

Cycle 1	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.
	Sept. 8 - Oct. 16, 2020	
Unit	# of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Our Stories Matter</p> <p>Unit 1 establishes the practices and routines of the reading and writing workshop, while exploring how reading can change our perception of others. Students examine narrative texts, fiction and literary nonfiction, while building their knowledge of genre and reading comprehension strategies. Students craft personal narratives, employing the key features of the genre.</p> <p>In addition to addressing the focus standards of the unit, students will engage in daily independent reading and low-stakes writing.</p>	<p>11 90-min. lessons</p> <p><i>Teachers Report to Work</i> Aug. 24</p> <p><i>Labor Day</i> Sept. 7</p> <p><i>Teacher Service Day (no students)</i> Sept. 28</p>	<p><u>Foundational Skills</u></p> <p>ELA.6.1.A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>ELA.6.1.D Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p> <p>ELA.6.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>ELA.6.2.B Use context such as definition, analogy, and examples to clarify the meaning of words.</p> <p>ELA.6.3.A Adjust fluency when reading grade-level text based on the reading purpose.</p> <p>ELA.6.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELA.6.5.A Establish purpose for reading assigned and self-selected texts.</p> <p>ELA.6.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELA.6.5.C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.6.5.D Create mental images to deepen understanding.</p> <p>ELA.6.5.E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.6.5.F Make inferences and use evidence to support understanding.</p> <p>ELA.6.5.I 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>ELA.6.6.A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELA.6.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELA.6.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELA.6.6.G Discuss and write about the explicit or implicit meanings of text.</p> <p>ELA.6.6.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u></p> <p>ELA.6.7.A Infer multiple themes within and across texts using text evidence.</p> <p>ELA.6.7.B Analyze how the characters' internal and external responses develop the plot.</p> <p>ELA.6.7.C Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.</p> <p>ELA.6.8.A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.</p>

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Unit	# of Lessons	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p><u>Composition</u> ELA.6.10.A 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. ELA.6.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELA.6.11.A 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. 19 - Dec. 4, 2020	
Unit	# of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Get a Clue</p> <p>In Unit 2, students sharpen their comprehension and inferential skills through the independent and shared reading of multiple genres. Students delve deeper into realistic fiction, with a focus on mystery, and poetry to analyze how authors create meaning and convey mood through fictional elements and poetic techniques. Students craft original poems and formulate literary responses.</p> <p>In addition to addressing the focus standards of the unit, students will engage in daily independent reading and low-stakes writing.</p>	<p>10 90-min. lessons</p> <p><i>Teacher Service Day (no students) Oct. 21</i></p> <p><i>Thanksgiving Break Nov. 23-27</i></p>	<p>Foundational Skills</p> <p>ELA.6.1.A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>ELA.6.2.B Use context such as definition, analogy, and examples to clarify the meaning of words.</p> <p>ELA.6.2.C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.</p> <p>ELA.6.4.A Self-select text and read independently for a sustained period of time.</p> <p>Comprehension Skills</p> <p>ELA.6.5.C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ELA.6.5.E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.6.5.F Make inferences and use evidence to support understanding.</p> <p>ELA.6.5.H Synthesize information to create new understanding.</p> <p>ELA.6.6.C Use text evidence to support an appropriate response.</p> <p>Response Skills</p> <p>ELA.6.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>ELA.6.6.C Use text evidence to support an appropriate response.</p> <p>ELA.6.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELA.6.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELA.6.6.G Discuss and write about the explicit or implicit meanings of text.</p> <p>Multiple Genres</p> <p>ELA.6.7.A Infer multiple themes within and across texts using text evidence.</p> <p>ELA.6.7.B Analyze how the characters' internal and external responses develop the plot.</p> <p>ELA.6.7.C Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.</p> <p>ELA.6.7.D Analyze how the setting, including historical and cultural settings, influences character and plot development.</p> <p>ELA.6.8.A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.</p> <p>ELA.6.8.B Analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.</p> <p>Author's Purpose and Craft</p> <p>ELA.6.9.A Explain the author's purpose and message within a text.</p> <p>ELA.6.9.D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</p>

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	Oct. 19 - Dec. 4, 2020	
Unit	# of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.6.9.E Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p> <p>ELA.6.9.F Analyze how the author's use of language contributes to mood and voice.</p> <p><u>Composition</u></p> <p>ELA.6.10.A 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>ELA.6.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p>ELA.6.10.D.ii Edit drafts using standard English conventions, including consistent, appropriate use of verb tenses.</p> <p>ELA.6.10.D.vii Edit drafts using standard English conventions, including capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations.</p> <p>ELA.6.10.D.ix 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.</p> <p>ELA.6.10.E Publish written work for appropriate audiences.</p> <p>ELA.6.11.A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

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.
	Dec.7, 2020 - Jan. 28, 2021	
Unit	# of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Seeing the World</p> <p>Unit 3 empowers students to learn about the world through informational texts. While strengthening comprehension skills, students examine how authors choose to communicate their controlling idea through the use of facts, details, organizational patterns, graphic and print features. Students apply their understanding of informational text to craft articles.</p> <p>In addition to addressing the focus standards of the unit, students will engage in daily independent reading and low-stakes writing.</p>	<p>10 90-min. lessons</p> <p><i>Winter Break</i> Dec. 21 - Jan. 1</p> <p><i>MLK Jr. Day</i> Jan. 18</p> <p><i>Teacher Prep Day (no students)</i> Jan. 29</p>	<p><u>Foundational Skills</u></p> <p>ELA.6.1.A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>ELA.6.1.D Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p> <p>ELA.6.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>ELA.6.2.B Use context such as definition, analogy, and examples to clarify the meaning of words.</p> <p>ELA.6.3.A Adjust fluency when reading grade-level text based on the reading purpose.</p> <p>ELA.6.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELA.6.5.A Establish purpose for reading assigned and self-selected texts.</p> <p>ELA.6.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELA.6.5.D Create mental images to deepen understanding.</p> <p>ELA.6.5.E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.6.5.F Make inferences and use evidence to support understanding.</p> <p>ELA.6.5.G Evaluate details read to determine key ideas.</p> <p>ELA.6.5.H Synthesize information to create new understanding.</p> <p>ELA.6.5.I 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>ELA.6.6.C Use text evidence to support an appropriate response.</p> <p>ELA.6.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELA.6.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELA.6.6.G Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u></p> <p>ELA.6.8.D.i Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.</p> <p>ELA.6.8.D.ii Analyze characteristics and structural elements of informational text, including features such as introduction, foreword, preface, references, or acknowledgements to gain background information.</p> <p>ELA.6.8.D.iii Analyze characteristics and structural elements of informational text, including organizational patterns such as definition, classification, advantage, and disadvantage.</p>

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	Dec.7, 2020 - Jan. 28, 2021	
Unit	# of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><u>Author's Purpose and Craft</u> ELA.6.9.A Explain the author's purpose and message within a text. ELA.6.9.B Analyze how the use of text structure contributes to the author's purpose. ELA.6.9.C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Composition</u> ELA.6.10.A 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. ELA.6.10.B.i 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. ELA.6.10.B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details. ELA.6.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELA.6.10.D.i Edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. ELA.6.10.D.vi Edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor. ELA.6.10.D.viii Edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences, transitions, and introductory elements. ELA.6.10.E Publish written work for appropriate audiences. ELA.6.11.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 4	29 Days	
	Feb 1. – Mar. 12, 2021	
<p><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></p>		
Unit	# of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Get Lost in a Story</p> <p>Unit 4 gives students the opportunity to read the stories of others and develop the craft of telling their own. Students read short stories, novel excerpts, and drama to analyze how authors create worlds through dramatic conventions and fictional elements. Students employ the tools of fiction to craft original fictional stories.</p> <p>In addition to addressing the focus standards of the unit, students will engage in daily independent reading and low-stakes writing.</p>	<p>14 90-min. Lessons</p> <p><i>Teacher Service Day (no students) Feb. 24</i></p> <p><i>Spring Break Mar. 15-19</i></p>	<p><u>Foundational Skills</u> ELA.6.1.A Listen actively to interpret a message, ask clarifying questions, and respond appropriately. ELA.6.1.D Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. ELA.6.2.B Use context such as definition, analogy, and examples to clarify the meaning of words. ELA.6.2.C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus. ELA.6.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.6.5.E Make connections to personal experiences, ideas in other texts, and society. ELA.6.5.F Make inferences and use evidence to support understanding.</p> <p><u>Response Skills</u> ELA.6.6.A Describe personal connections to a variety of sources, including self-selected texts. ELA.6.6.C Use text evidence to support an appropriate response. ELA.6.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.6.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.6.6.F Respond using newly acquired vocabulary as appropriate. ELA.6.6.G Discuss and write about the explicit or implicit meanings of text. ELA.6.6.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u> ELA.6.7.A Infer multiple themes within and across texts using text evidence. ELA.6.7.B Analyze how the characters' internal and external responses develop the plot. ELA.6.7.C Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback. ELA.6.7.D Analyze how the setting, including historical and cultural settings, influences character and plot development. ELA.6.8.A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths. ELA.6.8.C Analyze how playwrights develop characters through dialogue and staging.</p> <p><u>Author's Purpose and Craft</u> ELA.6.9.A Explain the author's purpose and message within a text.</p>

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Unit	# of Lessons	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>ELA.6.9.D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</p> <p>ELA.6.9.E Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p> <p><u>Composition</u></p> <p>ELA.6.10.A 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>ELA.6.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p>ELA.6.10.D.iv Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.</p> <p>ELA.6.10.D.v Edit drafts using standard English conventions, including pronouns, including relative.</p> <p>ELA.6.10.D.ix 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.</p> <p>ELA.6.10.E Publish written work for appropriate audiences.</p> <p>ELA.6.11.A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

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.
	Mar. 22 - Apr. 30, 2021		
Unit	# of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 5: Stretch Your Thinking</p> <p>Unit 5 is divided into two parts. In part I, students continue to engage in authentic reading and writing and reflect upon a year of growth as they prepare for the state assessment.</p> <p>Part II invites students to investigate a topic of their choice and stretch their thinking through the research process. Utilizing the components of project-based learning, students formulate a question and conduct research to gather information, which they synthesize and present to an audience.</p> <p>In addition to addressing the focus standards of the unit, students will engage in daily independent reading and low-stakes writing.</p>	<p>14 90-min. lessons</p> <p><i>Chávez-Huerta Day Mar. 29</i></p> <p><i>Spring Holiday Apr. 2</i></p>	<p>Part I</p> <p><u>Foundational Skills</u> ELA.6.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. ELA.6.2.C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.</p> <p><u>Comprehension Skills</u> ELA.6.5.E Make connections to personal experiences, ideas in other texts, and society. ELA.6.5.F Make inferences and use evidence to support understanding. ELA.6.5.G Evaluate details read to determine key ideas. ELA.6.5.H Synthesize information to create new understanding.</p> <p><u>Response Skills</u> ELA.6.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.6.6.G Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u> ELA.6.7.C Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback. ELA.6.8.D.i Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence. ELA.6.8.D.iii Analyze characteristics and structural elements of informational text, including organizational patterns such as definition, classification, advantage, and disadvantage.</p> <p><u>Author's Purpose and Craft</u> ELA.6.9.A Explain the author's purpose and message within a text. ELA.6.9.B Analyze how the use of text structure contributes to the author's purpose. ELA.6.9.D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes. ELA.6.9.E Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p> <p>Part II</p> <p><u>Foundational Skills</u> ELA.6.1.A Listen actively to interpret a message, ask clarifying questions, and respond appropriately. ELA.6.1.B Follow and give oral instructions that include multiple action steps. ELA.6.1.C Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>	

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	Mar. 22 - Apr. 30, 2021	
Unit	# of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.6.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>ELA.6.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELA.6.5.A Establish purpose for reading assigned and self-selected texts.</p> <p>ELA.6.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELA.6.5.F Make inferences and use evidence to support understanding.</p> <p>ELA.6.5.G Evaluate details read to determine key ideas.</p> <p>ELA.6.5.H Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p>ELA.6.6.C Use text evidence to support an appropriate response.</p> <p>ELA.6.6.F Respond using newly acquired vocabulary as appropriate.</p> <p><u>Composition</u></p> <p>ELA.6.10.A 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>ELA.6.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p>ELA.6.10.D.vii Edit drafts using standard English conventions, including capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations.</p> <p>ELA.6.10.D.ix 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.</p> <p>ELA.6.10.E Publish written work for appropriate audiences.</p> <p><u>Inquiry and Research</u></p> <p>ELA.6.12.A Generate student- selected and teacher- guided questions for formal and informal inquiry.</p> <p>ELA.6.12.B Develop and revise a plan.</p> <p>ELA.6.12.C Refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p> <p>ELA.6.12.D Identify and gather relevant information from a variety of sources.</p> <p>ELA.6.12.E Differentiate between primary and secondary sources.</p> <p>ELA.6.12.F Synthesize information from a variety of sources.</p> <p>ELA.6.12.G Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>ELA.6.12.H.i Examine sources for reliability, credibility, and bias.</p> <p>ELA.6.12.H.ii Examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype.</p> <p>ELA.6.12.I Display academic citations and use source materials ethically.</p> <p>ELA.6.12.J Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 6	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.
	May 3 – June 11, 2021	
Unit	# of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: Speak Up!</p> <p>Unit 6 encourages students to share their opinions through argumentative writing. Students examine various mediums to analyze the effects of informational structure and argumentative techniques on meaning and author's message. Students synthesize their learning to compose argumentative letters.</p> <p>In addition to addressing the focus standards of the unit, students will engage in daily independent reading and low-stakes writing.</p>	<p>12 90-min. lessons</p> <p><i>Memorial Day</i> <i>May 31</i></p> <p><i>Teacher Prep Day</i> <i>(no students)</i> <i>June 14</i></p>	<p><u>Foundational Skills</u></p> <p>ELA.6.1.D Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p> <p>ELA.6.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>ELA.6.2.B Use context such as definition, analogy, and examples to clarify the meaning of words.</p> <p>ELA.6.4.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELA.6.5.E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.6.5.F Make inferences and use evidence to support understanding.</p> <p>ELA.6.5.H Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p>ELA.6.6.B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>ELA.6.6.C Use text evidence to support an appropriate response.</p> <p>ELA.6.6.D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ELA.6.6.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>ELA.6.6.G Discuss and write about the explicit or implicit meanings of text.</p> <p>ELA.6.6.I Reflect on and adjust responses as new evidence is presented.</p> <p><u>Multiple Genres</u></p> <p>ELA.6.8.D.i Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.</p> <p>ELA.6.8.D.iii Analyze characteristics and structural elements of informational text, including organizational patterns such as definition, classification, advantage, and disadvantage.</p> <p>ELA.6.8.E.i Analyze characteristics and structures of argumentative text by identifying the claim.</p> <p>ELA.6.8.E.ii Analyze characteristics and structures of argumentative text by explaining how the author uses various types of evidence to support the argument.</p> <p>ELA.6.8.E.iii Analyze characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p>ELA.6.8.F Analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u></p> <p>ELA.6.9.A Explain the author's purpose and message within a text.</p> <p>ELA.6.9.B Analyze how the use of text structure contributes to the author's purpose.</p> <p>ELA.6.9.G Explain the differences between rhetorical devices and logical fallacies.</p>

Cycle 6	29 Days May 3 – June 11, 2021	<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>
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		<p><u>Composition</u> ELA.6.10.A 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. ELA.6.10.B.i 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. ELA.6.10.C Revise drafts for clarity, development, organization, style, word choice, and sentence variety. ELA.6.10.D.iii Edit drafts using standard English conventions, including conjunctive adverbs. ELA.6.10.D.viii Edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences, transitions, and introductory elements. ELA.6.10.E Publish written work for appropriate audiences. ELA.6.11.C Compose multi- paragraph argumentative texts using genre characteristics and craft. ELA.6.11.D 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> ELA.6.12.H.i Examine sources for reliability, credibility, bias. ELA.6.12.H.ii Examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype.</p>