

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: Perspectives</b></p> <p><b>Essential Question:</b> How do we see ourselves in the world?</p> <p><b>Unit 1</b> 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><b>Reading Focus:</b> Establishing metacognitive routines used when reading various genres for various purposes.</p> <p><b>Writing Focus:</b> Establishing routines for how readers respond to text and crafting an argumentative essay.</p>	<p><b>16</b> 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><b>Note:</b> Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p><b>ESOL.10.1A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p><b>ESOL.10.1B</b> Share prior knowledge with peers and others to facilitate communication.</p> <p><b>ESOL.10.1C</b> Follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.</p> <p><b>ESOL.10.1E</b> 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><b>ESOL.10.1G</b> Conduct an interview, including social and informative.</p> <p><b>ESOL.10.2A</b> Demonstrate and apply phonetic knowledge.</p> <p><b>ESOL.10.2B</b> Write complete words, thoughts, and answers legibly.</p> <p><b>ESOL.10.3A</b> 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><b>ESOL.10.3B</b> 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><b>ESOL.10.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ESOL.10.6B</b> Generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p><b>ESOL.10.6C</b> Make and correct or confirm predictions using text features, characteristics of genre and structures.</p> <p><b>ESOL.10.6D</b> Create mental images to deepen understanding.</p> <p><b>ESOL.10.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ESOL.10.6F</b> Make inferences and use evidence to support understanding</p> <p><b>ESOL.10.6G</b> Evaluate details read to determine key ideas.</p> <p><b>ESOL.10.6I</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>ESOL.10.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ESOL.10.7B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p><b>ESOL.10.7C</b> Use text evidence and original commentary to support a comprehensive response.</p> <p><b>ESOL.10.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ESOL.10.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ESOL.10.7F</b> 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><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> The student will:</p> <p><b>ESOL.10.7G</b> Discuss and write about the implicit and explicit meanings of text.  <b>ESOL.10.7H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.  <b>ESOL.10.7I</b> Reflect on and adjust responses when valid evidence warrants.  <b>ESOL.10.7J</b> Defend or challenge the author’s claims using relevant text evidence.  <b>ESOL.10.7K</b> Express opinions, ideas, and feelings ranging from communicating in single words and short phrases to participating in extended discussions.</p> <p><u>Multiple Genres</u>  <b>ESOL.10.9A</b> Read and analyze world literature across literary periods.  <b>ESOL.10.9Di</b> Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  <b>ESOL.10.9Ei</b> Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion.  <b>ESOL.10.9F</b> Analyze characteristics of multimodal and digital texts.</p> <p><u>Author’s Purpose and Craft</u>  <b>ESOL.10.10A</b> Analyze the author’s purpose, audience, and message within a text.  <b>ESOL.10.10B</b> Analyze use of text structure to achieve the author’s purpose.  <b>ESOL.10.10C</b> Evaluate the author’s use of print and graphic features to achieve specific purposes.  <b>ESOL.10.10D</b> Analyze how the author’s use of language achieves specific purposes.</p> <p><u>Composition</u>  <b>ESOL.10.11A</b> 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.  <b>ESOL.10.11B</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  <b>ESOL.10.11C</b> Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  <b>ESOL.10.11Di</b> Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  <b>ESOL.10.11Dii</b> Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice.  <b>ESOL.10.12C</b> Compose argumentative texts 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: Questioning the World</b></p> <p><b>Essential Question:</b> How can questioning bring value to our understandings of the world?</p> <p>In <b>Unit 2</b>, students examine how authors choose to communicate ideas using 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 to respond to texts in a variety of ways including an informational essay.</p>	<p>15 class periods (90-min. each)</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p> <p><b>Note:</b> Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p><b>ESOL.10.1A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p><b>ESOL.10.1B</b> Share prior knowledge with peers and others to facilitate communication.</p> <p><b>ESOL.10.1E</b> 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><b>ESOL.10.3A</b> 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><b>ESOL.10.3B</b> 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><b>ESOL.10.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ESOL.10.6B</b> Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p><b>ESOL.10.6C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ESOL.10.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ESOL.10.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>ESOL.10.6G</b> Evaluate details read to determine key ideas.</p> <p><b>ESOL.10.6H</b> Synthesize information from two texts to create new understanding.</p> <p><b>ESOL.10.6I</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>ESOL.10.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ESOL.10.7B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p><b>ESOL.10.7C</b> Use text evidence and original commentary to support a comprehensive response.</p> <p><b>ESOL.10.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ESOL.10.7E</b> Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.</p> <p><b>ESOL.10.7F</b> Respond using acquired content and academic vocabulary as appropriate.</p> <p><b>ESOL.10.6G</b> Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.</p> <p><b>ESOL.10.7J</b> 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><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> The student will:</p> <p><u>Multiple Genres</u>  <b>ESOL.10.9Di</b> Identify and analyze characteristics and structural elements of informational texts such as controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  <b>ESOL.10.9Diii</b> Identify and analyze characteristics and structural elements of informational texts such as multiple organizational patterns within a text to develop the thesis.  <b>ESOL.10.9F</b> Identify and analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u>  <b>ESOL.10.10A</b> Identify and analyze the author's purpose, audience, and message within a text.  <b>ESOL.10.10B</b> Identify and analyze use of text structure to achieve the author's purpose.  <b>ESOL.10.10C</b> Identify and evaluate the author's use of print and graphic features to achieve specific purposes.  <b>ESOL.10.10D</b> Identify and analyze how the author's use of language achieves specific purposes.</p> <p><u>Composition</u>  <b>ESOL.10.11A</b> 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.  <b>ESOL.10.11B</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  <b>ESOL.10.11C</b> Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  <b>ESOL.10.11Diii</b> Edit drafts using standard English conventions including subject-verb agreement.  <b>ESOL.10.11Dvi</b> Edit drafts using standard English conventions including accurate use of homonyms.  <b>ESOL.10.11Dvii</b> Edit drafts using standard English conventions including correct capitalization.  <b>ESOL.10.12B</b> Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.</p> <p><u>Inquiry and Research</u>  <b>ESOL.10.13A</b> Develop questions for formal and informal inquiry.  <b>ESOL.10.13F</b> Synthesize information from a variety of sources.  <b>ESOL.10.13Gi</b> 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><b>Unit 3: Transformation</b></p> <p><b>Essential Question:</b> How do we learn who we truly are?</p> <p>In <b>Unit 3</b>, 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><b>Reading Focus:</b> Reading fiction and literary nonfiction to analyze literary elements and author's craft.</p> <p><b>Writing Focus:</b> Responding to text in various ways including revising and editing existing writing, personal responses, and argumentative responses.</p>	<p><b>15</b> 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><b>Note:</b> Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p><b>ESOL.10.1A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p><b>ESOL.10.1B</b> Share prior knowledge with peers and others to facilitate communication.</p> <p><b>ESOL.10.1E</b> 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><b>ESOL.10.3A</b> 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><b>ESOL.10.3B</b> 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><b>ESOL.10.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ESOL.10.6B</b> Answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p><b>ESOL.10.6D</b> Create mental images to deepen understanding.</p> <p><b>ESOL.10.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ESOL.10.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>ESOL.10.6G</b> Actively participate in discussion to identify, understand, and evaluate details read to determine key ideas.</p> <p><b>ESOL.10.6H</b> Synthesize information from two texts to create new understanding.</p> <p><b>ESOL.10.6I</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>ESOL.10.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ESOL.10.7B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p><b>ESOL.10.7C</b> Use text evidence and original commentary to support a comprehensive response.</p> <p><b>ESOL.10.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ESOL.10.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ESOL.10.7F</b> Respond using acquired content and academic vocabulary as appropriate.</p> <p><b>ESOL.10.7G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ESOL.10.7J</b> 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>  <b>ESOL.10.8A</b> Identify and analyze how themes are developed through characterization and plot in a variety of literary texts.  <b>ESOL.10.8B</b> Identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.  <b>ESOL.10.8C</b> Identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  <b>ESOL.10.8D</b> Identify and analyze how the setting influences the theme.  <b>ESOL.10.9A</b> Read and analyze world literature across literary periods.  <b>ESOL.10.9F</b> Identify and analyze characteristic of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u>  <b>ESOL.10.10A</b> Identify and analyze the author's purpose, audience, and message within a text.  <b>ESOL.10.10B</b> Identify and analyze use of text structure to achieve the author's purpose.  <b>ESOL.10.10C</b> Identify and evaluate the author's use of print and graphic features to achieve specific purposes.  <b>ESOL.10.10D</b> Identify and analyze how the author's use of language achieves specific purposes.  <b>ESOL.10.10E</b> Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.  <b>ESOL.10.10F</b> Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><u>Composition</u>  <b>ESOL.10.11A</b> 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.  <b>ESOL.10.11B</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  <b>ESOL.10.11C</b> Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  <b>ESOL.10.11D.iv</b> Edit drafts using standard English conventions including pronoun-antecedent agreement.  <b>ESOL.10.11D.vi</b> Edit drafts using standard English conventions including accurate usage of homonyms.  <b>ESOL.10.11D.viii</b> Edit drafts using correct punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.  <b>ESOL.10.12A</b> Compose literary texts such as fiction and poetry using genre characteristics and craft.  <b>ESOL.10.12C</b> Compose argumentative texts using genre characteristics and craft.</p>

<b>Cycle 3</b>	<b>30 Days</b>	<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>
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><u>Inquiry and Research</u></p> <p><b>ESOL.10.13A</b> Develop questions for formal and informal inquiry.</p> <p><b>ESOL.10.13F</b> 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><b>Unit 4: Experiences and Success</b></p> <p><b>Essential Question:</b> How do experiences shape us and drive us?</p> <p>In <b>Unit 4</b>, 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, and writing personal responses to texts.</p> <p><b>Reading Focus:</b> Reading to interpret drama and poetry.</p> <p><b>Writing Focus:</b> Writing responses to text, drafting poetry, and revising and editing previous writing products.</p>	<p><b>15 class periods</b> (90-min. each)</p> <p><i>Teacher Service Day/Presidents' Day</i> (no students) Feb. 21</p> <p><b>Note:</b> Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p><b>ESOL.10.1A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p><b>ESOL.10.1B</b> Share prior knowledge with peers and others to facilitate communication.</p> <p><b>ESOL.10.1E</b> 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><b>ESOL.10.3A</b> 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><b>ESOL.10.3B</b> Analyze context to distinguish among denotative, connotative and figurative meanings of words.</p> <p><b>ESOL.10.3E</b> Use multiple-meaning words, homographs, homophones, and commonly confused terms correctly.</p> <p><b>ESOL.10.3F</b> Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.</p> <p><u>Comprehension Skills</u></p> <p><b>ESOL.10.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ESOL.10.6B</b> Generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p><b>ESOL.10.6D</b> Create mental images to deepen understanding.</p> <p><b>ESOL.10.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ESOL.10.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>ESOL.10.6G</b> Evaluate details read to determine key ideas.</p> <p><b>ESOL.10.6H</b> Synthesize information from multiple texts to create new understanding.</p> <p><b>ESOL.10.6I</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>ESOL.10.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ESOL.10.7B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p><b>ESOL.10.7C</b> Use text evidence and original commentary to support a comprehensive response.</p> <p><b>ESOL.10.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ESOL.10.7E</b> Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.</p> <p><b>ESOL.10.7F</b> Respond using acquired content and academic vocabulary as appropriate.</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><b>ESOL.10.7I</b> Reflect on and adjust responses when valid response warrants.</p> <p><b>ESOL.10.7J</b> Defend or challenge the author’s claims using relevant text evidence.</p> <p><u>Multiple Genres</u></p> <p><b>ESOL.10.8A</b> Analyze how themes are developed through characterization and plot including comparing similar themes in a variety of literary texts representing different cultures.</p> <p><b>ESOL.10.8B</b> Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events.</p> <p><b>ESOL.10.8C</b> Analyze isolated scenes and events and their contribution to the success of the plot as a whole.</p> <p><b>ESOL.10.8D</b> Analyze how historical and cultural settings influence characterization, plot and themes across the text.</p> <p><b>ESOL.10.9A</b> Read and analyze world literature across literary periods.</p> <p><b>ESOL.10.9B</b> Analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms.</p> <p><b>ESOL.10.9C</b> Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.</p> <p><b>ESOL.10.9F</b> Analyze characteristic of multimodal and digital texts.</p> <p><u>Author’s Purpose and Craft</u></p> <p><b>ESOL.10.10A</b> Analyze the author’s purpose, audience, and message within a text.</p> <p><b>ESOL.10.10B</b> Analyze use of text structure to achieve the author’s purpose.</p> <p><b>ESOL.10.10C</b> Evaluate the author’s use of print and graphic features to achieve specific purposes.</p> <p><b>ESOL.10.10D</b> Analyze how the author’s use of language informs and shapes the perception of the readers.</p> <p><b>ESOL.10.10E</b> Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.</p> <p><b>ESOL.10.10F</b> Analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text.</p>

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Unit	# Class Periods	
		<p><u>Composition</u></p> <p><b>ESOL.10.11A</b> 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.</p> <p><b>ESOL.10.11B</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.</p> <p><b>ESOL.10.11C</b> Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p> <p><b>ESOL.10.11D.iv</b> Edit drafts using standard English conventions including pronoun-antecedent agreement.</p> <p><b>ESOL.10.11D.v</b> Edit drafts using standard English conventions including apostrophes to show possession.</p> <p><b>ESOL.10.11D.ix</b> Edit drafts using correct spelling, including abbreviations.</p> <p><b>ESOL.10.12A</b> Compose literary texts such as fiction and poetry using genre characteristics and craft.</p> <p><b>ESOL.10.12F</b> Develop voice.</p> <p><b>ESOL.10.12G</b> 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><b>Unit 5: Your World, Your Impact</b></p> <p><b>Essential Question:</b> How can we make an impact on the world based on what we value?</p> <p>In <b>Unit 5</b>, students examine how authors choose to communicate and support ideas in argumentative text 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, and visual/symbolic representation.</p> <p><b>Reading Focus:</b> 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><b>Note:</b> Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p><b>ESOL.10.1A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p><b>ESOL.10.1B</b> Share prior knowledge with peers and others to facilitate communication.</p> <p><b>ESOL.10.1E</b> 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><b>ESOL.10.3A</b> 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><b>ESOL.10.3B</b> 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><b>ESOL.10.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ESOL.10.6B</b> Generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p><b>ESOL.10.6C</b> Make and correct or confirm predictions using text features, characteristics of genre and structures.</p> <p><b>ESOL.10.6D</b> Create mental images to deepen understanding.</p> <p><b>ESOL.10.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ESOL.10.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>ESOL.10.6G</b> Evaluate details, read to determine key ideas.</p> <p><b>ESOL.10.6H</b> Synthesize information from multiple texts to create new understanding.</p> <p><b>ESOL.10.6I</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>ESOL.10.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ESOL.10.7B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p><b>ESOL.10.7C</b> Use text evidence and original commentary to support a comprehensive response.</p> <p><b>ESOL.10.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ESOL.10.7E</b> Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.</p> <p><b>ESOL.10.7F</b> Respond using acquired content and academic vocabulary as appropriate.</p> <p><b>ESOL.10.7I</b> Reflect on and adjust responses when valid response warrants.</p> <p><b>ESOL.10.7J</b> 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><b>Writing Focus:</b> Responding to texts in a variety of ways and writing to express opinions in an argumentative essay.</p>		<p><u>Multiple Genres</u>  <b>ESOL.10.9Di</b> Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  <b>ESOL.10.9Ei</b> Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion.  <b>ESOL.10.9Eii</b> Analyze characteristics and structural elements of argumentative texts such as various types of evidence and treatment of counterarguments, including concessions and rebuttals.  <b>ESOL.10.9Eiii</b> Analyze characteristics and structural elements of argumentative texts such as identifiable audience or reader.  <b>ESOL.10.9F</b> Analyze characteristic of multimodal and digital texts</p> <p><u>Author's Purpose and Craft</u>  <b>ESOL.10.10A</b> Analyze the author's purpose, audience, and message within a text.  <b>ESOL.10.10B</b> Analyze use of text structure to achieve the author's purpose.  <b>ESOL.10.10C</b> Evaluate the author's use of print and graphic features to achieve specific purposes.  <b>ESOL.10.10D</b> Analyze how the author's use of language achieves specific purposes.  <b>ESOL.10.10G</b> Analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism and shifts and the effects of logical fallacies.</p> <p><u>Composition</u>  <b>ESOL.10.11A</b> 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.  <b>ESOL.10.11B</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  <b>ESOL.10.11C</b> Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  <b>ESOL.10.11Di</b> Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  <b>ESOL.10.11Dviii</b> Edit drafts using correct punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.  <b>ESOL.10.11E</b> Use sentence combining techniques to create increasingly complex variety of sentence structures and lengths.  <b>ESOL.10.11G</b> Publish written work for appropriate audiences, structures and lengths.  <b>ESOL.10.12C</b> Compose argumentative texts using genre characteristics and craft.</p> <p><u>Inquiry and Research</u>  <b>ESOL.10.13A</b> 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><b>Unit 6: Student Inquiry- Exploring Our World</b></p> <p><b>Essential Question:</b> How can inquiry be explored beyond the classroom?</p> <p><b>Unit 6</b> 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><b>Note:</b> Additional lessons are provided within this cycle to accommodate unit differentiation based on need.</p>	<p><u>Foundational Language Skills</u></p> <p><b>ESOL.10.1A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p><b>ESOL.10.1B</b> Share prior knowledge with peers and others to facilitate communication.</p> <p><b>ESOL.10.1E</b> 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><b>ESOL.10.3A</b> 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><b>ESOL.10.3B</b> 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><b>ESOL.10.6A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ESOL.10.6B</b> Generate questions about text before, during, and after reading to acquire and deepen understanding and gain information.</p> <p><b>ESOL.10.6D</b> Create mental images to deepen understanding.</p> <p><b>ESOL.10.6E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ESOL.10.6F</b> Make inferences and use evidence to support understanding.</p> <p><b>ESOL.10.6G</b> Evaluate details read to determine key ideas.</p> <p><b>ESOL.10.6H</b> Synthesize information from multiple texts to create new understanding.</p> <p><b>ESOL.10.6I</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>ESOL.10.7A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ESOL.10.7B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p><b>ESOL.10.7C</b> Use text evidence and original commentary to support a comprehensive response.</p> <p><b>ESOL.10.7D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ESOL.10.7E</b> Interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating.</p> <p><b>ESOL.10.7F</b> Respond using acquired content and academic vocabulary as appropriate.</p> <p><b>ESOL.10.7I</b> Reflect on and adjust responses when valid response warrants.</p> <p><b>ESOL.10.7J</b> 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><b>Reading Focus:</b> Reading nonfiction texts and literary texts to answer inquiry questions</p> <p><b>Writing Focus:</b> Writing to present inquiry findings through text and a multimedia presentation.</p>		<p><u>Multiple Genres</u>  <b>ESOL.10.8A</b> Analyze how themes are developed through characterization and plot including comparing similar themes in a variety of literary texts representing different cultures.  <b>ESOL.10.8D</b> Analyze how historical and cultural settings influence characterization, plot and themes across the text.  <b>ESOL.10.9A</b> Read and analyze world literature across literary periods.  <b>ESOL.10.9Di</b> Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  <b>ESOL.10.9F</b> Analyze characteristic of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u>  <b>ESOL.10.10A</b> Analyze the author's purpose, audience, and message within a text.  <b>ESOL.10.10B</b> Analyze use of text structure to achieve the author's purpose.  <b>ESOL.10.10C</b> Evaluate the author's use of print and graphic features to achieve specific purposes.  <b>ESOL.10.10D</b> Analyze how the author's use of language informs and shapes the perception of the readers.</p> <p><u>Composition</u>  <b>ESOL.10.11A</b> 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.  <b>ESOL.10.11B</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations.  <b>ESOL.10.11C</b> Revise drafts to improve clarity, development, organization, style, diction and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  <b>ESOL.10.11D</b> Edit drafts using standard English conventions.  <b>ESOL.10.12B</b> Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.</p> <p><u>Inquiry and Research</u>  <b>ESOL.10.13A</b> Develop questions for formal and informal inquiry.  <b>ESOL.10.13B</b> Critique the research process at each step to implement changes as needs occur and are identified.  <b>ESOL.10.13C</b> Develop and revise a plan.  <b>ESOL.10.13D</b> Modify the major research question as necessary to refocus the research plan.  <b>ESOL.10.13E</b> Locate relevant sources.  <b>ESOL.10.13F</b> Synthesize information from a variety of sources .  <b>ESOL.10.13Gi</b> Examine sources for credibility and bias, including omission.  <b>ESOL.10.13H</b> Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.  <b>ESOL.10.13I</b> Incorporate digital technology when appropriate.  <b>ESOL.10.13J</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>