### Cycle 1
#### 28 Days
Sept. 8 - Oct. 16, 2020

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Metacognition: What Skilled Readers Do</td>
<td>24 class periods (45-min. each) <strong>Teachers Report to Work Aug. 24 Labor Day Sept. 7 Fall Holiday (students only) Sept. 28</strong></td>
<td><strong>The student will:</strong></td>
</tr>
</tbody>
</table>

- **Vocabulary**
  - **RE.9.1.A** Apply knowledge of letter-sound correspondences, language structure, and context to recognize words
  - **RE.9.1.B** Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words
  - **RE.9.2.A** Expand vocabulary by reading, viewing, listening, and discussing
  - **RE.9.2.B** Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies
  - **RE.9.2.D** Apply the knowledge of roots, affixes, and word origins to infer meanings
  - **RE.9.2.E** Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases

- **Reading**
  - **RE.9.3.A** Read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions
  - **RE.9.3.B** Read to complete academic tasks
  - **RE.9.3.E** Read for enjoyment
  - **RE.9.4.C** Use questioning to enhance comprehension before, during, and after reading
  - **RE.9.4.G** Use study skills such as previewing, highlighting, annotating, note taking, and outlining
  - **RE.9.6.B** Evaluate the credibility and relevance of informational sources
  - **RE.9.6.C** Analyze the presentation of information and the strength of quality of the evidence used by the author
  - **RE.9.7.A** Read silently or orally such as paired reading or literature circles for sustained periods of time
  - **RE.9.7.B** Adjust reading rate based on purposes for reading
  - **RE.9.8.B** Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation
  - **RE.9.8.D** Support responses with prior knowledge and experience
  - **RE.9.9.A** Generate relevant and interesting questions
  - **RE.9.9.E** Communicate information gained from reading

- **Writing**
  - **RE.9.8.A** Respond actively to texts in both aesthetic and critical ways
  - **RE.9.8.B** Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation
  - **RE.9.8.D** Support responses with explicit textual information
  - **RE.9.9.E** Communicate information gained from reading

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**Global Graduate**

- State Process Standard
- Aligned to Upcoming State Readiness Standard
- State Readiness Standard
- State Supporting Standard

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The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>29 Days</th>
<th>Oct. 19 - Dec. 4, 2020</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit 2: Analyzing Informational Texts</strong></td>
<td>24 class periods (45-min. each)</td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
</tr>
<tr>
<td><strong>Teacher Service Day</strong> (no students)</td>
<td><strong>Oct. 21</strong></td>
<td>The student will:</td>
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<tr>
<td><strong>Thanksgiving Break</strong></td>
<td><strong>Nov. 23-27</strong></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>RE.9.1.A</strong> Apply knowledge of letter-sound correspondences, language structure, and context to recognize words</td>
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<td><strong>RE.9.1.B</strong> Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words</td>
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<td><strong>RE.9.2.A</strong> Expand vocabulary by reading, viewing, listening, and discussing</td>
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<td><strong>RE.9.2.B</strong> Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies</td>
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<td><strong>RE.9.2.C</strong> Recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations</td>
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<td><strong>RE.9.2.D</strong> Apply the knowledge of roots, affixes, and word origins to infer meanings</td>
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<td><strong>RE.9.2.E</strong> Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases</td>
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<td><strong>RE.9.3.D</strong> Read to gain content/background knowledge as well as insight about oneself, others, or the world</td>
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<td><strong>RE.9.3.E</strong> Read for enjoyment</td>
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<td><strong>RE.9.4.A</strong> Use prior knowledge and experience to comprehend</td>
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<td><strong>RE.9.4.B</strong> Determine and adjust purpose for reading</td>
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<td><strong>RE.9.4.C</strong> Self-monitor reading and adjust when confusion occurs by using appropriate strategies</td>
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<td><strong>RE.9.4.D</strong> Summarize texts by identifying main ideas and relevant details</td>
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<td><strong>RE.9.4.E</strong> Construct visual images based on text descriptions</td>
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<td><strong>RE.9.4.F</strong> Use study skills such as previewing, highlighting, annotating, note-taking, and outlining</td>
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<td><strong>RE.9.4.G</strong> Use questioning to enhance comprehension before, during, and after reading</td>
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<td><strong>RE.9.5.A</strong> Find similarities and differences across texts such as explanations, points of view, or themes</td>
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<td><strong>RE.9.5.B</strong> Identify explicit and implicit meanings of texts</td>
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<td><strong>RE.9.5.D</strong> Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence</td>
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<td><strong>RE.9.5.E</strong> Distinguish facts from simple assertions and opinions</td>
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<td><strong>Writing</strong></td>
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</table>

- **RE.9.9.B** Use text features and graphics to form an overview to determine where to locate information
- **RE.9.9.D** Organize and record new information in systematic ways such as outlines, charts, and graphic organizers

**Writing**
- **RE.9.9.E** Communicate information gained from reading
- **RE.9.8.B** Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation
### Unit 3: Analyzing Literary Texts

#### Unit 3 includes the reading of fiction and literary nonfiction while continuing to strengthen comprehension skills.

Students review literary elements and analyze how authors convey their message and purpose.

Students make connections, find patterns and similarities across text, utilize their prior knowledge in order to respond to the text.

**Reading Focus:**
Reading fiction and literary nonfiction to analyze literary elements.

**Writing Focus:**
Writing responses to text and drafting a personal narrative or short story.

<table>
<thead>
<tr>
<th># Class Periods</th>
<th>24 class periods (45-min. each)</th>
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<tbody>
<tr>
<td>Winter Break</td>
<td>Dec. 21 - Jan. 1</td>
</tr>
<tr>
<td>MLK Jr. Day</td>
<td>Jan. 18</td>
</tr>
<tr>
<td>Teacher Prep Day</td>
<td>(no students) Jan. 29</td>
</tr>
</tbody>
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The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**

The student will:

**Vocabulary**
- **RE.9.1.A** Apply knowledge of letter-sound correspondences, language structure, and context to recognize words
- **RE.9.1.B** Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words
- **RE.9.2.A** Expand vocabulary by reading, viewing, listening, and discussing
- **RE.9.2.B** Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies
- **RE.9.2.C** Recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations
- **RE.9.2.D** Apply the knowledge of roots, affixes, and word origins to infer meanings
- **RE.9.2.E** Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases

**Reading**
- **RE.9.3.B** Read to complete academic tasks
- **RE.9.3.C** Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions
- **RE.9.3.D** Read to gain content/background knowledge as well as insight about oneself, others, or the world
- **RE.9.3.E** Read for enjoyment
- **RE.9.4.A** Use prior knowledge and experience to comprehend
- **RE.9.4.B** Determine and adjust purpose for reading
- **RE.9.4.C** Self-monitor reading and adjust when confusion occurs by using appropriate strategies
- **RE.9.4.D** Summarize texts by identifying main ideas and relevant details
- **RE.9.4.E** Construct visual images based on text descriptions
- **RE.9.4.F** Use study skills such as previewing, highlighting, annotating, note taking, and outlining
- **RE.9.4.G** Use questioning to enhance comprehension before, during, and after reading
- **RE.9.5.A** Find similarities and differences across texts such as explanations, points of view, or themes
- **RE.9.5.B** Identify explicit and implicit meanings of texts
- **RE.9.5.C** Support inferences with text evidence and experience
- **RE.9.5.D** Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence
- **RE.9.5.E** Distinguish facts from simple assertions and opinions
- **RE.9.6.B** Evaluate the credibility and relevance of informational sources
- **RE.9.6.C** Analyze the presentation of information and the strength of quality of the evidence used by the author
- **RE.9.6.D** Evaluate the author’s motivation, stance, or position and its effect on the validity of the text
| Cycle 3 | 28 Days Dec. 7, 2020 - Jan. 28, 2021 | # Class Periods | The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

The student will:

- **RE.9.7.A** Read silently or orally such as paired reading or literature circles for sustained periods of time
- **RE.9.7.B** Adjust reading rate based on purposes for reading

**Writing**

- **RE.9.8.A** Respond actively to texts in both aesthetic and critical ways
- **RE.9.9.B** Use text features and graphics to form an overview to determine where to locate information

**RE.9.9.C** Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution

**RE.9.9.D** Organize and record new information in systematic ways such as outlines, charts, and graphic organizers

**RE.9.9.E** Communicate information gained from reading
# Strategic Reading and Writing – Grade 9

## Cycle 4

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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</table>
| Unit 4: Examining Poetry and Drama | 24 class periods (45-min. each) | **Vocabulary**  
RE.9.1.A Apply knowledge of letter-sound correspondences, language structure, and context to recognize words  
RE.9.1.B Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words  
RE.9.2.A Expand vocabulary by reading, viewing, listening, and discussing  
RE.9.2.B Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies  
**Reading**  
RE.9.3.B Read to complete academic tasks  
RE.9.3.D Read to gain content/background knowledge as well as insight about oneself, others, or the world  
RE.9.3.E Read for enjoyment  
RE.9.4.A Use prior knowledge and experience to comprehend  
RE.9.4.B Determine and adjust purpose for reading  
**Writing**  
RE.9.8.A Respond actively to texts in both aesthetic and critical ways  
**Reading**  
RE.9.9.A Read silently or orally such as paired reading or literature circles for sustained periods of time  
RE.9.10.A Compare text events with personal and other readers’ experiences  
RE.9.10.B Recognize literary themes and connections that cross cultures |

**Scope and Sequence**

**Strategic Reading and Writing** – Grade 9

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Unit 4**

**Examining Poetry and Drama**

**Unit 4** explores the reading of drama and poetry while continuing to strengthen comprehension skills.

Students read poetry and drama to analyze how authors create meaning and convey mood using dramatic and poetic elements.

Students craft original poems in addition to making connections, finding patterns and similarities across texts, and writing personal responses to texts.

**Reading Focus:** Reading to interpret drama and poetry

**Writing Focus:** Responding to text and writing a poem.

**Teacher Service Day** (no students)  
Feb. 24

**Spring Break**  
Mar. 15-19

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**GLOBAL GRADUATE**

- State Process Standard
- Aligned to Upcoming State Readiness Standard
- State Readiness Standard
- State Supporting Standard

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Page 6 of 11
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</table>
| **Unit 5:** Investigating Informational Texts | 23 class periods (45-min. each) | **Vocabulary**  
RE.9.1.A Apply knowledge of letter-sound correspondences, language structure, and context to recognize words  
RE.9.1.B Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words  
RE.9.2.A Expand vocabulary by reading, viewing, listening, and discussing  
RE.9.2.B Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies  
RE.9.2.C Recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations  
RE.9.2.D Apply the knowledge of roots, affixes, and word origins to infer meanings  
RE.9.2.E Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases  
**Reading**  
RE.9.3.A Read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions  
RE.9.3.B Read to complete academic tasks  
RE.9.3.C Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions  
RE.9.3.D Read to gain content/background knowledge as well as insight about oneself, others, or the world  
RE.9.3.E Read for enjoyment  
RE.9.4.A Use prior knowledge and experience to comprehend  
RE.9.4.B Determine and adjust purpose for reading  
RE.9.4.C Self-monitor reading and adjust when confusion occurs by using appropriate strategies  
RE.9.4.D Summarize texts by identifying main ideas and relevant details  
RE.9.4.E Construct visual images based on text descriptions  
RE.9.4.F Use study skills such as previewing, highlighting, annotating, note taking, and outlining  
RE.9.4.G Use questioning to enhance comprehension before, during, and after reading  
RE.9.5.B Identify explicit and implicit meanings of texts  
RE.9.5.C Support inferences with text evidence and experience  
RE.9.5.D Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence  
RE.9.5.E Distinguish facts from simple assertions and opinions  
RE.9.6.A Identify and analyze the audience, purpose, and message of the text  
RE.9.6.B Evaluate the credibility and relevance of informational sources  
RE.9.6.C Analyze the presentation of information and the strength of quality of the evidence used by the author  
RE.9.6.D Evaluate the author’s motivation, stance, or position and its effect on the validity of the text |
|     | Spring Break Mar. 15-19 | **Reading**  
RE.9.3.A Read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions  
RE.9.3.B Read to complete academic tasks  
RE.9.3.C Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions  
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RE.9.6.D Evaluate the author’s motivation, stance, or position and its effect on the validity of the text |
|     | Chávez-Huerta Day Mar. 29 | **Writing Focus:**  
Writing an expository piece and responding to texts. |
|     | Spring Holiday Apr. 2 | **Writing Focus:**  
Writing an expository piece and responding to texts. |
|     |                            | **Reading**  
RE.9.3.A Read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions  
RE.9.3.B Read to complete academic tasks  
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RE.9.3.A Read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions  
RE.9.3.B Read to complete academic tasks  
RE.9.3.C Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions  
RE.9.3.D Read to gain content/background knowledge as well as insight about oneself, others, or the world  
RE.9.3.E Read for enjoyment  
RE.9.4.A Use prior knowledge and experience to comprehend  
RE.9.4.B Determine and adjust purpose for reading  
RE.9.4.C Self-monitor reading and adjust when confusion occurs by using appropriate strategies  
RE.9.4.D Summarize texts by identifying main ideas and relevant details  
RE.9.4.E Construct visual images based on text descriptions  
RE.9.4.F Use study skills such as previewing, highlighting, annotating, note taking, and outlining  
RE.9.4.G Use questioning to enhance comprehension before, during, and after reading  
RE.9.5.B Identify explicit and implicit meanings of texts  
RE.9.5.C Support inferences with text evidence and experience  
RE.9.5.D Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence  
RE.9.5.E Distinguish facts from simple assertions and opinions  
RE.9.6.A Identify and analyze the audience, purpose, and message of the text  
RE.9.6.B Evaluate the credibility and relevance of informational sources  
RE.9.6.C Analyze the presentation of information and the strength of quality of the evidence used by the author  
RE.9.6.D Evaluate the author’s motivation, stance, or position and its effect on the validity of the text |
# Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

## The student will:

**Reading**

- **RE.9.7.A** Read silently or orally such as paired reading or literature circles for sustained periods of time
- **RE.9.7.B** Adjust reading rate based on purposes for reading
- **RE.9.10.A** Compare text events with personal and other readers' experiences
- **RE.9.10.B** Recognize literary themes and connections that cross cultures

**Writing**

- **RE.9.9.A** Generate relevant and interesting questions
- **RE.9.9.D** Organize and record new information in systematic ways such as outlines, charts, and graphic organizers
- **RE.9.9.E** Communicate information gained from reading

## Cycle 5
### 28 Days
Mar. 22 - Apr. 30, 2021

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
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The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
## Cycle 6

**29 Days**  
May 3 - June 11, 2021

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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</table>
| **Unit 6: Student Inquiry** | 24 class periods (45-min. each) | **Vocabulary**  
RE.9.1.A Apply knowledge of letter-sound correspondences, language structure, and context to recognize words  
RE.9.1.B Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words  
RE.9.2.A Expand vocabulary by reading, viewing, listening, and discussing  
RE.9.2.B Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies  
RE.9.2.C Recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations  
RE.9.2.D Apply the knowledge of roots, affixes, and word origins to infer meanings  
RE.9.2.E Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases  
**Reading**  
RE.9.3.E Read for enjoyment  
RE.9.4.A Use prior knowledge and experience to comprehend  
RE.9.4.B Determine and adjust purpose for reading  
RE.9.4.C Self-monitor reading and adjust when confusion occurs by using appropriate strategies  
RE.9.4.D Summarize texts by identifying main ideas and relevant details  
RE.9.4.E Construct visual images based on text descriptions  
RE.9.4.F Use study skills such as previewing, highlighting, annotating, note taking, and outlining  
RE.9.4.G Use questioning to enhance comprehension before, during, and after reading  
RE.9.5.A Find similarities and differences across texts such as explanations, points of view, or themes  
RE.9.5.B Identify explicit and implicit meanings of texts  
RE.9.5.C Support inferences with text evidence and experience  
RE.9.5.D Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence  
RE.9.5.E Distinguish facts from simple assertions and opinions  
RE.9.6.A Identify and analyze the audience, purpose, and message of the text  
RE.9.6.B Evaluate the credibility and relevance of informational sources  
RE.9.6.C Analyze the presentation of information and the strength of quality of the evidence used by the author  
RE.9.6.D Evaluate the author's motivation, stance, or position and its effect on the validity of the text  
RE.9.7.B Adjust reading rate based on purposes for reading  
RE.9.9.A Generate relevant and interesting questions  
RE.9.9.B Use text features and graphics to form an overview to determine where to locate information |

**Unit 6** continues to strengthen students’ metacognitive skills and explores inquiry through the research process.

*Memorial Day May 31*

Students will conduct research, formulate questions, and analyze the credibility of informational sources and their relevance.

Students will support their written presentations textual information from their inquiry to produce and deliver multimedia presentations.

**Reading Focus:**  
Reading informational text to answer inquiry questions

**Writing Focus:**  
Writing to present inquiry findings through text and a multimedia presentation.
# Cycle 6
## 29 Days
May 3 - June 11, 2021

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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<td><strong>Writing</strong></td>
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<td>RE.9.8.A Respond actively to texts in both aesthetic and critical ways</td>
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<td>RE.9.8.B Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation</td>
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<td>RE.9.8.D Support responses with explicit textual information</td>
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<td>RE.9.9.D Organize and record new information in systematic ways such as outlines, charts, and graphic organizers</td>
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