| **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** | **29 Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 1: I Will Survive**  **Essential Question:** How do the choices we make affect our survival?  In Unit 1, students are introduced to the various metacognitive strategies that strong readers engage in as they read. In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low-stakes writing.  **Reading Focus:**  Students will read texts across genres and consider not only what it means to survive, but the various ways in which we survive challenging situations.  **Writing Focus:**  Establishing routines for how readers respond to text across genres.  The unit will begin with a diagnostic personal letter and close with an argumentative essay. | **14** class periods (90-min. each)  or  **29** class periods (45-min. each)  *Teachers Report to Campuses*  *Aug. 8*  *Teacher*  *Service Days*  *Aug. 8-12,*  *Aug. 16-19*  *Teacher*  *Prep Day*  *(no students)*  *Aug. 15*  *Labor Day*  *Sept. 5* | Foundational Language Skills  **ORAL LANGUAGE**  **ESOL.9.1A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.  **ESOL.9.1B** Share prior knowledge with peers and others to facilitate communication.  **ESOL.9.1E** Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.  **BEGINNING READING AND WRITING**  **ESOL.9.2.A** Acquire, demonstrate and apply phonetic knowledge  **ESOL.9.2.B** Write complete words, thoughts, and answers legibly.  **VOCABULARY**  **ⓈESOL.9.3.A** Use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.  **ⓇESOL.9.3.B** Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.  **ESOL. 9.3.C** determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.  Comprehension Skills  **ESOL.9.4.A** Establish purpose for reading assigned and self-selected texts.  **ESOL.9.4.B** Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.  **ⓈESOL.9.4.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.  **ESOL.9.4.D** Create mental images to deepen understanding.  **ⓈESOL.9.4.E** Make connections to personal experiences, ideas in other texts, and society.  **ⓇESOL.9.4.F** Make inferences and use evidence to support understanding.  **ESOL.9.4.G** Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.  **ⓇESOL.9.4.H** Synthesize information from two texts to create new understanding.  **ESOL.9.4.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.  Response Skills  **ESOL.9.5.A** Describe personal connections to a variety of sources, including self-selected texts.  **ⓇESOL.9.5.B** Write responses that demonstrate understanding of texts, including comparing texts within and across genres.  **ⓇESOL.9.5.C** Use text evidence and original commentary to support a comprehensive response.  **ⓇESOL.9.5.D** Paraphrase and summarize texts in ways that maintain meaning and logical order.  **ESOL.9.5.E** Interact with sources in meaningful ways such as labeling, note taking, annotating, freewriting, or illustrating.  **ESOL.9.5.F** Respond using acquired content and academic vocabulary as appropriate.  **ⓇESOL.9.5.G** Discuss and write about the explicit or implicit meanings of text.  **ESOL.9.5.H** Respond orally or in writing with appropriate register, vocabulary, tone, and voice.  Multiple Genres  **LITERARY ELEMENTS**  **ESOL.9.6.A** Identify and analyze how themes are developed through characterization and plot in a variety of literary texts.  **ⓇESOL.9.6.B** Identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.  **ESOL.9.6.D** Identify and analyze how the setting influences the theme.  **GENRES**  **ESOL.9.7.A** Read and respond to American, British, and world literature.  **ESOL.9.7.B** Identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.  **ⓈESOL.9.7.C** Identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.  **ESOL.9.7.D** Identify and analyze characteristics and structural elements of informational texts  **ⓇESOL.9.7.Di** controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;  **ⓈESOL.9.7.E** identify and analyze characteristics and structural elements of argumentative texts  **ⓈESOL.9.7.Ei** clear arguable claim, appeals, and convincing conclusion  ***Ⓢ*ESOL.9.7.Eiii** identifiable audience or reader;  **ESOL.9.7.F** identify and analyze characteristics of multimodal and digital texts  Author’s Purpose and Craft  **ⓇESOL.9.8.A** Identify and analyze the author’s purpose, audience, and message within a text.  **ⓈESOL.9.8.B** Identify and analyze use of text structure to achieve the author’s purpose.  **ⓈESOL.9.8.C** Identify and evaluate the author’s use of print and graphic features to achieve specific purposes.  **ⓇESOL.9.8.D** Identify and analyze how the author’s use oflanguageachieves specific purposes.  **ⓈESOL.9.8.E** Identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.  **ⓇESOL.9.8.F** Identify and analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text.  **ⓈESOL.9.8.G** identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions;  Composition  **WRITING PROCESS**  **ESOL.9.9.A** Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  **ⓇESOL.9.9.B** Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  **ⓇESOL.9.9.C** Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  **ⓇESOL.9.9.Di** Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  **ⓈESOL.9.9.Dii** Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice.  **ⓈESOL.9.9.D.iv** Edit drafts using standard English conventions including pronoun-antecedent agreement.  **ⓈESOL.9.9.Dvii** Edit drafts using standard English conventions including correct capitalization.  **ⓈESOL.9.9.Dviii** Edit drafts using correct punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.  **ⓈESOL.9.9.Dix** Edit drafts using correct spelling, including abbreviations.  **ESOL.9.9.E** Use sentence-combining techniques to create a variety of sentence structures and lengths.  **GENRES**  **ⓇESOL.9.10.B** Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.  **ⓇESOL.9.10.Bi** using an organizing structure appropriate to purpose, audience, topic, and context.  **ⓇESOL.9.10.C** Compose argumentative texts using genre characteristics and craft.  **ⓈESOL.9.10.D** Compose correspondence in a professional or friendly structure.  **ESOL.9.10.G** Publish written work for appropriate audiences.  Inquiry and Research  **ESOL.9.11.B** Critique the research process at each step to implement changes as needs occur and are identified. | |

| **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** | **23 Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 2: …And Justice For All**  **Essential Question:** To what extent does power or the lack of power affect individuals?  Unit 2 explores the theme of justice, including what justice looks like and how justice is achieved.  In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low-stakes writing.  **Reading Focus:**  Throughout this unit, students utilize research and inquiry skills as they read supplementary texts across genre to collect information.  **Writing Focus:** Students will respond  to texts across genre in a  variety of ways including through an informational essay.  The unit closes with an informational essay. | **11** class periods (90-min. each)  or  **23** class periods (45-min. each)  *Teacher*  *Service Day*  *(no students)*  *Oct. 4*  *Fall Holiday*  *Oct. 5* | Foundational Knowledge  **ORAL LANGUAGE**  **ESOL.9.1** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose.  **ESOL.9.1A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.  **ESOL.9.1E** Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.  **BEGINNING READING AND WRITING**  **ESOL.9.2.A**  acquire, demonstrate, and apply phonetic knowledge  **ESOL.9.2.B** write complete words, thoughts, and answers legibly  **VOCABULARY**  **ⓈESOL.9.3A** Use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.  **ⓇESOL.9.3B** Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.  Comprehension Skills  **ESOL.9.4B** Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.  **ⓈESOL.9.4C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.  **ⓈESOL.9.4E** Make connections to personal experiences, ideas in other texts, and society.  **ⓇESOL.9.4F** Make inferences and use evidence to support understanding.  **ⓇESOL.9.4G** Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.  **ⓇESOL.9.4H** Synthesize information from two texts to create new understanding.  Response Skills  **ESOL.9.5A** Describe personal connections to a variety of sources, including self-selected texts.  **ⓇESOL.9.5B** Write responses that demonstrate understanding of texts, including comparing texts within and across genres.  **ⓇESOL.9.5C** Use text evidence and original commentary to support a comprehensive response.  **ⓇESOL.9.5D** Paraphrase and summarize texts in ways that maintain meaning and logical order.  **ESOL.9.5E** Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.  **ESOL.9.5F** Respond using acquired content and academic vocabulary as appropriate.  **ⓇESOL.9.5G** Discuss and write about the explicit or implicit meanings of text.  **ESOL9.5J** Defend or challenge the author’s claims using relevant text evidence  **ESOL.9.7H** Respond orally or in writing with appropriate register, vocabulary, tone, and voice.  **ESOL.9.5.I** reflect on and adjust responses when valid evidence warrants;  Multiple Genres  **LITERARY ELEMENTS**  **ⓈESOL.9.6A** Identify and analyze how themes are developed through characterization and plot in a variety of literary texts.  **ⓇESOL.9.6B** Identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.  **ⓈESOL.9.6D** Identify and analyze how the setting influences the theme.  **GENRES**  **ⓈESOL.9.7A** Read and respond to American, British, and world literature.  **ESOL.9.7B** Identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.  **ⓈESOL.9.7C** Identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.  **ⓇESOL.9.7Di** Identify and analyze characteristics and structural elements of informational texts such as controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  **ⓈESOL.9.7Diii** Identify and analyze characteristics and structural elements of informational texts such as multiple organizational patterns within a text to develop the thesis.  **ⓈESOL.9.7.E** identify and analyze characteristics and structural elements of argumentative texts such as:   * **ⓇESOL.9.7Ei** Identify and analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion. * **ⓈESOL.9.7.Eii** various types of evidence and treatment of counterarguments, including concessions and rebuttals. * **ESOL.9.7.Eiii** identifiable audience or reader;   Author’s Purpose and Craft  **ⓇESOL.9.8A** Identify and analyze the author’s purpose, audience, and message within a text.  **ⓈESOL.9.8B** Identify and analyze use of text structure to achieve the author’s purpose.  **ⓈESOL.9.8C** Identify and evaluate the author’s use of print and graphic features to achieve specific purposes.  **ⓇESOL.9.8D** Identify and analyze how the author’s use oflanguageachieves specific purposes.  **ⓇESOL.9.8F** Identify and analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text.  **ⓈESOL.9.8.G** identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions.  Composition  **WRITING PROCESS**  **ESOL.9.9A** Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  **ⓇESOL.9.9B** Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  **ⓇESOL.9.9C** Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  **ⓇESOL.9.9Di** Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  **ⓈESOL.9.9Dii** Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice.  **ⓈESOL.9.9Dv** Edit drafts using standard English conventions including apostrophes to show possession.  **ⓈESOL.9.9Dvii** Edit drafts using standard English conventions including correct capitalization.  **ⓈESOL.9.9Dviii** Edit drafts using correct punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.  **ⓈESOL.9.9D.ix** Edit drafts using correct spelling, including abbreviations.  **GENRES**  **ESOL.9.10A** Compose literary texts such as fiction and poetry using genre characteristics and craft.  **ⓇESOL.9.10B** Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.  **ⓇESOL.9.10C** Compose argumentative texts using genre characteristics and craft.  **ⓈESOL.9.10D** Compose correspondence in a professional or friendly structure.  **ESOL.9.10G** Publish written work for appropriate audiences.  Inquiry and Research  **ESOL.9.11.J** use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results. | |

| **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. 15-Dec. 21, 2022 | |
| **Unit** | **28 Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 3: Change Will Do You Good**  **Essential Question:** How can literature serve as a vehicle for change?  Unit 3 explores the concept of how and why we change through an exploration of various genres, including the epic poem. As students consider what drives us to transform ourselves, they will gather insight to use in a STAAR-like expository essay.  **Reading Focus:**  Reading Text across genres. In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low-stakes writing.  **Writing Focus:**  Responding to text across genre, revising and editing. | **14** class periods (90-min. each)  or  **28** class periods (45-min. each)  *Thanksgiving Break*  *Nov. 21-22*  *Winter Break*  *(students)*  *Dec. 22 - Jan. 6*  *Winter Break*  *(teachers)*  *Dec. 22 - Jan. 4* | Foundational Knowledge  **ESOL.9.1** The student reads grade- and language proficiency-appropriate texts with increasing independence. The student is expected to self-select text and read independently for a sustained period of time.  **ORAL LANGUAGE**  **ESOL.9.1A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.  **BEGINNING READING AND WRITING**  **ESOL.9.2.A**  acquire, demonstrate, and apply phonetic knowledge  **ESOL.9.2.B** write complete words, thoughts, and answers legibly  **VOCABULARY**  **ⓈESOL.9.3A** Use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.  **ⓇESOL.9.3B** Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.  Comprehension Skills  **ⓈESOL.9.4C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.  **ⓈESOL.9.4E** Make connections to personal experiences, ideas in other texts, and society.  **ⓇESOL.9.4F** Make inferences and use evidence to support understanding.  **ⓇESOL.9.4G** Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.  **ⓇESOL.9.4H** Synthesize information from two texts to create new understandin  Response Skills  **ESOL.9.5A** Describe personal connections to a variety of sources, including self-selected texts.  **ⓇESOL.9.5B** Write responses that demonstrate understanding of texts, including comparing texts within and across genres.  8**ⓇESOL.9.5C** Use text evidence and original commentary to support a comprehensive response.  **ⓇESOL.9.5D** Paraphrase and summarize texts in ways that maintain meaning and logical order.  **ESOL.9.5E** Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.  **ESOL.9.5F** Respond using acquired content and academic vocabulary as appropriate.  **ⓇESOL.9.5G** Discuss and write about the explicit or implicit meanings of text.  **ESOL.9.5H** Respond orally or in writing with appropriate register, vocabulary, tone, and voice.  **ESOL.9.5.I** reflect on and adjust responses when valid evidence warrants;  Multiple Genres  **LITERARY ELEMENTS**  **ⓈESOL.9.6A** Identify and analyze how themes are developed through characterization and plot in a variety of literary texts.  **ⓇESOL.9.6B** Identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.  **ⓇESOL.9.6C** Identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  **ⓈESOL.9.6D** Identify and analyze how the setting influences the theme.  **ⓈESOL.9.6A** Read and respond to American, British, and world literature.  **GENRES**  **ESOL.9.7B** Identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.  **ⓈESOL.9.7C** Identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.  **ⓇESOL.9.7Di** Identify and analyze characteristics and structural elements of informational texts such as controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  **ⓇESOL.9.7Diii** Identify and analyze characteristics and structural elements of informational texts such as multiple organizational patterns within a text to develop the thesis.  **ⓈESOL.9.7.E** identify and analyze characteristics and structural elements of argumentative texts such as:  **ⓈESOL.9.7.Ei** clear arguable claim, appeals, and convincing conclusion  **ⓈESOL.9.7.Eii** various types of evidence and treatment of counterarguments, including concessions and rebuttal.  Author’s Purpose and Craft  **ⓇESOL.9.8A** Identify and analyze the author’s purpose, audience, and message within a text.  **ⓈESOL.9.8B** Identify and analyze use of text structure to achieve the author’s purpose.  **ⓈESOL.9.8C** Identify and evaluate the author’s use of print and graphic features to achieve specific purposes.  **ⓇESOL.9.8D** Identify and analyze how the author’s use oflanguageachieves specific purposes.  **ESOL.9.8E** Identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.  **ⓇESOL.9.8F** Identify and analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text.  **ⓈESOL.9.8.G** identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions.  Composition  **WRITING PROCESS**  **ESOL.9.9A** Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  **ⓇESOL.9.9B** Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  **ⓇESOL.9.9C** Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  **ⓇESOL.9.9Di** Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  **ⓈESOL.9.9Dii** Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice. **ⓈESOL.9.9D.iv** Edit drafts using standard English conventions including pronoun-antecedent agreement.  **ⓈESOL.9.9Dv** Edit drafts using standard English conventions including apostrophes to show possession.  **ⓈESOL.9.9Dvii** Edit drafts using standard English conventions including correct capitalization.  **ⓈESOL.9.9Dviii** Edit drafts using correct punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. **ⓈESOL.9.9D.ix** Edit drafts using correct spelling, including abbreviations.  **GENRES**  **ⓇESOL.9.10B** Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.  **ⓇESOL.9.10C** Compose argumentative texts using genre characteristics and craft.  **ⓈESOL.9.10D** Compose correspondence in a professional or friendly structure.  **ESOL.9.10G** Publish written work for appropriate audiences.  Inquiry and Research  **ESOL.9.11A** Develop questions for formal and informal inquiry.  **ESOL.9.11B** Critique the research process at each step to implement changes as needs occur and are identified.  **ESOL.9.11E** Locate relevant sources.  **ESOL.9.11F** Synthesize information from a variety of sources.  **ESOL.9.11J** Use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.  **ESOL.9.11.Gii** faulty reasoning such as ad hominem, loaded language, and slippery slope. | |

| **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** | **33 Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 4: It’s the End of the World as We Know It**  **Essential Question:** How can we transform our future by predicting the outcome?  In Unit 4, students will read and analyze literature about the future, considering what draws us to imagine possible futures and how our imaginings are influenced by our current lived experiences. In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low-stakes writing.  **Reading Focus:**  Throughout this unit, students will review STAAR-tested genres.  **Writing Focus:**  Students will revise an essay they have previously written to make it STAAR-ready. | **16** class periods  (90-min. each)  or  **33** class periods  (45-min. each)  *Winter Break*  *(students)*  *Dec. 22 - Jan. 6*  *Winter Break*  *(teachers)*  *Dec. 22 - Jan. 4*  *MLK Jr. Day*  *Jan. 16*  *Teacher*  *Prep Day*  *(no students)*  *Jan. 5*  *Teacher*  *Service Day*  *(no students)*  *Jan. 6*  *Teacher*  *Service Day*  *(no students)*  *Feb. 20* | Foundational Knowledge  **ESOL.9.1** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose.  **ORAL LANGUAGE**  **ESOL.9.1A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.  **ESOL. 9.1.C** follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.  **ESOL.9.1.D** give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;  **BEGINNING READING AND WRITING**  **ESOL.9.2.A**  acquire, demonstrate, and apply phonetic knowledge  **ESOL.9.2.B** write complete words, thoughts, and answers legibly.  **VOCABULARY**  **ⓈESOL.9.3A** Use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.  **ⓇESOL.9.3B** Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.  **ESOL.9.3E** Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly.  Comprehension Skills  **ESOL.9.4B** Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.  **ⓈESOL.9.4C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.  **ⓈESOL.9.4E** Make connections to personal experiences, ideas in other texts, and society.  **ⓇESOL.9.4F** Make inferences and use evidence to support understanding.  **ⓇESOL.9.4G** Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.  **ⓇESOL.9.4H** Synthesize information from two texts to create new understanding.  Response Skills  **ESOL.9.5A** Describe personal connections to a variety of sources, including self-selected texts.  **ⓇESOL.9.5B** Write responses that demonstrate understanding of texts, including comparing texts within and across genres.  **ⓇESOL.9.5C** Use text evidence and original commentary to support a comprehensive response.  **ⓇESOL.9.5D** Paraphrase and summarize texts in ways that maintain meaning and logical order.  **ESOL.9.5E** Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.  **ⓇESOL.9.5G** Discuss and write about the explicit or implicit meanings of text.  **ESOL.9.5H** Respond orally or in writing with appropriate register, vocabulary, tone, and voice.  Multiple Genres  **LITERARY ELEMENTS**  **ⓈESOL.9.6A** Identify and analyze how themes are developed through characterization and plot in a variety of literary texts.  **ⓇESOL.9.6B** Identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.  **ⓇESOL.9.6C** Identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  **ⓈESOL.9.6D** Identify and analyze how the setting influences the theme.  **GENRES**  **ⓈESOL.9.7A** Read and respond to American, British, and world literature.  **ESOL.9.7B** Identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.  **ⓈESOL.9.7C** Identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.  **ⓇESOL.9.7Di** Identify and analyze characteristics and structural elements of informational texts such as controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  **ⓇESOL.9.7Diii** Identify and analyze characteristics and structural elements of informational texts such as multiple organizational patterns within a text to develop the thesis.  **ⓈESOL.9.7.E** identify and analyze characteristics and structural elements of argumentative texts such as:   * **ⓈESOL.9.7.Ei** clear arguable claim, appeals, and convincing conclusion * **ⓈESOL.9.7.Eii** various types of evidence and treatment of counterarguments, including concessions and rebuttals; * **ESOL.9.7.Eiii** identifiable audience or reader. * **ESOL.9.7F** Identify and analyze characteristics of multimodal and digital texts.   Author’s Purpose and Craft  **ⓇESOL.9.8A** Identify and analyze the author’s purpose, audience, and message within a text.  **ⓈESOL.9.8B** Identify and analyze use of text structure to achieve the author’s purpose.  **ⓈESOL.9.8C** Identify and evaluate the author’s use of print and graphic features to achieve specific purposes.  **ⓇESOL.9.8D** Identify and analyze how the author’s use oflanguageachieves specific purposes.  **ESOL.9.8E** Identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.  **ⓇESOL.9.8F** Identify and analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text.  **ⓈESOL.9.8.G** identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions;  **ESOL.9.8.H** identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.  Composition  **WRITING PROCESS**  **ESOL.9.9A** Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  **ⓇESOL.9.9B** Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  **ⓇESOL.9.9C** Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  **ESOL.9.9D** Edit drafts using standard English conventions.  **ⓇESOL.9.9Di** Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  **ⓈESOL.9.9Dii** Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice. **ⓈESOL.9.9D.iv** Edit drafts using standard English conventions including pronoun-antecedent agreement.  **ⓈESOL.9.9Dv** Edit drafts using standard English conventions including apostrophes to show possession.  **ⓈESOL.9.9Dvii** Edit drafts using standard English conventions including correct capitalization.  **ⓈESOL.9.9Dviii** Edit drafts using correct punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. **ⓈESOL.9.9D.ix** Edit drafts using correct spelling, including abbreviations.  **GENRES**  **ⓇESOL.9.11B** Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.  **ⓇESOL.9.11C** Compose argumentative texts using genre characteristics and craft.  **ⓈESOL.9.11D** Compose correspondence in a professional or friendly structure.  **ESOL.9.11G** Publish written work for appropriate audiences.  Inquiry and Research  **ESOL.9.11F** Synthesize information from a variety of sources.  **ESOL.9.11J** Use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results. | |

| **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** | **28 Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 5: Holding Out for a Hero**  **Essential Question:**  Unit 5 explores heroes, both super and real-life, in a variety of text genres, including comics and graphic novels.  Students will utilize the inquiry process to consider what it means to be heroic and how they themselves can engage in acts of heroism on a daily basis. In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low-stakes writing.  **Reading Focus:**  The unit culminates with a choice of argumentative text products, including a TED Talk, an op-ed, or an ad campaign.  **Writing Focus:**  Students will respond to texts across genres in a variety of ways and writing to express opinions and to support ideas with evidence. | **14** class periods  (90-min. each)  or  **28** class periods  (45-min. each)  *Spring Break*  *Mar. 13-17*  *Chávez-Huerta Day*  *Mar. 31*  *Spring Holiday*  *Apr. 7* | Foundational Knowledge  **ESOL.9.1** The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose.  **ORAL LANGUAGE**  **ESOL.9.1A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.  **ESOL. 9.1.C** follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.  **ESOL.9.1.D** give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively.  **ESOL.9.1E** Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.  **BEGINNING READING AND WRITING**  **ESOL.9.2.B** write complete words, thoughts, and answers legibly.  **VOCABULARY**  **ⓇESOL.9.3B** Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.  Comprehension Skills  **ESOL.9.4A** Establish purpose for reading assigned and self-selected texts.  **ESOL.9.4D** Create mental images to deepen understanding.  **ⓈESOL.9.4E** Make connections to personal experiences, ideas in other texts, and society.  **ⓇESOL.9.4F** Make inferences and use evidence to support understanding.  **ⓇESOL.9.4G** Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.  **ⓇESOL.9.4H** Synthesize information from two texts to create new understanding.  Response Skills  **ESOL.9.7A** Describe personal connections to a variety of sources, including self-selected texts.  **ⓇESOL.9.7B** Write responses that demonstrate understanding of texts, including comparing texts within and across genres.  **ESOL.9.7E** Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.  **ESOL.9.7F** Respond using acquired content and academic vocabulary as appropriate.  **ⓇESOL.9.7G** Discuss and write about the explicit or implicit meanings of text.  **ESOL.9.7H** Respond orally or in writing with appropriate register, vocabulary, tone, and voice.  **ESOL9.7J** Defend or challenge the author’s claims using relevant text evidence  ***ELA.9.5.I*** *Reflect on and adjust responses when valid evidence warrants.*  Multiple Genres  **ⓈESOL.9.9A** Read and respond to American, British, and world literature.  **ⓇESOL.9.9Di** Identify and analyze characteristics and structural elements of informational texts such as controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  **ESOL.9.9F** Identify and analyze characteristics of multimodal and digital texts.  ***ⓇELA.9.7.E.ii*** *Analyze characteristics and structural elements of argumentative texts such as various types of evidence and treatment of counterarguments, including concessions and rebuttals.*  ***ⓈELA.9.7.E.iii*** *Analyze characteristics and structural elements of argumentative texts such as identifiable audience or reader.*  Author’s Purpose and Craft  **ⓇESOL.9.10A** Identify and analyze the author’s purpose, audience, and message within a text.  **ⓈESOL.9.10B** Identify and analyze use of text structure to achieve the author’s purpose.  ***ⓈELA.9.8.G*** *Explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.*  Composition  **ESOL.9.11A** Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  **ⓇESOL.9.11B** Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  **ⓇESOL.9.11C** Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  **ESOL.9.11D** Edit drafts using standard English conventions.  **ⓇESOL.9.11Di** Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  **ⓈESOL.9.11Dii** Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice. **ⓈESOL.9.11D.iv** Edit drafts using standard English conventions including pronoun-antecedent agreement.  **ⓈESOL.9.11Dv** Edit drafts using standard English conventions including apostrophes to show possession.  **ⓈESOL.9.11Dvii** Edit drafts using standard English conventions including correct capitalization.  **ⓈESOL.9.11Dviii** Edit drafts using correct punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. **ⓈESOL.9.11D.ix** Edit drafts using correct spelling, including abbreviations.  **ⓇESOL.9.12C** Compose argumentative texts using genre characteristics and craft.  **ⓈESOL.9.12D** Compose correspondence in a professional or friendly structure.  **ESOL.9.12G** Publish written work for appropriate audiences.  Inquiry and Research  **ESOL.9.13A** Develop questions for formal and informal inquiry.  **ESOL.9.13B** Critique the research process at each step to implement changes as needs occur and are identified.  **ESOL.9.13C** Develop and revise a plan.  **ESOL.9.13D** Modify the major research question as necessary to refocus the research plan.  **ESOL.9.13E** Locate relevant sources.  **ESOL.9.13F** Synthesize information from a variety of sources.  **ESOL.9.13H** Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.  **ESOL.9.13I** Incorporate digital technology when appropriate.  **ESOL.9.13J** Use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results. | |

| **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** | **31 Class Periods** | **Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)**  **The student will:** | |
| **Unit 6: What’s Love Got to Do With It?**  **Essential Question:**  Unit 6 asks students to explore the theme of love through a drama anchor text and multi-genre supporting texts.  **Reading and Writing Focus:**  Through these texts, students will identify various elements of fiction and writing, and will close the unit with a narrative piece in a genre of their choosing.  In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low-stakes writing. | **15** class periods  (90-min. each)  or  **31** class periods  (45-min. each)  *Memorial Day*  *May 29*  *Teacher*  *Prep Day*  *(no students)*  *June 1* | Foundational Knowledge  **ESOL.9.1A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.  **ESOL.9.1E** Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.  **ESOL.9.2B** Write complete words, thoughts, and answers legibly.  **ⓇESOL.9.3B** Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.  ***ELA.9.3*** *The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.*  Comprehension Skills  **ESOL.9.6A** Establish purpose for reading assigned and self-selected texts.  **ESOL.9.6B** Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.  **ESOL.9.6D** Create mental images to deepen understanding.  **ⓈESOL.9.6E** Make connections to personal experiences, ideas in other texts, and society.  **ⓇESOL.9.6F** Make inferences and use evidence to support understanding.  **ⓇESOL.9.6G** Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.  **ⓇESOL.9.6H** Synthesize information from two texts to create new understanding.  Response Skills  **ESOL.9.7A** Describe personal connections to a variety of sources, including self-selected texts.  **ⓇESOL.9.7B** Write responses that demonstrate understanding of texts, including comparing texts within and across genres.  **ⓇESOL.9.7C** Use text evidence and original commentary to support a comprehensive response.  **ⓇESOL.9.7D** Paraphrase and summarize texts in ways that maintain meaning and logical order.  **ESOL.9.7E** Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.  **ESOL.9.7F** Respond using acquired content and academic vocabulary as appropriate.  **ⓇESOL.9.7G** Discuss and write about the explicit or implicit meanings of text.  **ESOL.9.7H** Respond orally or in writing with appropriate register, vocabulary, tone, and voice.  Multiple Genres  **ⓈESOL.9.8A** Identify and analyze how themes are developed through characterization and plot in a variety of literary texts.  **ⓇESOL.9.8C** Identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  **ⓈESOL.9.8D** Identify and analyze how the setting influences the theme.  **ⓈESOL.9.9A** Read and respond to American, British, and world literature.  **ⓇESOL.9.9Di** Identify and analyze characteristics and structural elements of informational texts such as controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  **ⓇESOL.9.9Diii** Identify and analyze characteristics and structural elements of informational texts such as multiple organizational patterns within a text to develop the thesis.  **ESOL.9.9F** Identify and analyze characteristics of multimodal and digital texts.  Author’s Purpose and Craft  **ⓇESOL.9.10F** Identify and analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text.  Composition  **ESOL.9.11A** Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  **ⓇESOL.9.11B** Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  **ⓇESOL.9.11C** Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  **ESOL.9.11D** Edit drafts using standard English conventions.  **ⓇESOL.9.11Di** Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  **ⓈESOL.9.11Dii** Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice. **ⓈESOL.9.11D.iv** Edit drafts using standard English conventions including pronoun-antecedent agreement.  **ⓈESOL.9.11Dv** Edit drafts using standard English conventions including apostrophes to show possession.  **ⓈESOL.9.11Dviii** Edit drafts using correct punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. **ⓈESOL.9.11D.ix** Edit drafts using correct spelling, including abbreviations.  **ESOL.9.11G** Publish written work for appropriate audiences.  **ESOL.9.12A** Compose literary texts such as fiction and poetry using genre characteristics and craft.  Inquiry and Research  **ESOL.9.13H** Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. | |