

Cycle 1	27 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.
	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 1:</b> <b>Metacognition:</b> <b>What Skilled Readers Do</b></p> <p>Unit 1 establishes the metacognitive, reading, and writing practices and routines necessary to facilitate the reading and writing workshop.</p> <p>Students will examine and read a variety of text genres, while building their knowledge of the reading process. Students will be given time and support to read texts of their choice.</p> <p><b>Reading Focus:</b> Establishing metacognitive routines used when reading for various purposes.</p> <p><b>Writing Focus:</b> Establishing routines for how readers respond to text.</p>	<p>22 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day (no students)</i> Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day (no students)</i> Sept. 17</p>	<p><u>Foundational Skills</u></p> <p><b>ELLA.7.1A</b> Listen actively to interpret a message and ask clarifying questions that build on others' ideas.</p> <p><b>ELLA.7.1D</b> Engage in meaningful discourse and provide and accept constructive feedback from others.</p> <p><b>ELLA.7.3A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p><b>ELLA.7.3B</b> Use context such as contrast or cause and effect to clarify the meaning of words.</p> <p><b>ELLA.7.4</b> Use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p> <p><b>ELLA.7.5</b> Self-select text and read independently for sustained periods of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELLA.7.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELLA.7.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELLA.7.6C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELLA.7.6D</b> Create mental images to deepen understanding.</p> <p><b>ELLA.7.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELLA.7.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELLA.7.6G</b> Evaluate details read to determine key ideas.</p> <p><b>ELLA.7.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u></p> <p><b>ELLA.7.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELLA.7.7B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELLA.7.7C</b> Use text evidence to support an appropriate response.</p> <p><b>ELLA.7.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELLA.7.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELLA.7.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>ELLA.7.7G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ELLA.7.7H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u></p> <p><b>ELLA.7.8A</b> Infer multiple themes within and across texts using text evidence.</p> <p><b>ELLA.7.8B</b> Analyze how characters' qualities influence events and resolution of the conflict.</p>

Cycle 1	27 Days	<i>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.</i>
Unit	# Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b></p> <p><b>The student will:</b></p> <p><b>ELLA.7.8C</b> Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot.</p> <p><b>ELLA.7.9A</b> Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction.</p> <p><b>ELLA.7.9E</b> Analyze characteristics and structural elements of informational text.</p> <p><u>Author’s Purpose and Craft</u></p> <p><b>ELLA.7.10A</b> Explain the author’s purpose and message within a text.</p> <p><b>ELLA.7.10C</b> Analyze how the author’s use of print and graphic features to achieve specific purposes.</p> <p><u>Composition</u></p> <p><b>ELLA.7.11A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p><b>ELLA.7.11B</b> Develop drafts into a focused, structured, and coherent piece of writing.</p> <p><b>ELLA.7.11C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p><b>ELLA.7.11Di</b> Edit drafts using standard English conventions, including complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p><b>ELLA.7.11Dii</b> Edit drafts using standard English conventions, including consistent, appropriate use of verb tenses and active and passive voice.</p> <p><b>ELLA.7.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

Cycle 2	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.
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 2: Analyzing Informational Texts</b></p> <p>Unit 2 includes the reading of expository and procedural texts while continuing to build comprehension in reading.</p> <p>Students examine how authors choose to communicate ideas through the use of details, facts, graphical components, and organizational patterns.</p> <p>Students respond to text in a variety of ways, including discussion, journal writing, and visual/symbolic representation.</p> <p><b>Reading Focus:</b> Reading informational texts to analyze author's craft and purpose.</p> <p><b>Writing Focus:</b> Writing an expository piece and responding to texts in a variety of ways.</p>	<p>24 class periods (45-min. each)</p> <p>Teacher Service Day (no students) Oct. 4</p>	<p><u>Foundational Skills</u></p> <p><b>ELLA.7.1A</b> Listen actively to interpret a message and ask clarifying questions that build on others' ideas.</p> <p><b>ELLA.7.1D</b> Engage in meaningful discourse and provide and accept constructive feedback from others.</p> <p><b>ELLA.7.3A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p><b>ELLA.7.3B</b> Use context such as contrast or cause and effect to clarify the meaning of words.</p> <p><b>ELLA.7.4</b> Use appropriate fluency (rate, accuracy, and prosody) and adjust fluency when reading grade-level text based on the reading purpose.</p> <p><b>ELLA.7.5</b> Self-select text and read independently for sustained periods of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELLA.7.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELLA.7.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELLA.7.6C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELLA.7.6D</b> Create mental images to deepen understanding.</p> <p><b>ELLA.7.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELLA.7.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELLA.7.6G</b> Evaluate details read to determine key ideas.</p> <p><b>ELLA.7.6H</b> Synthesize information to create new understanding.</p> <p><b>ELLA.7.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u></p> <p><b>ELLA.7.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELLA.7.7B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELLA.7.7C</b> Use text evidence to support an appropriate response.</p> <p><b>ELLA.7.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELLA.7.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELLA.7.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>ELLA.7.7G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u></p> <p><b>ELLA.7.9Di</b> Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.</p> <p><b>ELLA.7.9Dii</b> Analyze characteristics and structural elements of informational text, including features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers.</p>

Cycle 2	29 Days	<i>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.</i>
Unit	# Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b></p> <p><b>The student will:</b></p> <p><b>ELLA.7.9Diii</b> Analyze characteristics and structural elements of informational text, including organizational patterns that support multiple topics, categories, and subcategories.</p> <p><u>Author’s Purpose and Craft</u></p> <p><b>ELLA.7.10A</b> Explain the author's purpose and message within a text.</p> <p><b>ELLA.7.10B</b> Analyze how the use of text structure contributes to the author's purpose.</p> <p><b>ELLA.7.10C</b> Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Composition</u></p> <p><b>ELLA.7.11A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p><b>ELLA.7.11Bi</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p><b>ELLA.7.11Bii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts, details, and examples.</p> <p><b>ELLA.7.11C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p><b>ELLA.7.11D.iii</b> Edit drafts using standard English conventions, including conjunctive adverbs.</p> <p><b>ELLA.7.11D.vii</b> Edit drafts using standard English conventions, including correct capitalization.</p> <p><b>ELLA.7.11D.viii</b> Edit drafts using standard English conventions, including punctuation, including commas to set off words, phrases, and clauses and semicolons.</p> <p><b>ELLA.7.11E</b> Publish written work for appropriate audiences.</p> <p><b>ELLA.7.12B</b> Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</p>

Cycle 3	30 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.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: Analyzing Literary Texts</b></p> <p><b>Unit 3</b> includes the reading of fiction and literary nonfiction while continuing to strengthen comprehension skills.</p> <p>Students review literary elements and analyze how authors convey their message and purpose.</p> <p>Students make connections, find patterns and similarities across text, utilize their prior knowledge in order to respond to the text.</p> <p><b>Reading Focus:</b> Reading fiction and literary nonfiction to analyze literary elements.</p> <p><b>Writing Focus:</b> Writing responses to text and drafting a personal narrative or short story.</p>	<p><b>24</b> class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day (no students)</i> Jan. 18</p>	<p><u>Foundational Skills</u>  <b>ELLA.7.1A</b> Listen actively to interpret a message and ask clarifying questions that build on others’ ideas.  <b>ELLA.7.3B</b> Use context such as contrast or cause and effect to clarify the meaning of words.  <b>ELLA.7.3C</b> Determine the meaning and usage of grade-level academic English words derived from Greek, Latin, and other languages, including omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; un-, re-, -ly, and -er/or; and -ion/tion/sion, im-(into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful.  <b>ELLA.7.5</b> Self-select text and read independently for sustained periods of time.</p> <p><u>Comprehension Skills</u>  <b>ELLA.7.6A</b> Establish purposes for reading assigned and self-selected texts.  <b>ELLA.7.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.  <b>ELLA.7.6C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.  <b>ELLA.7.6D</b> Create mental images to deepen understanding.  <b>ELLA.7.6E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>ELLA.7.6F</b> Make inferences and use evidence to support understanding.  <b>ELLA.7.6G</b> Evaluate details read to determine key ideas.  <b>ELLA.7.6H</b> Synthesize information to create new understanding.  <b>ELLA.7.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u>  <b>ELLA.7.7A</b> Describe personal connections to a variety of sources, including self-selected texts.  <b>ELLA.7.7B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.  <b>ELLA.7.7C</b> Use text evidence to support an appropriate response.  <b>ELLA.7.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.  <b>ELLA.7.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELLA.7.7F</b> Respond using newly acquired vocabulary as appropriate.  <b>ELLA.7.7G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u>  <b>ELLA.7.8A</b> Infer multiple themes within and across texts using text evidence.  <b>ELLA.7.8B</b> Analyze how characters’ qualities influence events and resolution of the conflict.  <b>ELLA.7.8C</b> Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot.  <b>ELLA.7.8D</b> Analyze how the setting influences character and plot development.</p>

Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 2022	<i>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.</i>
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>ELLA.7.9A</b> Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction.</p> <p><u>Author’s Purpose and Craft</u></p> <p><b>ELLA.7.10A</b> Explain the author’s purpose and message within a text.</p> <p><b>ELLA.7.10D</b> Describe how the author’s use of figurative language such as metaphor and personification achieves specific purposes.</p> <p><b>ELLA.7.10E</b> Identify the use of literary devices, including subjective and objective point of view.</p> <p><b>ELLA.7.10F</b> Analyze how the author’s use of language contributes to mood, voice, and tone.</p> <p><u>Composition</u></p> <p><b>ELLA.7.11A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p><b>ELLA.7.11Bi</b> Develop drafts into a focused, structured, and coherent piece of writing including organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p><b>ELLA.7.11Bii</b> Develop drafts into a focused, structured, and coherent piece of writing including developing an engaging idea reflecting depth of thought with specific facts, details, and examples.</p> <p><b>ELLA.7.11C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p><b>ELLA.7.11Di</b> Edit drafts using standard English conventions, including complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments,</p> <p><b>ELLA.7.11D.iv</b> Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.</p> <p><b>ELLA.7.11D.vi</b> Edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences.</p> <p><b>ELLA.7.11D.viii</b> Edit drafts using standard punctuation including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses.</p> <p><b>ELLA.7.11E</b> Publish written work for appropriate audiences.</p> <p><b>ELLA.7.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

Cycle 4	27 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.
	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: Examining Poetry and Drama</b></p> <p>Unit 4 explores the reading of drama and poetry while continuing to strengthen comprehension skills.</p> <p>Students read a poetry and drama to analyze how authors create meaning and convey mood using dramatic and poetic elements.</p> <p>Students craft original poems in addition to making connections, finding patterns and similarities across texts, and writing personal responses to texts.</p> <p><b>Reading Focus:</b> Reading to interpret drama and poetry</p> <p><b>Writing Focus:</b> Responding to text and writing a poem.</p>	<p>23 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p><u>Foundational Skills</u></p> <p><b>ELLA.7.1A</b> Listen actively to interpret a message and ask clarifying questions that build on others' ideas.</p> <p><b>ELLA.7.1D</b> Engage in meaningful discourse and provide and accept constructive feedback from others.</p> <p><b>ELLA.7.3B</b> Use context such as contrast or cause and effect to clarify the meaning of words.</p> <p><b>ELLA.7.5</b> Self-select text and read independently for sustained periods of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELLA.7.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELLA.7.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELLA.7.6D</b> Create mental images to deepen understanding.</p> <p><b>ELLA.7.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELLA.7.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELLA.7.6G</b> Evaluate details read to determine key ideas.</p> <p><b>ELLA.7.6H</b> Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p><b>ELLA.7.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELLA.7.7B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELLA.7.7C</b> Use text evidence to support an appropriate response.</p> <p><b>ELLA.7.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELLA.7.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELLA.7.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>ELLA.7.7G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ELLA.7.7H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u></p> <p><b>ELLA.7.8A</b> Infer multiple themes within and across texts using text evidence.</p> <p><b>ELLA.7.8B</b> Analyze how characters' qualities influence events and resolution of the conflict.</p> <p><b>ELLA.7.8C</b> Analyze plot elements, including the use of foreshadowing and suspense, to advance the plot.</p> <p><b>ELLA.7.8D</b> Analyze how the setting influences character and plot development.</p> <p><b>ELLA.7.9B</b> Analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms.</p> <p><b>ELLA.7.9C</b> Analyze how playwrights develop characters through dialogue and staging.</p>

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Unit	# Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b>  <b>The student will:</b></p> <p><u>Author's Purpose and Craft</u>  <b>ELLA.7.10A</b> Explain the author's purpose and message within a text.  <b>ELLA.7.10C</b> Analyze the author's use of print and graphic features to achieve specific purposes.  <b>ELLA.7.10D</b> Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.  <b>ELLA.7.10F</b> Analyze how the author's language contributes to mood, voice, and tone.</p> <p><u>Composition</u>  <b>ELLA.7.11A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.  <b>ELLA.7.11B</b> Develop drafts into a focused, structured, and coherent piece of writing.  <b>ELLA.7.11C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.  <b>ELLA.7.11D.v</b> Edit drafts using standard English conventions, including pronoun-antecedent agreement.  <b>ELLA.7.11D.ix</b> Edit drafts using standard English conventions, including correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.  <b>ELLA.7.11E</b> Publish written work for appropriate audiences.  <b>ELLA.7.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

Cycle 5	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.
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: Investigating Argumentative Texts</b></p> <p>Unit 5 explores the study of argumentative texts while continuing to strengthen metacognitive skills. In addition, students will utilize test-taking strategies such as annotating.</p> <p>Students synthesize what they have learned about author's craft to draft an argumentative text and to respond to text in multiple ways.</p> <p><b>Reading Focus:</b> Reading various informational texts, including argumentative or commentary pieces.</p> <p><b>Writing Focus:</b> Writing an expository piece and responding to texts.</p>	<p>24 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p><u>Foundational Skills</u></p> <p><b>ELLA.7.1A</b> Listen actively to interpret a message and ask clarifying questions that build on others' ideas.</p> <p><b>ELLA.7.1D</b> Engage in meaningful discourse and provide and accept constructive feedback from others.</p> <p><b>ELLA.7.3A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p><b>ELLA.7.3B</b> Use context such as contrast or cause and effect to clarify the meaning of words.</p> <p><b>ELLA.7.5</b> Self-select text and read independently for sustained periods of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELLA.7.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELLA.7.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELLA.7.6C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELLA.7.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELLA.7.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELLA.7.6G</b> Evaluate details read to determine key ideas.</p> <p><b>ELLA.7.6H</b> Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p><b>ELLA.7.7B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELLA.7.7C</b> Use text evidence to support an appropriate response.</p> <p><b>ELLA.7.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELLA.7.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELLA.7.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>ELLA.7.7G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ELLA.7.7I</b> Reflect on and adjust responses as new evidence is presented.</p> <p><u>Multiple Genres</u></p> <p><b>ELLA.7.9Di</b> Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.</p> <p><b>ELLA.7.9Diii</b> Analyze characteristics and structural elements of informational text, including organizational patterns that support multiple topics, categories, and subcategories.</p> <p><b>ELLA.7.7Ei</b> Analyze characteristics and structures of argumentative text by identifying the claim.</p> <p><b>ELLA.7.9Eii</b> Analyze characteristics and structures of argumentative text by explaining how the author uses various types of evidence and consideration of alternatives to support the argument.</p>

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	<i>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.</i>
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>ELLA.7.9Eiii</b> Analyze characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p><b>ELLA.7.9F</b> Analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u></p> <p><b>ELLA.7.10A</b> Explain the author's purpose and message within a text.</p> <p><b>ELLA.7.10B</b> Analyze how the use of text structure contributes to the author's purpose.</p> <p><b>ELLA.7.10C</b> Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><b>ELLA.7.10F</b> Analyze how the author's use of language contributes to the mood, voice, and tone.</p> <p><b>ELLA.7.10G</b> Explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.</p> <p><u>Composition</u></p> <p><b>ELLA.7.11A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p><b>ELLA.7.11Bi</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p><b>ELLA.7.11C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p><b>ELLA.7.11D.i</b> Edit drafts using standard English conventions, including complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p><b>ELLA.7.11D.viii</b> Edit drafts using standard English conventions, including punctuation, including commas to set off words, phrases, and clauses and semicolons.</p> <p><b>ELLA.7.11D.ix</b> Edit drafts using correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.</p> <p><b>ELLA.7.11E</b> Publish written work for appropriate audiences.</p> <p><b>ELLA.7.12C</b> Compose multi-paragraph argumentative texts using genre characteristics and craft.</p> <p><b>ELLA.7.12D</b> Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p> <p><u>Inquiry and Research</u></p> <p><b>ELLA.7.13H.i</b> Examine sources for reliability, credibility, and bias.</p> <p><b>ELLA.7.13H.ii</b> Examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype.</p>

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.
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 6: Student Inquiry</b></p> <p>Unit 6 continues to strengthen students' metacognitive skills and explores inquiry through the research process.</p> <p>Students will conduct research, formulate questions, and analyze the credibility of informational sources and their relevance.</p> <p>Students will support their written presentations textual information from their inquiry to produce and deliver multimedia presentations.</p> <p><b>Reading Focus:</b> Reading informational text to answer inquiry questions.</p> <p><b>Writing Focus:</b> Writing to present inquiry findings through text and a multimedia presentation.</p>	<p>24 class periods (45-min. each)</p> <p><i>Memorial Day</i> May 30</p> <p><i>Teacher Prep Day</i> (no students) June 8</p>	<p><u>Foundational Skills</u></p> <p><b>ELLA.7.1A</b> Listen actively to interpret a message and ask clarifying questions that build on others' ideas.</p> <p><b>ELLA.7.1B</b> Follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p><b>ELLA.7.1C</b> Present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p> <p><b>ELLA.7.3A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p><b>ELLA.7.3B</b> Use context such as contrast or cause and effect to clarify the meaning of words.</p> <p><b>ELLA.7.5</b> Self-select text and read independently for sustained periods of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELLA.7.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELLA.7.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELLA.7.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELLA.7.6G</b> Evaluate details read to determine key ideas.</p> <p><b>ELLA.7.6H</b> Synthesize information to create new understanding.</p> <p><b>ELLA.7.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u></p> <p><b>ELLA.7.7B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELLA.7.7C</b> Use text evidence to support an appropriate response.</p> <p><b>ELLA.7.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELLA.7.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELLA.7.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELLA.7.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>ELLA.7.7G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ELLA.7.7I</b> Reflect on and adjust responses as new evidence is presented.</p> <p><u>Multiple Genres</u></p> <p><b>ELLA.7.9D</b> Analyze characteristics and structural elements of informational text.</p> <p><b>ELLA.7.9F</b> Analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u></p> <p><b>ELLA.7.10A</b> Explain the author's purpose and message within a text.</p> <p><b>ELLA.7.10B</b> Analyze how the use of text structure contributes to the author's purpose.</p> <p><b>ELLA.7.10C</b> Analyze the author's use of print and graphic features to achieve</p>

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		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b></p> <p><b>The student will:</b></p> <p>specific purposes.</p> <p><u>Composition</u>  <b>ELLA.7.11A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.  <b>ELLA.7.11B</b> Develop drafts into a focused, structured, and coherent piece of writing.  <b>ELLA.7.11C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.  <b>ELLA.7.11D</b> Edit drafts using standard English conventions.  <b>ELLA.7.11E</b> Publish written work for appropriate audiences.</p> <p><u>Inquiry and Research</u>  <b>ELLA.7.13A</b> Generate student-selected and teacher-guided questions for formal and informal inquiry.  <b>ELLA.7.13B</b> Develop and revise a plan.  <b>ELLA.7.13C</b> Refine the major research question, if necessary, guided by the answers to a secondary set of questions.  <b>ELLA.7.13D</b> Identify and gather relevant information from a variety of sources.  <b>ELLA.7.13E</b> Differentiate between primary and secondary sources.  <b>ELLA.7.13F</b> Synthesize information from a variety of sources.  <b>ELLA.7.13G</b> Differentiate between paraphrasing and plagiarism when using source materials.  <b>ELLA.7.13H.i</b> Examine sources for reliability, credibility, and bias.  <b>ELLA.7.13H.ii</b> Examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype.  <b>ELLA.7.13I</b> Display academic citations and use source materials ethically.  <b>ELLA.7.13J</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>