

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: Metacognition: What Skilled Readers Do</b></p> <p><b>Unit 1</b> establishes the metacognitive, reading, and writing practices and routines necessary to facilitate the reading and writing workshop.</p> <p>Students will examine and read a variety of text genres while building their knowledge of the reading process. Students will be given time and support to read texts of their choice.</p> <p><b>Reading Focus:</b> Establishing metacognitive routines used when reading for various purposes.</p> <p><b>Writing Focus:</b> Establishing routines for how readers respond to text.</p>	<p><b>22</b> class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</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><u>Foundational Skills</u></p> <p><b>ELAR.6.1A</b> Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p><b>ELAR.6.1D</b> 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><b>ELAR.6.2A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p><b>ELAR.6.2B</b> Use context such as definition, analogy, and examples to clarify the meaning of words.</p> <p><b>ELAR.6.3A</b> Adjust fluency when reading grade-level text based on the reading purpose.</p> <p><b>ELAR.6.4A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELAR.6.5A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELAR.6.5B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELAR.6.5C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELAR.6.5D</b> Create mental images to deepen understanding.</p> <p><b>ELAR.6.5E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELAR.6.5F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELAR.6.5G</b> Evaluate details read to determine key ideas.</p> <p><b>ELAR.6.5I</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>ELAR.6.6A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELAR.6.6B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELAR.6.6C</b> Use text evidence to support an appropriate response.</p> <p><b>ELAR.6.6D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELAR.6.6E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELAR.6.6F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>ELAR.6.6G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ELAR.6.6H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</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><u>Multiple Genres</u>  <b>ELAR.6.7A</b> Infer multiple themes within and across texts using text evidence.  <b>ELAR.6.7B</b> Analyze how the characters' internal and external responses develop the plot.  <b>ELAR.6.7C</b> Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.  <b>ELAR.6.8A</b> Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.  <b>ELAR.6.8D</b> Analyze characteristics and structural elements of informational text.</p> <p><u>Author's Purpose and Craft</u>  <b>ELAR.6.9A</b> Explain the author's purpose and message within a text.  <b>ELAR.6.9C</b> Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Composition</u>  <b>ELAR.6.10A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.  <b>ELAR.6.10C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.  <b>ELAR.6.10Di</b> Edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.  <b>ELAR.6.10Dii</b> Edit drafts using standard English conventions, including consistent, appropriate use of verb tenses.  <b>ELAR.6.11A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

Cycle 2	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 5 - Nov. 12, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 2: Analyzing Informational Texts</b></p> <p>Unit 2 includes the reading of expository and procedural texts while continuing to build comprehension in reading.</p> <p>Students examine how authors choose to communicate ideas through the use of details, facts, graphical components, and organizational patterns.</p> <p>Students respond to text in a variety of ways, including discussion, journal writing, and visual/symbolic representation.</p> <p><b>Reading Focus:</b> Reading informational texts to analyze author's craft and purpose.</p> <p><b>Writing Focus:</b> Writing an expository piece and responding to texts in a variety of ways.</p>	<p>24 class periods (45-min. each)</p> <p>Teacher Service Day (no students) Oct. 4</p>	<p><u>Foundational Skills</u></p> <p><b>ELAR.6.1A</b> Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p><b>ELAR.6.1D</b> 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><b>ELAR.6.2A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p><b>ELAR.6.2B</b> Use context such as definition, analogy, and examples to clarify the meaning of words.</p> <p><b>ELAR.6.3A</b> Adjust fluency when reading grade-level text based on the reading purpose.</p> <p><b>ELAR.6.4A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELAR.6.5A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELAR.6.5B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELAR.6.5C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELAR.6.5D</b> Create mental images to deepen understanding.</p> <p><b>ELAR.6.5E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELAR.6.5F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELAR.6.5G</b> Evaluate details read to determine key ideas.</p> <p><b>ELAR.6.5H</b> Synthesize information to create new understanding.</p> <p><b>ELAR.6.5I</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>ELAR.6.6A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELAR.6.6B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELAR.6.6C</b> Use text evidence to support an appropriate response.</p> <p><b>ELAR.6.6D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELAR.6.6E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELAR.6.6F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>ELAR.6.6G</b> Discuss and write about the explicit or implicit meanings of text.</p>

Cycle 2	29 Days	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit	# Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b>  <b>The student will:</b></p> <p><u>Multiple Genres</u>  <b>ELAR.6.8D.i</b> Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.  <b>ELAR.6.8D.ii</b> Analyze characteristics and structural elements of informational text, including features such as introduction, foreword, preface, references, or acknowledgements to gain background information.  <b>ELAR.6.8D.iii</b> 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>  <b>ELAR.6.9A</b> Explain the author's purpose and message within a text.  <b>ELAR.6.9B</b> Analyze how the use of text structure contributes to the author's purpose.  <b>ELAR.6.9C</b> Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Composition</u>  <b>ELAR.6.10A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.  <b>ELAR.6.10B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.  <b>ELAR.6.10B.ii</b> 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.  <b>ELAR.6.10C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.  <b>ELAR.6.10D.iii</b> Edit drafts using standard English conventions, including conjunctive adverbs.  <b>ELAR.6.10D.vii</b> Edit drafts using standard English conventions, including capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations.  <b>ELAR.6.10D.viii</b> Edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences, transitions, and introductory elements.  <b>ELAR.6.10E</b> Publish written work for appropriate audiences.  <b>ELAR.6.11B</b> Compose informational texts, including multi- paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</p>

Cycle 3	30 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: Analyzing Literary Texts</b></p> <p>Unit 3 includes the reading of fiction and literary nonfiction while continuing to strengthen comprehension skills.</p> <p>Students review literary elements and analyze how authors convey their message and purpose.</p> <p>Students make connections, find patterns and similarities across text, utilize their prior knowledge in order to respond to the text.</p> <p><b>Reading Focus:</b> Reading fiction and literary nonfiction to analyze literary elements.</p> <p><b>Writing Focus:</b> Writing responses to text and drafting a personal narrative or short story.</p>	<p><b>24</b> class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day</i> (no students) Jan. 18</p>	<p><u>Foundational Skills</u></p> <p><b>ELAR.6.1A</b> Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p><b>ELAR.6.2B</b> Use context such as definition, analogy, and examples to clarify the meaning of words.</p> <p><b>ELAR.6.2C</b> 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><b>ELAR.6.4A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELAR.6.5A</b> Establish purposes for reading assigned and self-selected text.</p> <p><b>ELAR.6.5B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELAR.6.5C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELAR.6.5D</b> Create mental images to deepen understanding.</p> <p><b>ELAR.6.5E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELAR.6.5F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELAR.6.5G</b> Evaluate details read to determine key ideas.</p> <p><b>ELAR.6.5H</b> Synthesize information to create new understanding.</p> <p><b>ELAR.6.5I</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>ELAR.6.6A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELAR.6.6B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELAR.6.6C</b> Use text evidence to support an appropriate response.</p> <p><b>ELAR.6.6D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELAR.6.6E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELAR.6.6F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>ELAR.6.6G</b> Discuss and write about the explicit or implicit meanings of text.</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>Multiple Genres</u>  <b>ELAR.6.7A</b> Infer multiple themes within and across texts using text evidence.  <b>ELAR.6.7B</b> Analyze how the characters' internal and external responses develop the plot.  <b>ELAR.6.7C</b> Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.  <b>ELAR.6.7D</b> Analyze how the setting, including historical and cultural settings, influences character and plot development.  <b>ELAR.6.8A</b> Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.</p> <p><u>Author's Purpose and Craft</u>  <b>ELAR.6.9A</b> Explain the author's purpose and message within a text.  <b>ELAR.6.9D</b> Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.  <b>ELAR.6.9E</b> Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.  <b>ELAR.6.9F</b> Analyze how the author's use of language contributes to mood and voice.</p> <p><u>Composition</u>  <b>ELAR.6.10A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.  <b>ELAR.6.10B</b> Develop drafts into a focused, structured, and coherent piece of writing.  <b>ELAR.6.10C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.  <b>ELAR.6.10D.iv</b> Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.  <b>ELAR.6.10D.vi</b> Edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor  <b>ELAR.6.10D.viii</b> Edit drafts using punctuation marks, including commas in complex sentences, transitions, and introductory elements.  <b>ELAR.6.10E</b> Publish written work for appropriate audiences.  <b>ELAR.6.11A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

Cycle 4	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: Examining Poetry and Drama</b></p> <p>Unit 4 explores the reading of drama and poetry while continuing to strengthen comprehension skills.</p> <p>Students read a poetry and drama to analyze how authors create meaning and convey mood using dramatic and poetic elements.</p> <p>Students craft original poems in addition to making connections, finding patterns and similarities across texts, and writing personal responses to texts.</p> <p><b>Reading Focus:</b> Reading to interpret drama and poetry</p> <p><b>Writing Focus:</b> Responding to text and writing a poem.</p>	<p>23 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p><u>Foundational Skills</u></p> <p><b>ELAR.6.1A</b> Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p><b>ELAR.6.1D</b> 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><b>ELAR.6.2B</b> Use context such as definition, analogy, and examples to clarify the meaning of words.</p> <p><b>ELAR.6.4A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELAR.6.5A</b> Establish purpose for reading assigned and self-selected text.</p> <p><b>ELAR.6.5B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELAR.6.5D</b> Create mental images to deepen understanding.</p> <p><b>ELAR.6.5E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELAR.6.5F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELAR.6.5G</b> Evaluate details read to determine key ideas.</p> <p><b>ELAR.6.5H</b> Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p><b>ELAR.6.6A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELAR.6.6B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELAR.6.6C</b> Use text evidence to support an appropriate response.</p> <p><b>ELAR.6.6D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELAR.6.6E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELAR.6.6F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>ELAR.6.6G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ELAR.6.6H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u></p> <p><b>ELAR.6.7A</b> Infer multiple themes within and across texts using text evidence.</p> <p><b>ELAR.6.7B</b> Analyze how the characters' internal and external responses develop the plot.</p> <p><b>ELAR.6.7C</b> Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.</p> <p><b>ELAR.6.7D</b> Analyze how the setting, including historical and cultural settings, influences character and plot development.</p> <p><b>ELAR.6.8B</b> Analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.</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>ELAR.6.8C</b> Analyze how playwrights develop characters through dialogue and staging.</p> <p><u>Author's Purpose and Craft</u>  <b>ELAR.6.9A</b> Explain the author's purpose and message within a text.  <b>ELAR.6.9C</b> Analyze the author's use of print and graphic features to achieve specific purposes.  <b>ELAR.6.9D</b> Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.  <b>ELAR.6.9F</b> Analyze how the author's use of language contributes to mood and voice.</p> <p><u>Composition</u>  <b>ELAR.6.10A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.  <b>ELAR.6.10B</b> Develop drafts into a focused, structured, and coherent piece of writing.  <b>ELAR.6.10C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.  <b>ELAR.6.10D.v</b> Edit drafts using standard English conventions, including pronouns, including relative.  <b>ELAR.6.10D.ix</b> Edit drafts using standard English conventions, including correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.  <b>ELAR.6.10E</b> Publish written work for appropriate audiences.  <b>ELAR.6.11A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p>

Cycle 5	33 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: Investigating Argumentative Texts</b></p> <p>Unit 5 explores the study of argumentative texts while continuing to strengthen metacognitive skills. In addition, students will utilize test-taking strategies such as annotating.</p> <p>Students synthesize what they have learned about author's craft to draft an argumentative text and to respond to text in multiple ways.</p> <p><b>Reading Focus:</b> Reading various informational texts, including argumentative or commentary pieces.</p> <p><b>Writing Focus:</b> Writing an argumentative piece and responding to texts.</p>	<p><b>24</b> class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p><u>Foundational Skills</u></p> <p><b>ELAR.6.1A</b> Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p><b>ELAR.6.1D</b> 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><b>ELAR.6.2A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p><b>ELAR.6.2B</b> Use context such as definition, analogy, and examples to clarify the meaning of words.</p> <p><b>ELAR.6.4A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELAR.6.5A</b> Establish purpose for reading assigned and self-selected text.</p> <p><b>ELAR.6.5B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELAR.6.5C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELAR.6.5E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELAR.6.5F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELAR.6.5G</b> Evaluate details read to determine key ideas.</p> <p><b>ELAR.6.5H</b> Synthesize information to create new understanding.</p> <p><u>Response Skills</u></p> <p><b>ELAR.6.6B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p><b>ELAR.6.6C</b> Use text evidence to support an appropriate response.</p> <p><b>ELAR.6.6D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELAR.6.6E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELAR.6.6F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>ELAR.6.6G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ELAR.6.6I</b> Reflect on and adjust responses as new evidence is presented.</p> <p><u>Multiple Genres</u></p> <p><b>ELAR.6.8D.i</b> Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.</p> <p><b>ELAR.6.8D.iii</b> Analyze characteristics and structural elements of informational text, including organizational patterns such as definition, classification, advantage, and disadvantage.</p> <p><b>ELAR.6.8E.i</b> Analyze characteristics and structures of argumentative text by identifying the claim.</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>ELAR.6.8E.ii</b> Analyze characteristics and structures of argumentative text by explaining how the author uses various types of evidence to support the argument.</p> <p><b>ELAR.6.8E.iii</b> Analyze characteristics and structures of argumentative text by identifying the intended audience or reader.</p> <p><b>ELAR.6.8F</b> Analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u></p> <p><b>ELAR.6.9A</b> Explain the author's purpose and message within a text.</p> <p><b>ELAR.6.9B</b> Analyze how the use of text structure contributes to the author's purpose.</p> <p><b>ELAR.6.9C</b> Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><b>ELAR.6.9F</b> Analyze how the author's use of language contributes to mood and voice.</p> <p><b>ELAR.6.9G</b> Explain the differences between rhetorical devices and logical fallacies.</p> <p><u>Composition</u></p> <p><b>ELAR.6.10A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p><b>ELAR.6.10B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p><b>ELAR.6.10C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p><b>ELAR.6.10D.i</b> Edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.</p> <p><b>ELAR.6.10D.viii</b> Edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences, transitions, and introductory elements.</p> <p><b>ELAR.6.10.D.ix</b> Edit drafts using correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.</p> <p><b>ELAR.6.10E</b> Publish written work for appropriate audiences.</p> <p><b>ELAR.6.11C</b> Compose multi- paragraph argumentative texts using genre characteristics and craft.</p> <p><b>ELAR.6.11D</b> Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p> <p><u>Inquiry and Research</u></p> <p><b>ELAR.6.12H.i</b> Examine sources for reliability, credibility, bias.</p> <p><b>ELAR.6.12H.ii</b> Examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype.</p>

Cycle 6	31 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 6: Student Inquiry</b></p> <p>Unit 6 continues to strengthen students' metacognitive skills and explores inquiry through the research process.</p> <p>Students will conduct research, formulate questions, and analyze the credibility of informational sources and their relevance.</p> <p>Students will support their written presentations textual information from their inquiry to produce and deliver multimedia presentations.</p> <p><b>Reading Focus:</b> Reading informational text to answer inquiry questions.</p> <p><b>Writing Focus:</b> Writing to present inquiry findings through text and a</p>	<p><b>24</b> class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p><u>Foundational Skills</u>  <b>ELAR.6.1A</b> Listen actively to interpret a message, ask clarifying questions, and respond appropriately.  <b>ELAR.6.1B</b> Follow and give oral instructions that include multiple action steps.  <b>ELAR.6.1C</b> 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.  <b>ELAR.6.2A</b> Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.  <b>ELAR.6.2B</b> Use context such as definition, analogy, and examples to clarify the meaning of words.  <b>ELAR.6.4A</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELAR.6.5A</b> Establish purpose for reading assigned and self-selected texts.  <b>ELAR.6.5B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.  <b>ELAR.6.5F</b> Make inferences and use evidence to support understanding.  <b>ELAR.6.5G</b> Evaluate details read to determine key ideas.  <b>ELAR.6.5H</b> Synthesize information to create new understanding.  <b>ELAR.6.5I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u>  <b>ELAR.6.6B</b> Write responses that demonstrate understanding of texts, including comparing sources within and across genres.  <b>ELAR.6.6C</b> Use text evidence to support an appropriate response.  <b>ELAR.6.6D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.  <b>ELAR.6.6E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELAR.6.6F</b> Respond using newly acquired vocabulary as appropriate.  <b>ELAR.6.6G</b> Discuss and write about the explicit or implicit meanings of text.  <b>ELAR.6.6I</b> Reflect on and adjust responses as new evidence is presented.</p> <p><u>Multiple Genres</u>  <b>ELAR.6.8D</b> Analyze characteristics and structural elements of informational text.  <b>ELAR.6.8E</b> Analyze characteristics and structures of argumentative text.</p>

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	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
multimedia presentation.		<p><b>Author's Purpose and Craft</b></p> <p><b>ELAR.6.9A</b> Explain the author's purpose and message within a text.</p> <p><b>ELAR.6.9B</b> Analyze how the use of text structure contributes to the author's purpose.</p> <p><b>ELAR.6.9C</b> Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><b>ELAR.6.9F</b> Analyze how the author's use of language contributes to mood and voice.</p> <p><b>Composition</b></p> <p><b>ELAR.6.10A</b> Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p><b>ELAR.6.10B</b> Develop drafts into a focused, structured, and coherent piece of writing.</p> <p><b>ELAR.6.10C</b> Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p><b>ELAR.6.10D</b> Edit drafts using standard English conventions.</p> <p><b>ELAR.6.10E</b> Publish written work for appropriate audiences.</p> <p><b>Inquiry and Research</b></p> <p><b>ELAR.6.12A</b> Generate student- selected and teacher- guided questions for formal and informal inquiry.</p> <p><b>ELAR.6.12B</b> Develop and revise a plan.</p> <p><b>ELAR.6.12C</b> Refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p> <p><b>ELAR.6.12D</b> Identify and gather relevant information from a variety of sources.</p> <p><b>ELAR.6.12E</b> Differentiate between primary and secondary sources.</p> <p><b>ELAR.6.12F</b> Synthesize information from a variety of sources.</p> <p><b>ELAR.6.12G</b> Differentiate between paraphrasing and plagiarism when using source materials.</p> <p><b>ELAR.6.12H.i</b> Examine sources for reliability, credibility, and bias.</p> <p><b>ELAR.6.12H.ii</b> Examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype.</p> <p><b>ELAR.6.12I</b> Display academic citations and use source materials ethically.</p> <p><b>ELAR.6.12J</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>