| **Cycle 1** | **29 days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Aug. 22 - Sept. 30, 2022 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 1: Perspectives**  **Essential Question:**  How do new experiences add perspective to our understanding of the world and our ability to express ourselves?  **Unit 1:** This thematic unit focuses on how new experiences and perspectives can broaden our understanding of the world and our ability to express ourselves in it. Students will develop foundational vocabulary and oral language skills focused on achieving listening and speaking skills in English. | 14 class periods (90-min. each)  *Teachers Report to Work*  *Aug. 8*  *Teacher Service Days*  *Aug. 8-12,*  *Aug. 15-19*  *Teacher Prep Day*  *Aug. 15*  *Labor Day*  *Sept. 5* | Foundational Language Skills  **ELDA 9-12.1.A** Distinguish and produce sounds and intonation patterns of English  **ELDA 9-12.1.B** Recognize print directionality of the English language such as reading left to right or top to bottom  **ELDA 9-12.1.C** develop knowledge of relationships between sounds and letters of the English language to represent sounds when writing in English.  **ELDA 9-12.1.D** Process and use basic academic English language interdisciplinary vocabulary  **ELDA 9-12.1.E** Understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics  **ELDA 9-12.1.F** Identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time  **ELDA 9-12.1.G** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound letter relationships and identifying cognates, affixes, roots, and base words  **ELDA 9-12.1.H** Identify and use words that name actions, directions, positions, sequences, and locations  **ELDA 9-12.1.I** Develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely  **ELDA 9-12.1.J** Use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage  **ELDA 9-12.1.K** Listen actively and ask relevant questions to clarify understanding  **ELDA 9-12.1.L** Share prior knowledge with peers and others to facilitate communication and foster respect for others  Comprehension Skills  **ELDA 9-12.2.A** Summarize texts and retell in English or the native language (L1) as needed  **ELDA 9-12.2.C** Demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition  **ELDA 9-12.2.D** Make connections to personal experiences, ideas in other texts, and the larger community  **ELDA 9-12.2.F** Make inferences and use evidence to support understanding.  Response Skills  **ELDA 9-12.3.A** Formulate and provide effective verbal and non-verbal feedback  **ELDA 9-12.3.B** Speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired  **ELDA 9-12.3.C** Ask for and give information such as directions, address, name, age, and nationality  **ELDA 9-12.3.D** Express ideas and feelings such as gratitude, needs, opinion, and greetings  **ELDA 9-12.3.E** Communicate non-verbally to effectively and appropriately engage in formal and social interactions  **ELDA 9-12.3.F** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions  **ELDA 9-12.3.G** Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment  **ELDA 9-12.3.H** Organize information in a variety of ways such as graphics, conceptual maps, and learning logs.  Author’s Purpose and Craft  **ELDA 9-12.5.A** Determine and interpret an author's or speaker's intended message  **ELDA 9-12.5.B** Determine the target audience  **ELDA 9-12.5.C** Determine the purpose of the message  Composition  **ELDA 9-12.6.A** Produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization.  **ELDA 9-12.6.B** Spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired  **ELDA 9-12.6**.**C** Demonstrate increasing control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms  **ELDA 9-12.6.E** Write effectively in first person  **ELDA 9-12.6.F** Apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue  **ELDA 9-12.6.G** Arrange phrases, clauses, and sentences into correct and meaningful patterns  **ELDA 9-12.6**.**H** Compile written ideas to form complete sentences and paragraphs  **ELDA 9-12.6.I** Organize and convert information into different forms such as charts, graphs, and drawings  **ELDA 9-12.6.J** Convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms  **ELDA 9-12.6.L** Use study tools, including writing, labeling, and sketching, to clarify and remember information | |

| **Cycle 2** | **23 days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Oct. 3 - Nov. 4, 2022 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 2: Changes**  **Essential Question:**  How does learning a new language change our world?  **Unit 2:** This thematic unit explores how people can change their interactions with the world by learning a new language.  Students will expand their foundational vocabulary and oral language skills focused on achieving listening and speaking skills in English. | **12** class periods (90-min. each)  *Teacher Service Day*  *(no students)*  *Oct. 4*  *Fall Holiday*  *Oct. 5* | Foundational Language Skills  **ELDA 9-12.1.A** Distinguish and produce sounds and intonation patterns of English  **ELDA 9-12.1.B** Recognize print directionality of the English language such as reading left to right or top to bottom  **ELDA 9-12.1.C** Develop knowledge of relationships between sounds and letters of the English language to represent sounds when writing in English  **ELDA 9-12.1.D** Process and use basic academic English language interdisciplinary vocabulary  **ELDA 9-12.1.E** Understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics  **ELDA 9-12.1.F** Identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time  **ELDA 9-12.1.G** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound letter relationships and identifying cognates, affixes, roots, and base words  **ELDA 9-12.1.H** Identify and use words that name actions, directions, positions, sequences, and locations  **ELDA 9-12.1.I** Develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely  **ELDA 9-12.1.J** Use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage  **ELDA 9-12.1.K** Listen actively and ask relevant questions to clarify understanding  **ELDA 9-12.1.L** Share prior knowledge with peers and others to facilitate communication and foster respect for others  Comprehension Skills  **ELDA 9-12.2.C** Demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition  **ELDA 9-12.2.D** Make connections to personal experiences, ideas in other texts, and the larger community  **ELDA 9-12.2.E** Listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language  **ELDA 9-12.2.F** Make inferences and use evidence to support understanding  Response Skills  **ELDA 9-12.3.A** Formulate and provide effective verbal and non-verbal feedback  **ELDA 9-12.3.B** Speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired  **ELDA 9-12.3.C** Ask for and give information such as directions, address, name, age, and nationality  **ELDA 9-12.3.D** Express ideas and feelings such as gratitude, needs, opinion, and greetings  **ELDA 9-12.3.E** Communicate non-verbally to effectively and appropriately engage in formal and social interactions  **ELDA 9-12.3.F** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions  **ELDA 9-12.3.G** Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment  **ELDA 9-12.3.H** Organize information in a variety of ways such as graphics, conceptual maps, and learning logs  Multiple Genres  **ELDA 9-12.4.C** Use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information  Composition  **ELDA 9-12.6.A** Produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization.  **ELDA 9-12.6.B** Spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired  **ELDA 9-12.6**.**C** Demonstrate increasing control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms  **ELDA 9-12.6**.**D** Use prewriting strategies to generate ideas, develop voice, and plan  **ELDA 9-12.6.F** Apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue  **ELDA 9-12.6.G** Arrange phrases, clauses, and sentences into correct and meaningful patterns  **ELDA 9-12.6.H** Compile written ideas to form complete sentences and paragraphs  **ELDA 9-12.6.I** Organize and convert information into different forms such as charts, graphs, and drawings  **ELDA 9-12.6.L** Use study tools, including writing, labeling, and sketching, to clarify and remember information  Inquiry and Research  **ELDA 9-12.7.A** Locate appropriate print and non-print information using texts and technical resources, periodicals, and the internet | |

| **Cycle 3** | **28 days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Nov. 7 - Dec. 21, 2022 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 3: Stories**  **Essential Question:** How does what we read and understand impact our world?  **Unit 3:** This thematic unit focuses on being able to acquire basic reading skills using stories.    Students will expand on their language knowledge by acquiring basic reading comprehension skills. | **14** class periods (90-min. each)  *Thanksgiving Break*  *Nov. 21-25* | Foundational Language Skills  **ELDA 9-12.1.A** Distinguish and produce sounds and intonation patterns of English  **ELDA 9-12.1.B** Recognize print directionality of the English language such as reading left to right or top to bottom  **ELDA 9-12.1.C** develop knowledge of relationships between sounds and letters of the English language to represent sounds when writing in English.  **ELDA 9-12.1.D** Process and use basic academic English language interdisciplinary vocabulary  **ELDA 9-12.1.E** Understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics;  **ELDA 9-12.1.F** Identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time  **ELDA 9-12.1.G** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound letter relationships and identifying cognates, affixes, roots, and base words  **ELDA 9-12.1.H** Identify and use words that name actions, directions, positions, sequences, and locations  **ELDA 9-12.1.I** Develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely  **ELDA 9-12.1.J** Use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage  **ELDA 9-12.1.K** Listen actively and ask relevant questions to clarify understanding  **ELDA 9-12.1.L** Share prior knowledge with peers and others to facilitate communication and foster respect for others  Comprehension Skills  **ELDA 9-12.2.A** Summarize texts and retell in English or the native language (L1) as needed  **ELDA 9-12.2.B** Self-monitor using pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary to enhance comprehension of input from various sources  **ELDA 9-12.2.C** Demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition  **ELDA 9-12.2.D** Make connections to personal experiences, ideas in other texts, and the larger community  **ELDA 9-12.2.E** Listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language  **ELDA 9-12.2.F** Make inferences and use evidence to support understanding.  Response Skills  **ELDA 9-12.3.A** Formulate and provide effective verbal and non-verbal feedback  **ELDA 9-12.3.B** Speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired  **ELDA 9-12.3.C** Ask for and give information such as directions, address, name, age, and nationality  **ELDA 9-12.3.D** Express ideas and feelings such as gratitude, needs, opinion, and greetings  **ELDA 9-12.3.E** Communicate non-verbally to effectively and appropriately engage in formal and social interactions  **ELDA 9-12.3.F** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions  **ELDA 9-12.3.G** Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment  **ELDA 9-12.3.H** Organize information in a variety of ways such as graphics, conceptual maps, and learning logs  Multiple Genres  **ELDA 9-12.4.A** Compare characteristics of cultures represented in various linguistic and non-linguistic sources  **ELDA 9-12.4.B** Read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations  Author’s Purpose and Craft  **ELDA 9-12.5.A** Determine and interpret an author's or speaker's intended message  **ELDA 9-12.5.C** Determine the purpose of the message  Composition  **ELDA 9-12.6.A** Produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization.  **ELDA 9-12.6.B** Spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired  **ELDA 9-12.6**.**C** Demonstrate increasing control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms  **ELDA 9-12.6**.**D** Use prewriting strategies to generate ideas, develop voice, and plan  **ELDA 9-12.6.F** Apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue  **ELDA 9-12.6.G** Arrange phrases, clauses, and sentences into correct and meaningful patterns  **ELDA 9-12.6**.**H** Compile written ideas to form complete sentences and paragraphs  **ELDA 9-12.6.I** Organize and convert information into different forms such as charts, graphs, and drawings  **ELDA 9-12.6.L** Use study tools, including writing, labeling, and sketching, to clarify and remember information | |

| **Cycle 4** | **33 Days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Jan. 9 - Feb. 24, 2023 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 4: Readers**  **Essential Question:** How does reading different types of text change us?  **Unit 4:** This thematic unit focuses on being able to acquire reading comprehension skills by reading various types of genres.  Students will read multi-genre with a focus on poetry, drama, and informational text.  Students will be introduced to writing skills so they can respond to literature and compile summaries. | **17** class periods  (90-min. each)  *MLK Day*  *Jan. 16*  *Teacher Service Day (no students)*  *Feb. 20* | Foundational Language Skills  **ELDA 9-12.1.A** Distinguish and produce sounds and intonation patterns of English  **ELDA 9-12.1.B** Recognize print directionality of the English language such as reading left to right or top to bottom  **ELDA 9-12.1.C** develop knowledge of relationships between sounds and letters of the English language to represent sounds when writing in English.  **ELDA 9-12.1.D** Process and use basic academic English language interdisciplinary vocabulary  **ELDA 9-12.1.E** Understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics;  **ELDA 9-12.1.F** Identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time  **ELDA 9-12.1.G** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound letter relationships and identifying cognates, affixes, roots, and base words  **ELDA 9-12.1.H** Identify and use words that name actions, directions, positions, sequences, and locations  **ELDA 9-12.1.I** Develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely  **ELDA 9-12.1.J** Use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage  **ELDA 9-12.1.K** Listen actively and ask relevant questions to clarify understanding  **ELDA 9-12.1.L** Share prior knowledge with peers and others to facilitate communication and foster respect for others.  Comprehension Skills  **ELDA 9-12.2.A** Summarize texts and retell in English or the native language (L1) as needed  **ELDA 9-12.2.B** Self-monitor using pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary to enhance comprehension of input from various sources  **ELDA 9-12.2.C** Demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition  **ELDA 9-12.2.D** Make connections to personal experiences, ideas in other texts, and the larger community  **ELDA 9-12.2.E** Listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language  **ELDA 9-12.2.F** Make inferences and use evidence to support understanding  Response Skills  **ELDA 9-12.3.A** Formulate and provide effective verbal and non-verbal feedback  **ELDA 9-12.3.B** Speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired  **ELDA 9-12.3.C** Ask for and give information such as directions, address, name, age, and nationality  **ELDA 9-12.3.D** Express ideas and feelings such as gratitude, needs, opinion, and greetings  **ELDA 9-12.3.E** Communicate non-verbally to effectively and appropriately engage in formal and social interactions  **ELDA 9-12.3.F** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions  **ELDA 9-12.3.G** Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment  **ELDA 9-12.3.H** Organize information in a variety of ways such as graphics, conceptual maps, and learning logs  Multiple Genres  **ELDA 9-12.4.A** Compare characteristics of cultures represented in various linguistic and non-linguistic sources  **ELDA 9-12.4.B** Read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations  **ELDA 9-12.4.C** Use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information  **ELDA 9-12.4.D** Compare and contrast how events are presented and information is communicated by visual images such as graphic art, illustrations, or photographs versus non-visual text  Author’s Purpose and Craft  **ELDA 9-12.5.A** Determine and interpret an author's or speaker's intended message  **ELDA 9-12.5.C** Determine the purpose of the message  Composition  **ELDA 9-12.6.A** Produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization  **ELDA 9-12.6**.**B** Spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired  **ELDA 9-12.6**.**C** Demonstrate increasing control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms  **ELDA 9-12.6.F** Apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue  **ELDA 9-12.6.G** Arrange phrases, clauses, and sentences into correct and meaningful patterns  **ELDA 9-12.6.H** Compile written ideas to form complete sentences and paragraphs  **ELDA 9-12.6.I** Organize and convert information into different forms such as charts, graphs, and drawings  **ELDA 9-12.6.L** Use study tools, including writing, labeling, and sketching, to clarify and remember information | |

| **Cycle 5** | **28 days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Feb. 27 - Apr. 14, 2023 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 5: Current Events**  **Essential Question:** How does knowing current events and news help us and our families?  **Unit 5:** continues to strengthen students’ language fluency in reading comprehension and writing using current events and news.  Students read with a focus on current events, and news articles.  Writing includes responses to texts and designing an interview. | **14** class periods  (90-min. each)  *Spring Break*  *Mar. 13-17*  *Chávez-Huerta Day*  *Mar. 31*  *Spring Holiday*  *Apr. 7* | Foundational Language Skills  **ELDA 9-12.1.D** Process and use basic academic English language interdisciplinary vocabulary  **ELDA 9-12.1.E** Understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics  **ELDA 9-12.1.H** Identify and use words that name actions, directions, positions, sequences, and locations  **ELDA 9-12.1.I** Develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely  **ELDA 9-12.1.J** Use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage  **ELDA 9-12.1.K** Listen actively and ask relevant questions to clarify understanding  **ELDA 9-12.1.L** Share prior knowledge with peers and others to facilitate communication and foster respect for others  Comprehension Skills  **ELDA 9-12.2.A** Summarize texts and retell in English or the native language (L1) as needed  **ELDA 9-12.2.B** Self-monitor using pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary to enhance comprehension of input from various sources  **ELDA 9-12.2.C** Demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition  **ELDA 9-12.2.D** Make connections to personal experiences, ideas in other texts, and the larger community  **ELDA 9-12.2.E** Listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language  **ELDA 9-12.2.F** Make inferences and use evidence to support understanding  Response Skills  **ELDA 9-12.3.A** Formulate and provide effective verbal and non-verbal feedback  **ELDA 9-12.3.B** Speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired  **ELDA 9-12.3.F** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions  **ELDA 9-12.3.G** Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment  **ELDA 9-12.3.H** Organize information in a variety of ways such as graphics, conceptual maps, and learning logs  Multiple Genres  **ELDA 9-12.4.C** Use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information  **ELDA 9-12.4.D** Compare and contrast how events are presented and information is communicated by visual images such as graphic art, illustrations, or photographs versus non-visual text  Author’s Purpose and Craft  **ELDA 9-12.5.A** Determine and interpret an author's or speaker's intended message  **ELDA 9-12.5.B** Determine the target audience  **ELDA 9-12.5.C** Determine the purpose of the message  Composition  **ELDA 9-12.6**.**C** Demonstrate increasing control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms  **ELDA 9-12.6.D** Use prewriting strategies to generate ideas, develop voice, and plan  **ELDA 9-12.6.E** Write effectively in first person  **ELDA 9-12.6.F** Apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue  **ELDA 9-12.6.G** Arrange phrases, clauses, and sentences into correct and meaningful patterns  **ELDA 9-12.6.H** Compile written ideas to form complete sentences and paragraphs  **ELDA 9-12.6.I** Organize and convert information into different forms such as charts, graphs, and drawings  **ELDA 9-12.6.J** Convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms  **ELDA 9-12.6.K** Create, revise, edit, and publish using various technology applications  **ELDA 9-12.6.L** Use study tools, including writing, labeling, and sketching, to clarify and remember information  Inquiry and Research  **ELDA 9-12.7.A** Locate appropriate print and non-print information using texts and technical resources, periodicals, and the internet  **ELDA 9-12.7.B** Compile information using available technology  **ELDA 9-12.7.C** Discover, organize, and support in writing what is known and what needs to be learned about a topic  **ELDA 9-12.7.D** Compare and contrast coverage of the same event in various media such as newspapers, television, documentaries, blogs, and the internet | |

| **Cycle 6** | **31 days** | | *The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.* |
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| Apr. 17 - May 31, 2023 | |
| **Unit** | **# Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 6: Opinions**  **Essential Question:** How do we persuade readers and form opinions?  **Unit 6** continues to strengthen students’ language fluency in reading comprehension and writing using persuasive texts.  Students will read and analyze persuasive characteristics within various types of texts.  Students will write a persuasive essay. | **16** class periods  (90-min. each)  *Spring Holiday*  *Apr. 21*  *Memorial Day*  *May 29*  *Teacher Prep Day*  *(no students)*  *June 1* | Foundational Language Skills  **ELDA 9-12.1.D** Process and use basic academic English language interdisciplinary vocabulary  **ELDA 9-12.1.E** Understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics  **ELDA 9-12.1.H** Identify and use words that name actions, directions, positions, sequences, and locations  **ELDA 9-12.1.I** Develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely  **ELDA 9-12.1.J** Use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage  **ELDA 9-12.1.K** Listen actively and ask relevant questions to clarify understanding  **ELDA 9-12.1.L** Share prior knowledge with peers and others to facilitate communication and foster respect for others  Comprehension Skills  **ELDA 9-12.2.A** Summarize texts and retell in English or the native language (L1) as needed  **ELDA 9-12.2.B** Self-monitor using pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary to enhance comprehension of input from various sources  **ELDA 9-12.2.C** Demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition  **ELDA 9-12.2.D** Make connections to personal experiences, ideas in other texts, and the larger community  **ELDA 9-12.2.E** Listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language  **ELDA 9-12.2.F** Make inferences and use evidence to support understanding  Response Skills  **ELDA 9-12.3.A** Formulate and provide effective verbal and non-verbal feedback  **ELDA 9-12.3.B** Speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired  **ELDA 9-12.3.C** Ask for and give information such as directions, address, name, age, and nationality  **ELDA 9-12.3.F** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions  **ELDA 9-12.3.G** Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment  **ELDA 9-12.3.H** Organize information in a variety of ways such as graphics, conceptual maps, and learning logs  Multiple Genres  **ELDA 9-12.4.C** Use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information  **ELDA 9-12.4.D** Compare and contrast how events are presented and information is communicated by visual images such as graphic art, illustrations, or photographs versus non-visual text  Author’s Purpose and Craft  **ELDA 9-12.5.A** Determine and interpret an author's or speaker's intended message  **ELDA 9-12.5.B** Determine the target audience  **ELDA 9-12.5.C** Determine the purpose of the message  Composition  **ELDA 9-12.6.A** Produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization  **ELDA 9-12.6**.**B** Spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired  **ELDA 9-12.6**.**C** Demonstrate increasing control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms  **ELDA 9-12.6.D** Use prewriting strategies to generate ideas, develop voice, and plan  **ELDA 9-12.6.E** Write effectively in first person  **ELDA 9-12.6.F** Apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue  **ELDA 9-12.6.G** Arrange phrases, clauses, and sentences into correct and meaningful patterns  **ELDA 9-12.6.H** Compile written ideas to form complete sentences and paragraphs  **ELDA 9-12.6.I** Organize and convert information into different forms such as charts, graphs, and drawings  **ELDA 9-12.6.J** Convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms  **ELDA 9-12.6.K** Create, revise, edit, and publish using various technology applications  **ELDA 9-12.6.L** Use study tools, including writing, labeling, and sketching, to clarify and remember information  **ELDA 9-12.6**.**M** Evaluate writing for both mechanics and content  **ELDA 9-12.6.N** Use cohesive devices with increasing accuracy  Inquiry and Research  **ELDA 9-12.7.A** Locate appropriate print and non-print information using texts and technical resources, periodicals, and the internet  **ELDA 9-12.7.B** Compile information using available technology  **ELDA 9-12.7.C** Discover, organize, and support in writing what is known and what needs to be learned about a topic  **ELDA 9-12.7.D** Compare and contrast coverage of the same event in various media such as newspapers, television, documentaries, blogs, and the internet. | |