-8), 16D, 27F, 27G) ROOTS Manual, Unit 34 ( <i>grad/gress</i> ) and prefixes <i>per, poly, post, pre, pro</i> PLUS Unit 21 (pages 27-32) Grammar, TRANSITIONS Fluency "Poison Ivy"	Research methods - "information analysis sheet" includes: <ul style="list-style-type: none"> <li>• information-use skills</li> <li>• literal questions</li> <li>• location/retrieval questions</li> <li>• application, analysis, synthesis, evaluation</li> <li>• incorporate content and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Critical reading</li> <li>• Meaning driven</li> <li>• Practice generating an hypothesis</li> <li>• Interact: author vs. reader</li> <li>• Elicit facts and inferences that define perspectives</li> <li>• Stir up cognitive dissonance to motivate students to read further and resolve conflict</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
29(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL)	13(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8) (F) produce research projects and reports in effective formats for various audiences (6-8)	16(G) understand the influence of other languages and cultures on the spelling of English words (6-8)	2(C) distinguish between the speaker's opinion and verifiable fact (4-8) 5(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8) (F) clarify and support spoken ideas with evidence, elaboration, and examples (4-8)	22(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8)

<i>TAKS Sample Question</i> <i>Social Studies</i>	<i>TAKS Sample Question</i> <i>Science</i>	<i>TAKS Sample Question</i> <i>Health/PE/QUEST</i>	<i>TAKS Sample Question</i> <i>English/Reading</i> <i>ELA</i>
How do the leadership skills of a president differ in times of war and times of peace and prosperity? Explain your answer.	If scientists are able to find predictable patterns in their work, do they need to extend an experiment; or will logic and mathematical calculations yield the desired answers?	Differentiate between passive, aggressive, and assertive behavior.	How would you describe the tone in this paragraph?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

SAMPLE

**Information Analysis Sheet**

Locate an article or critical essay that deals with the chosen topic.

After reading the article or essay carefully, do the following:

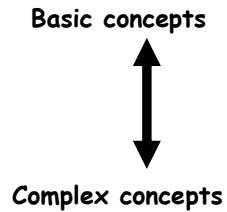
1. identify and quote the thesis statement.
2. Select 5 key words that are important to understanding this article; list them and define each word using a specialized dictionary or encyclopedia.
3. Explain in your own words the author's point of view regarding the relationship between nutrition and the particular area of concern. (Limit your answer to five sentences.)
4. Select three ideas or facts the author uses to support the thesis, and rank them according to their importance. Explain your rationale.

After careful consideration, was there a recommendation or new information in the article or essay that had an impact on you? If so, what was it? Decide what effect it had and why. If the article did not have an impact on you, what could the author have written to make a stronger statement. (Limit your answer to a maximum of ten sentences.)

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**What's in a Word? - Week 31 April 10-13 (April 13 is end of 5<sup>th</sup> Six Weeks, April 14 is Easter Holiday)**




<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Auditory Level</i>
affixes Spelling rules part of speech/root word antonym/synonym Diction/nuance/degrees of emphasis Connotation/denotation anagram	Oral Language Sentences types Paradox hyperbole Author's Style Purpose syntax	Mode Textual evidence Audience Symbol motif	Onomatopoeia Silent letters Mnemonics

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
High Point <i>Book A</i> Unit 1 Theme 1 Discover Yourself LEII MRS 41 (9D, 16C(6), 16C(7-8), 16D, 16E, 27F, 27G) , Vocabulary Outlines #23 Grammar, MAKING COMPARISONS, Write a comparison essay. Fluency "What was the matter with Mark Martin?"	HP <i>Book B</i> Unit 2 Theme 2 Bridging the Gap LEII MRS Lesson 77 (7B, 7C,(6), 7C(7-8), (7C,9D, 16C(6), 16C(7-8), 16D, 27F, 27G) ROOTS Manual, Unit 34 ( <i>plor</i> ) and prefixes <i>per, poly, post, pre, pro</i> PLUS Unit 21 (pages 33-40) Grammar, MAKING COMPARISONS, Write a comparison essay. Fluency "What was the matter with Mark Martin?"	<ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Anthimeria (using a noun for an adverb or an adverb for a noun)</li> <li>• Hyperbole (exaggeration)</li> <li>• Epizeuxis (emphatic repetition of a word)</li> <li>• Anaphora (repetition at the beginnings of clause, line, or sentence)</li> <li>• Epitrophe (repetition at the end of a clause, line, or sentence)</li> <li>• Palindromes</li> <li>• Anagrams</li> </ul>	Tropes Spoonerisms Tongue twisters Slogans Headings/headlines Titles

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
28(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL)	9(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8) (E) study word meanings systematically such as across curricular content areas and through current events (4-8) (F) distinguish denotative and connotative meanings (6-8) (G) use word origins as an aid to understanding historical influences on English word meanings (6-8)	16(D) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)	4(C) identify how language use such as labels and sayings reflects regions and cultures (4-8)	22(C) use media to compare ideas and points of view (4-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Music/Art/World Languages</i>	<i>TAKS Sample Question English/Reading/ELA</i>
What is the variable?	Why was there growing tension between Americans and Tejanos?	What is the role of non-linguistic elements in communication?	The author creates a feeling of - .

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**What's It About? - Week 32      April 17-21**

**Basic concepts**  
  
**Complex concepts**

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols


<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
High Point <i>Book A</i> Unit 1 Theme 1 (cont.) LEII MRS 42, 43 (7C, 9D, 7C,9D, 16C(6), 16C(7-8), 16D, 16E, 26A, 26C, 26E, 27F) Grammar, PEER REVISION Vocabulary Outlines #24" Fluency The Fourth of July Parade"	<b>TAKS READING, SOCIAL STUDIES&lt; MATH&lt; SCIENCE</b>	Make text interesting by using <ul style="list-style-type: none"> <li>• Details</li> <li>• Accurate language</li> <li>• Varied sentence length</li> <li>• Connections to experience/life/the world</li> </ul>	Make comparisons <ul style="list-style-type: none"> <li>• to what you know</li> <li>• to what you have read elsewhere</li> </ul> Discuss concepts, write questions, draw conclusions

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>28(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL)</i>	<i>10(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8) (G) paraphrase and summarize text to recall, inform, or organize ideas (4-8) (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)</i>	<i>17(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8)</i>	<i>4(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8)</i>	<i>23(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8)</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Music/Art/World Languages</i>	<i>TAKS Sample Question English/Reading ELA</i>
What does the graph show?	According to Madison, what is the central problem in framing a government?	What are electromagnetic waves?	What is the impact of laws that govern the use of medication?	How do we use technology to communicate?	What is the perspective of the author?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Everything You Wanted To Know About... - Week 33    April 24-28**

**Basic concepts**  
  
**Complex concepts**

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
High Point <i>Book A</i> Unit 1 Theme 1 (cont.) LEII MRS 44,45 (7C, 9D, (7C,9D, 16C(6), 16C(7-8), 16D, 16E, 26A, 26C, 26E, 27F) Vocabulary Outlines #25 Fluency The Fourth of July Parade"	HP <i>Book B</i> Unit 2 Theme 2 Bridging the Gap (cont.) LEII MRS Lesson 78 (7B, 7C,(6), 7C(7-8), (7C,9D, 16C(6), 16C(7-8), 16D, 27F, 27G) ROOTS Manual, Unit 35 ( <i>fer/ferra</i> ) and prefixes <i>se, sub, suc, suf, super, sur</i> PLUS finish Unit 21 Grammar, PEER REVISION Fluency The Fourth of July Parade"	Develop 5 different questions for each category: <ul style="list-style-type: none"> <li>• socializing</li> <li>• interviews</li> <li>• reporting</li> <li>• research</li> <li>• documentary</li> <li>• movie production</li> <li>• advertising</li> <li>• promoting a person or product</li> </ul>	Find information on a topic from 10 different types of resources, including but not limited to these categories: <ul style="list-style-type: none"> <li>• legal documents/the law/printed directions</li> <li>• documentary/television or news broadcast/radio segment</li> <li>• critical essays/letter to the Editor</li> <li>• personal letters/memoir/diary</li> <li>• autobiography/biography</li> <li>• poetry/song/ballad/ode</li> <li>• obituary/eulogy/tombstone</li> <li>• myth/proverb/tall tale/folk tale/fairy tale</li> <li>• opera/play/musical/speech</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>25(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL)28(H) use print from the environment to derive meaning (K-8/ESL)</i>	<i>11(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8)</i>	<i>17(A) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (7-8)</i>	<i>1(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8)5(B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8)</i>	<i>24(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)</i>

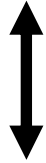
<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question World Languages/ASL</i>
What are exponents used for?	What effect does spying have?	Create a proposal for one square mile of land.	Why do young people choose to drink alcohol?	Demonstrate cherology. to someone who is learning to sign.

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**The Spin Stops Here - Week 34    May 2-5 (May 1 is Teacher Appreciation Day/Holiday)**

**Basic concepts**



**Complex concepts**

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode tone Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

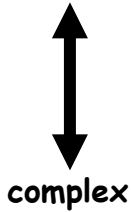
<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
High Point <i>Book A</i> Unit 1 Theme 2 Many Kinds of Smart LEII MRS 46 (7B, 7C,(6), 7C(7-8), (7C,9D, 16C(6), 16C(7- 8), 16D, 27F, 27G), Vocabulary Outlines #1-12 Review Polish portfolio entries. Fluency "Clouds"	HP <i>Book B</i> Unit 3 Theme 1 What Matters Most LEII MRS Lesson 79 (7B, 7C,(6), 7C(7-8), (7C,9D, 16C(6), 16C(7-8), 16D, 27F, 27G) Polish portfolio entries. ROOTS Manual, Unit 35 (lucere/luc/lum) and prefixes se, sub, suc, suf, super, sur Fluency "Clouds"	Make an assertion to a specific audience and back it up with textual evidence in clear and meaningful text using a model from print.	Read models of opinionated text from non- fiction and literary sources. Identify the author's premise and the assertions. Discuss the validity of the argument presented to the reader.

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>30(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL):</i>	<i>8(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8)</i>	<i>16(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)</i> <i>19(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8)</i>	<i>2(B) analyze a speaker's persuasive techniques and credibility (7-8)</i> <i>2(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8)</i>	<i>24(C) assess how language, medium, and presentation contribute to the message (6-8)</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question English/Reading ELA</i>
How many possible outcomes are there for this experiment?	Why might the United States have been concerned about missiles in Cuba?	Describe how different environments support different varieties of organisms.	Demonstrate refusal strategies.	What conclusions can you draw from the author's statement?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Polishing the Craft - Week 35 May 8-12**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode voice Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
High Point <i>Book A</i> Unit 1 Theme 2 (cont.) LEII MRS 47, 48 (6A, 6B, 6C, 16C(6), 16C(7-8), 16D, 27F, 27G), Vocabulary Outlines #13-25 Review Fluency "A Visit to the Zoo"	HP <i>Book B</i> Unit 3 Theme 1 (cont.) LEII MRS Lesson 80 (6A, 6B, 6C, 16C(6), 16C(7- 8), 16D, 27F, 27G) ROOTS Manual, Unit 36 Prefix Unit ( trans, tri, uni) ROOTS Manual, Unit 53 Review Morphemes Fluency "A Visit to the Zoo"	Making comparisons across two or more texts • cultural comparisons • themes, conflicts, allusions	Making comparisons across two or more texts • cultural comparisons • themes, conflicts, allusions

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
30(E) produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL);	6(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8)7(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7) (E) read silently with increasing ease for longer periods (4-8)8(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8)	15(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (7-8) (H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)	1(C) understand the major ideas and supporting evidence in spoken messages; and (4-8)	23(D) evaluate how different media forms influence and inform (6-8) 24(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question World Languages</i>
What are the ways to describe the characteristics of a set of data?	According to the map, what statement is true?	How many kingdoms are there and what is in them?	What strategies apply for advocating and evaluating outcomes for health issues?	Show evidence of becoming a lifelong learner by using language at the intermediate level for personal enrichment and career development.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

Use the TEKS INTRODUCTIONS to profile students at year end for Vertical Alignment.

6 <sup>TH</sup> GRADE TEKS INTRODUCTION	7 <sup>TH</sup> GRADE TEKS INTRODUCTION	8 <sup>TH</sup> GRADE TEKS INTRODUCTION
<p>1. In Grade 6, students <u>master previously learned skills in increasingly complex presentations, reading selections, and written compositions</u>. Sixth grade students take notes during oral presentations and organize and summarize spoken messages. Students evaluate their own oral presentations. Sixth grade <u>students read widely in classic and contemporary selections and informational texts</u>. Students are able to understand idioms, multi-meaning words, and analogies in text. Students can distinguish denotative and connotative meanings of words and use word origins as an aid to understand historical influences on word meanings. Students use study strategies to learn and recall important ideas. Students recognize literary devices such as flashback, foreshadowing, and symbolism. Sixth grade students are <u>able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain</u>. Students <u>vary sentence structure</u> and use more complex punctuation such as hyphens, semicolons, and possessives. Sixth grade students <u>edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language</u>. Students search out multiple texts to complete research reports and projects. Sixth grade students evaluate the purposes and effects of film, print, and technology presentations. Students assess how language, medium, and presentation contribute to meaning.</p>	<p>1. In Grade 7, students <u>refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions</u>. Seventh grade students analyze a speaker's persuasive techniques and credibility. Students evaluate a spoken message in terms of its content, credibility, and delivery. Seventh grade students continue to <u>read widely in classic and contemporary selections and informational texts</u>. Students use knowledge of Greek and Latin roots and prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Seventh grade students are <u>able to select and use different forms of writing for specific purposes such as to inform, persuade or entertain</u>. Students <u>vary sentence structure</u> and use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive. Seventh grade students <u>edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language</u>. Students produce final, error-free pieces of written composition on a regular basis. Seventh grade students draw data from multiple and secondary sources for use in research reports and projects</p>	<p>In Grade 8, students <u>refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing</u>. Eighth grade students continue <u>to read widely in classic and contemporary selections and informational texts</u>. Students are able to identify characteristics of various literary forms. Eighth grade students are <u>able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain</u>. Students produce multi-paragraph compositions with <u>varied sentence structure</u>. Eighth grade students <u>edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language</u>. Students produce final, error-free pieces of composition on a regular basis. Students use citations competently and write by following accepted formats for research reports. Eighth grade students present oral and written reports, including presentations strengthened by visuals and media.</p>

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**

<p>2. <b>FOR SIXTH GRADE</b> students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>	<p>2. <b>FOR SEVENTH GRADE</b> students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>	<p>2. <b>FOR EIGHTH GRADE</b> students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>
<p>3. The essential knowledge and skills as well as the student expectations for <i>Grade Six</i> are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.</p>	<p>3. The essential knowledge and skills as well as the student expectations for <i>Grade Seven</i> are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.</p>	<p>3. The essential knowledge and skills as well as the student expectations for <i>Grade Seven</i> are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.</p>
<p>4. To meet Public Education Goal 1 of the Texas Education Code §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at <i>Grade 6</i> as described in subsection (b) of this section.</p>	<p>4. To meet Public Education Goal 1 of the Texas Education Code §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at <i>Grade 6</i> as described in subsection (b) of this section.</p>	<p>4. To meet Public Education Goal 1 of the Texas Education Code §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at <i>Grade 6</i> as described in subsection (b) of this section.</p>
<p>5. To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	<p>5. To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	<p>5. To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Pulling It Together - Week 36      May 15-19**

**Basic concepts**  
↑  
↓  
**Complex concepts**

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling Usage part of speech Capitalization Diction	Punctuation Oral Language Sentences types Author's Style Purpose	text structures coherence voice Mode Textual evidence Audience	Layout for presentation Presentation skills Multiple connections, trends, patterns Graphic aids (pictures, charts, tables, graphs)

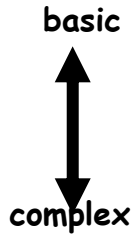
<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
High Point <i>Book A</i> Unit 1 Theme 2 (cont.) LEII MRS 49, 50 (6A, 6B, 6C, 7B, 27B, 27F, 27G) Fluency "The Life of a Catcher"	HP <i>Book B</i> Unit 3 Theme 2 Toward a Better Future LE II Lesson 74(6A, 6B, 6C, 16C(6), 16C(7-8), 16D, 27F, 27G) ROOTS Manual, Unit 53 Review Morphemes Fluency "The Life of a Catcher"	Create original text. Use peer editing for revision. Use references to edit correctly. Create visuals to enhance text. Present ideas by publishing a finished product.	Read with endurance. Demonstrate comprehension with an original product. Make connections to other content areas and to the world. Discuss application of ideas with peers.

***Texas Essential Knowledge & Skills***

***SEE TEKS INTRODUCTIONS ON PAGES 50 & 51.***

<b><i>TAKS Sample Question Math</i></b>	<b><i>TAKS Sample Question Social Studies</i></b>	<b><i>TAKS Sample Question Science</i></b>	<b><i>TAKS Sample Question Health/PE/QUEST</i></b>	<b><i>TAKS Sample Question Music/Art/World Languages</i></b>	<b><i>TAKS Sample Question English/Reading ELA</i></b>
What is the Pythagorean Theorem and how is it used in everyday life?	How was Napoleon's invasion of Russia in the early 1800's affected by geography?	What makes a rolling ball stop moving?	What technological advances have improved the health care of individuals, families, and communities?	Why is it important to understand the culture when learning another language?	Look at the sentences below and draw a line through the information that is redundant.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
 Profile: Student Reflections and Assessment - **Week 37**      **May 22-26**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

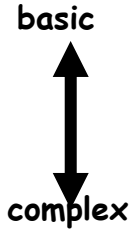
<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
High Point <i>Book A</i> Unit 1 Review LEII Book 2 Review/Assessment MRS 67, 68 (6B, 6B, 9B, 9C, 9D, 16C(6), 16C(7-8), 16D, 27F, 27G) Portfolio Preparation/Final Exam	HP <i>Book B</i> Unit 3 Review ROOTS Manual, Unit 53 Review Morphemes Portfolio Preparation/Final Exam	Complete portfolio	Complete portfolio

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>SEE TEKS INTRODUCTIONS ON PAGES 50 &amp; 51.</i>				

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 6-8 English and Reading**

Post Assessment: Looking Ahead - **Week 38** May 30-31

**(May 29-Memorial Day Holiday; May 31-End of 6<sup>th</sup> Six Weeks; June 1-Teacher Preparation Day)**



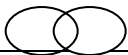
<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>ESLI</i>	<i>ESLII</i>	<i>English</i>	<i>Reading</i>
(Present the Portfolio)	(Present the Portfolio)	(Present the Portfolio)	(Present the Portfolio)
<b>FINAL EXAM</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>SEE TEKS INTRODUCTIONS ON PAGES 50 &amp; 51.</i>				

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Science Content Area Language Aid**

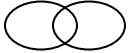
<b>Skill</b>	<b>Key Concept</b>	<b>Vocabulary</b>			
Observing	Recognizing properties	Lenses, five senses, precise, precision, microscopes, detail, variables, accurate			
Measuring	Gathering data	Rulers, balances, thermometer, accuracy, precision			
Inferring	Applying knowledge	Interpreting, prior knowledge, comparing, reasoning, logical			
Predicting	Extending knowledge	Inference, evidence, test, properties, experiments			
Classifying	Grouping data	Grouping, alike, system, diverse, properties, purposes, organization, investigate			
Using Models	Representing concepts	Representation, understand, ideas, processes, determine, two-dimensional, three-dimensional, "to scale", actual, manipulate			
Organizing Information	Similarities and differences	Venn diagram 			
	Order and process	Flow charts, timeline			
	Continuous sequence of events	Cycle diagram			
Safety Rules	Heat and fire safety General lab safety	Injury, goggles, precaution, apron, fume hood, chemicals, (Bunsen) burners, gloves, acids, bases, first aid, candle, fire extinguisher, fire alarm, flames, fumes, inhale, gases, wafting, container, eyewash, rinse, dilute, breakage, electric shock, electrocute, poison, burn, irritate, sting, itch, odor, vapor, ventilated, disposal, biohazard			
	Sharp instruments	Scalpel, razor blade, scissors, puncture			
	Live organisms	Species, handling, organisms, cages, frightened, pregnant, indigenous, protected, threatened, endangered			
Metric System	See ROOTS Manual, Unit 37, 40, 42, 44, Review of Scientific Roots and Application Words - Unit 53	centi- mili- micro-	Abbreviations: cm (centimeter) mm (millimeter) µm (micrometer)	-meter Kilo- Mega- Giga-	Abbreviations: Km (kilometer) Mm (megameter) Gm (gigameter)

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 6-8 English and Reading**

**Social Studies Content Area Language Aid**

History opens to students the great record of human experience, revealing the vast range of accommodations individuals and societies have made to the problems confronting them, and disclosing the consequences that have followed the various choices that have been made. By studying the choices and decisions of the past, students can confront today's problems and choices with a deeper awareness of the alternatives before then and the likely consequences of each.

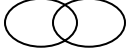
National Standards for United States History (1994)

<b>Skill</b>	<b>Key Concept</b>	<b>Vocabulary</b>
Preparing visuals	Organizing information	Representation, understand, ideas, processes, determine, two-dimensional, three-dimensional, "to scale", actual, manipulate
		Venn diagram 
		Flow charts
		Cycle diagram

<b>Social Studies Strands</b>
Culture
Time, Continuity, and Change
People, Places, and Environments
Individual Development and Identity
Individuals, Groups, and Institutions
Power, Authority, and Governance
Production, Distribution, and Consumption
Science, Technology, and Society
Global Connections
Civic Ideals and Practice

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 6-8 English and Reading**




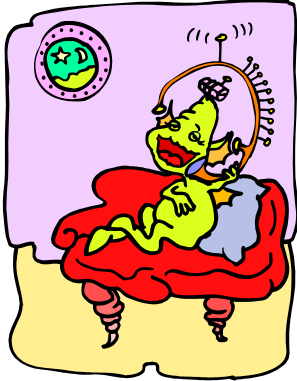


**Health Content Area Language Aid**

<b>Skill</b>	<b>Key Concept</b>	<b>Vocabulary</b>
Observation	Recognizing properties	
	Gathering data	
Inferring	Applying knowledge	
Predicting	Extending knowledge	
Classifying	Grouping data	
Using Models	Representing concepts	Representation, understand, ideas, processes, determine, two-dimensional, three-dimensional, "to scale", actual, manipulate
Organizing Information	Similarities and differences	Venn diagram 
	Order and process	Flow charts
	Continuous sequence of events	Cycle diagram




**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
**Mathematics Content Area Language Aid**

<b>Skill</b>	<b>Key Concept</b>	<b>Vocabulary</b>
Operations Computation	Recognizing properties	
Inferring Predicting	Applying knowledge Extending knowledge	
Classifying Using Models	Grouping data Representing concepts	Representation, understand, ideas, processes, determine, two-dimensional, three-dimensional, "to scale", actual, manipulate
Organizing and Displaying Information	3 dimensional shapes	Cones, pyramids, prism, cubes, cylinder
	2 dimensional shapes	Square, rectangle, triangle, circle, plane
	1-dimensional shape	Line, point, ray, radius, segment, diameter, arc, circumference
	graph	Horizontal, vertical

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 6-8 English and Reading**  
*Sample Lesson for Understanding Multi-genre Prose*

<p>Make a list of the attributes of two of the main characters in a story.</p>	
<p>Find or create a visual representation for each character. Write a caption for your visual representation using connotation or inference.</p>	
<p>Write a script of a phone conversation between the two characters relating to a conflict they share in the story (or one you fabricate).</p>	
<p>Write a note to one of the characters from an eavesdropper who heard one side of the phone conversation.</p>	
<p>Predict the outcome of the conflict based on what you heard as the eavesdropper.</p>	
<p>Write a police report after the conflict. Create your own report form.</p>	

**Brownsville Independent School District**  
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<p>Find a source as a model to use to write an original piece of your own from the genres below:</p>	
<p>Submit a copy of the model with your original. Base your original on the story or the events you have created:</p> <ol style="list-style-type: none"> <li>1. Birth announcement</li> <li>2. Telegram</li> <li>3. Memo</li> <li>4. Love letter</li> <li>5. Tombstone inscription</li> <li>6. Eulogy</li> <li>7. Ballad</li> <li>8. Poem</li> <li>9. Wanted notice</li> <li>10. Classified ad</li> <li>11. Billboard</li> <li>12. Corrido</li> <li>13. Folk tale</li> <li>14. Press release</li> </ol>	
<p>As a class, gather the submissions and sort them according to genre, posting them on the walls of the classroom.</p>	
<p>Define the criteria for each genre and add it to each group.</p>	

Which expressions can be used to find the area of the tabletop surface? (6)

(Fibonacci Numbers)