

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>Unit 1: Exploring Perspectives</p> <p>Essential Question: How do our perspectives impact our understandings?</p> <p>Unit 1 focuses on how new perspectives can broaden our understanding of the world.</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>Reading Focus: Establishing metacognitive routines used when reading various genres for various purposes.</p> <p>Writing Focus: Establishing routines for how readers respond to text and crafting an informational text.</p>	<p>16 class periods (90-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</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p> <p>Note: Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p>Foundational Language Skills</p> <p>ESOL.9.1A Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p>ESOL.9.1B Share prior knowledge with peers and others to facilitate communication.</p> <p>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.</p> <p>ESOL.9.1G Conduct an interview, including social and informative.</p> <p>ESOL.9.2A Acquire, demonstrate and apply phonetic knowledge.</p> <p>ESOL.9.2B Write complete words, thoughts, and answers legibly.</p> <p>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.</p> <p>ESOL.9.3B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.</p> <p>Comprehension Skills</p> <p>ESOL.9.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ESOL.9.6B Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p>ESOL.9.6C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ESOL.9.6D Create mental images to deepen understanding.</p> <p>ESOL.9.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ESOL.9.6F Make inferences and use evidence to support understanding.</p> <p>ESOL.9.6G Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.</p> <p>ESOL.9.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>Response Skills</p> <p>ESOL.9.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ESOL.9.7B Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p>ESOL.9.7C Use text evidence and original commentary to support a comprehensive response.</p> <p>ESOL.9.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ESOL.9.7E Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.</p> <p>ESOL.9.7F Respond using acquired content and academic vocabulary as appropriate.</p>

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.
Unit	# Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>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. ESOL.9.7J Defend or challenge the author’s claims using relevant text evidence.</p> <p><u>Multiple Genres</u> ESOL.9.8A Identify and analyze how themes are developed through characterization and plot in a variety of literary texts. 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.9.9F Identify and analyze characteristics of multimodal and digital texts.</p> <p><u>Author’s Purpose and Craft</u> 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. ESOL.9.10C Identify and evaluate the author’s use of print and graphic features to achieve specific purposes. ESOL.9.10D Identify and analyze how the author’s use of language achieves specific purposes. ESOL.9.10F Identify and analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><u>Composition</u> 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.9.11Di 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.9.12B Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft. ESOL.9.12D Compose correspondence in a professional or friendly structure.</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>Unit 2: Questioning the World Around Us</p> <p>Essential Question: How can questioning bring value to our understandings of the world?</p> <p>In Unit 2, students examine how authors choose to communicate ideas using details, facts, graphical components, and organizational patterns in informational texts.</p> <p>Students respond to text in a variety of ways including discussion, journal writing, visual/symbolic representation, and an informational essay.</p> <p>Reading Focus: Reading informational texts to analyze author's craft and purpose.</p>	<p>15 class periods (90-min. each)</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p> <p>Note: Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p>ESOL.9.1A Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p>ESOL.9.1B Share prior knowledge with peers and others to facilitate communication.</p> <p>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.</p> <p>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.</p> <p>ESOL.9.3B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.</p> <p><u>Comprehension Skills</u></p> <p>ESOL.9.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ESOL.9.6B Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p>ESOL.9.6C Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>ESOL.9.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ESOL.9.6F Make inferences and use evidence to support understanding.</p> <p>ESOL.9.6G Actively participate in discussions to identify, understand, and evaluate details read to determine key ideas.</p> <p>ESOL.9.6H Synthesize information from two texts to create new understanding.</p> <p>ESOL.9.6I 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>ESOL.9.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ESOL.9.7B Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p>ESOL.9.7C Use text evidence and original commentary to support a comprehensive response.</p> <p>ESOL.9.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ESOL.9.7E Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.</p> <p>ESOL.9.7F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ESOL.9.6G Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.</p> <p>ESOL.9.7J Defend or challenge the author's claims using relevant text evidence.</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.
Unit	# Class Periods	
<p>Writing Focus: Writing to respond to texts in a variety of ways including through an informational essay.</p>		<p><u>Multiple Genres</u> 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.9.9Dii Identify and analyze characteristics and structural elements of informational texts such as chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers. 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.</p> <p><u>Author's Purpose and Craft</u> 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. ESOL.9.10C Identify and evaluate the author's use of print and graphic features to achieve specific purposes. ESOL.9.10D Identify and analyze how the author's use of language achieves specific purposes.</p> <p><u>Composition</u> 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.9.11Diii Edit drafts using standard English conventions including subject-verb agreement. ESOL.9.11Dvi Edit drafts using standard English conventions including accurate use of homonyms. ESOL.9.11Dvii Edit drafts using standard English conventions including correct capitalization. ESOL.9.12B Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.</p> <p><u>Inquiry and Research</u> ESOL.9.13A Develop questions for formal and informal inquiry. ESOL.9.13F Synthesize information from a variety of sources. ESOL.9.13Gi Examine sources for credibility and bias, including omission.</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>Unit 3: Transformation</p> <p>Essential Question: How do we learn who we truly are?</p> <p>In Unit 3, students will explore character development and make personal connections as well as connections across texts through literature analysis.</p> <p>Students review literary elements and analyze how authors convey their message and purpose.</p> <p>Reading Focus: Reading fiction and literary nonfiction to analyze literary elements and author's craft.</p> <p>Writing Focus: Responding to text, revising and editing existing writing, and writing a personal narrative.</p>	<p>15 class periods (90-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</i> (no students) Jan. 18</p> <p>Note: Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p>ESOL.9.1A Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p>ESOL.9.1B Share prior knowledge with peers and others to facilitate communication.</p> <p>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.</p> <p>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.</p> <p>ESOL.9.3B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.</p> <p><u>Comprehension Skills</u></p> <p>ESOL.9.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ESOL.9.6B Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p>ESOL.9.6D Create mental images to deepen understanding.</p> <p>ESOL.9.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ESOL.9.6F Make inferences and use evidence to support understanding.</p> <p>ESOL.9.6G Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.</p> <p>ESOL.9.6H Synthesize information from two texts to create new understanding.</p> <p>ESOL.9.6I 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>ESOL.9.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ESOL.9.7B Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p>ESOL.9.7C Use text evidence and original commentary to support a comprehensive response.</p> <p>ESOL.9.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ESOL.9.7E Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.</p> <p>ESOL.9.7F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ESOL.9.7G Discuss and write about the explicit or implicit meanings of text.</p> <p>ESOL.9.7J Defend or challenge the author's claims using relevant text evidence.</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><u>Multiple Genres</u> ESOL.9.8A Identify and analyze how themes are developed through characterization and plot in a variety of literary texts. ESOL.9.8B Identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. ESOL.9.8C 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.9.9F Identify and analyze characteristic of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u> 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. ESOL.9.10C Identify and evaluate the author's use of print and graphic features to achieve specific purposes. ESOL.9.10D Identify and analyze how the author's use of language achieves specific purposes. ESOL.9.10E Identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes. ESOL.9.10F Identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><u>Composition</u> 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.iv Edit drafts using standard English conventions including pronoun-antecedent agreement. ESOL.9.11D.vi Edit drafts using standard English conventions including accurate usage of homonyms. ESOL.9.11D.viii Edit drafts using correct punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. ESOL.9.12A Compose literary texts such as fiction and poetry using genre characteristics and craft.</p> <p><u>Inquiry and Research</u> ESOL.9.13A Develop questions for formal and informal inquiry. ESOL.9.13F Synthesize information from a variety of sources.</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>Unit 4: Experiences and the Future</p> <p>Essential Question: How do experiences shape us and our future?</p> <p>In Unit 4, students read 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, revising existing writing, and writing personal responses to texts.</p> <p>Reading Focus: Reading to interpret drama and poetry.</p> <p>Writing Focus: Writing responses to text and drafting poetry.</p>	<p>15 class periods (90-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p> <p>Note: Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p>ESOL.9.1A Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p>ESOL.9.1B Share prior knowledge with peers and others to facilitate communication.</p> <p>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.</p> <p>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.</p> <p>ESOL.9.3B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.</p> <p>ESOL.9.3E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly.</p> <p>ESOL.9.3F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.</p> <p><u>Comprehension Skills</u></p> <p>ESOL.9.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ESOL.9.6B Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p>ESOL.9.6D Create mental images to deepen understanding.</p> <p>ESOL.9.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ESOL.9.6F Make inferences and use evidence to support understanding.</p> <p>ESOL.9.6G Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.</p> <p>ESOL.9.6H Synthesize information from two texts to create new understanding.</p> <p>ESOL.9.6I 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>ESOL.9.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ESOL.9.7B Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p>ESOL.9.7C Use text evidence and original commentary to support a comprehensive response.</p> <p>ESOL.9.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ESOL.9.7E Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.</p> <p>ESOL.9.7F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ESOL.9.7G Discuss and write about the explicit and implicit meanings of text.</p>

Cycle 4	27 Days Jan. 19 - Feb. 25, 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><u>Multiple Genres</u> ESOL.9.8A Identify and analyze how themes are developed through characterization and plot in a variety of literary texts. ESOL.9.8B Identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. ESOL.9.8D Identify and analyze how the setting influences the theme. ESOL.9.9A Read and respond to American, British, and world literature. ESOL.9.9B 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.9.9C Identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire. ESOL.9.9F Identify and analyze characteristic of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u> 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. ESOL.9.10C Identify and evaluate the author's use of print and graphic features to achieve specific purposes. ESOL.9.10D Identify and analyze how the author's use of language achieves specific purposes. ESOL.9.10E Identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes. ESOL.9.10F Identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><u>Composition</u> 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.iv Edit drafts using standard English conventions including pronoun-antecedent agreement. ESOL.9.11D.v Edit drafts using standard English conventions including apostrophes to show possession. ESOL.9.11D.ix Edit drafts using correct spelling, including abbreviations. ESOL.9.11F Develop voice. 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. ESOL.9.12G Publish written work for appropriate audiences.</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>Unit 5: Making an Impact</p> <p>Essential Question: How do words and individuals inspire change?</p> <p>In Unit 5, students examine how authors choose to persuade readers through the use of claims, evidence, facts, rhetorical appeals, graphical/visual components, and organizational patterns.</p> <p>Students respond to text in a variety of ways, including discussion, commentary, visual/symbolic representation, and an informational essay and argumentative essay.</p> <p>Reading Focus: Reading various texts, including argumentative or commentary pieces.</p>	<p>15 class periods (90-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>Note: Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p>ESOL.9.1A Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p>ESOL.9.1B Share prior knowledge with peers and others to facilitate communication.</p> <p>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.</p> <p>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.</p> <p>ESOL.9.3B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.</p> <p><u>Comprehension Skills</u></p> <p>ESOL.9.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ESOL.9.6B Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p>ESOL.9.6C Make and correct or confirm predictions using text features, characteristics of genre and structures.</p> <p>ESOL.9.6D Create mental images to deepen understanding.</p> <p>ESOL.9.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ESOL.9.6F Make inferences and use evidence to support understanding.</p> <p>ESOL.9.6G Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.</p> <p>ESOL.9.6I 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>ESOL.9.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ESOL.9.7B Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p>ESOL.9.7C Use text evidence and original commentary to support a comprehensive response.</p> <p>ESOL.9.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ESOL.9.7E Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.</p> <p>ESOL.9.7F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ESOL.9.7J Defend or challenge the author’s claims using relevant text evidence.</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>Writing Focus: Responding to texts in a variety of ways and writing to express opinions and to support ideas with evidence.</p>		<p><u>Multiple Genres</u> 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.9.9Ei Identify and analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion. ESOL.9.9F Identify and analyze characteristic of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u> 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. ESOL.9.10C Identify and evaluate the author's use of print and graphic features to achieve specific purposes. ESOL.9.10D Identify and analyze how the author's use of language achieves specific purposes.</p> <p><u>Composition</u> 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.9.11Di Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. ESOL.9.11Dviii Edit drafts using correct punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. ESOL.9.11E Use sentence-combining techniques to create a variety of sentence structures and lengths. ESOL.9.11G Publish written work for appropriate audiences. ESOL.9.12B Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft. ESOL.9.12C Compose argumentative texts using genre characteristics and craft.</p> <p><u>Inquiry and Research</u> ESOL.9.13A Develop questions for formal and informal inquiry.</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>Unit 6: Student Inquiry: Examining the Ideas Around Us</p> <p>Essential Question: How can we use inquiry to explore ideas and impact the environment around us?</p> <p>Unit 6 continues to strengthen students' metacognitive skills and explores inquiry through the research process.</p> <p>Students will conduct multigenre research, formulate questions, and analyze the credibility of informational sources and their relevance.</p> <p>Students will support their inquiry projects with textual information and multiple sources to produce and deliver multimedia presentations.</p>	<p>15 class periods (90-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p> <p>Note: Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p>ESOL.9.1A Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p>ESOL.9.1B Share prior knowledge with peers and others to facilitate communication.</p> <p>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.</p> <p>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.</p> <p>ESOL.9.3B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases.</p> <p><u>Comprehension Skills</u></p> <p>ESOL.9.6A Establish purpose for reading assigned and self-selected texts.</p> <p>ESOL.9.6B Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p>ESOL.9.6D Create mental images to deepen understanding.</p> <p>ESOL.9.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ESOL.9.6F Make inferences and use evidence to support understanding.</p> <p>ESOL.9.6G Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.</p> <p>ESOL.9.6H Synthesize information from two texts to create new understanding.</p> <p>ESOL.9.6I 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>ESOL.9.7A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ESOL.9.7B Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p>ESOL.9.7C Use text evidence and original commentary to support a comprehensive response.</p> <p>ESOL.9.7D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>ESOL.9.7E Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.</p> <p>ESOL.9.7F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ESOL.9.7J Defend or challenge the author's claims using relevant text evidence.</p>

Cycle 6	31 Days Apr. 25 - June 7, 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>Reading Focus: Reading informational text and literary text to answer inquiry questions</p> <p>Writing Focus: Writing to present inquiry findings through text and a multimedia presentation.</p>		<p><u>Multiple Genres</u> ESOL.9.8A Identify and analyze how themes are developed through characterization and plot in a variety of literary texts. 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.9.9Ei Identify and analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion. ESOL.9.9F Identify and analyze characteristic of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u> 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. ESOL.9.10C Identify and evaluate the author's use of print and graphic features to achieve specific purposes. ESOL.9.10D Identify and analyze how the author's use of language achieves specific purposes.</p> <p><u>Composition</u> 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.9.11G Publish written work for appropriate audiences. ESOL.9.12B Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft. ESOL.9.12C Compose argumentative texts using genre characteristics and craft.</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.
Unit	# Class Periods	
		<p><u>Inquiry and Research</u></p> <p>ESOL.9.13A Develop questions for formal and informal inquiry.</p> <p>ESOL.9.13B Critique the research process at each step to implement changes as needs occur and are identified.</p> <p>ESOL.9.13C Develop and revise a plan.</p> <p>ESOL.9.13D Modify the major research question as necessary to refocus the research plan.</p> <p>ESOL.9.13E Locate relevant sources.</p> <p>ESOL.9.13F Synthesize information from a variety of sources .</p> <p>ESOL.9.13Gi Examine sources for credibility and bias, including omission.</p> <p>ESOL.9.13H Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</p> <p>ESOL.9.13I Incorporate digital technology when appropriate.</p> <p>ESOL.9.13J Use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.</p>