

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. Student 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>Vocabulary</u>  <b>RE.6.1.A</b> Apply knowledge of letter-sound correspondences, language structure, and context to recognize words  <b>RE.6.1.B</b> Use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words  <b>RE.6.2.A</b> Expand vocabulary by reading, viewing, listening, and discussing.  <b>RE.6.2.B</b> Determine word meaning by using context.  <b>RE.6.2.C</b> Use spelling, prefixes, suffixes, roots, and word origins to understand meanings  <b>RE.6.2.D</b> Use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations</p> <p><u>Reading</u>  <b>RE.6.3.A</b> Read silently for a variety of purposes with comprehension for sustained periods of time  <b>RE.6.3.B</b> Adjust reading rate based on purposes for reading  <b>RE.6.3.C</b> Read orally at a rate that enables comprehension  <b>RE.6.4.A</b> Use prior knowledge and experience to comprehend  <b>RE.6.4.B</b> Determine purpose for reading.  <b>RE.6.4.C</b> Self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning  <b>RE.6.4.E</b> Make inferences such as drawing conclusions and making generalizations or predictions, supporting them with prior experiences and textual evidence.  <b>RE.6.4.H</b> Construct visual images based on text descriptions.  <b>RE.6.4.I</b> Determine important ideas from texts and oral presentations.  <b>RE.6.4.J</b> Manage text by using practices such as previewing, highlighting, making marginal notetaking, outlining, and journaling.  <b>RE.6.4.K</b> Use questioning to enhance comprehension before, during, and after reading.  <b>RE.6.5.D</b> Communicate information gained from reading  <b>RE.6.6.A</b> Read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate  <b>RE.6.6.B</b> Read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and technical documents  <b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways  <b>RE.6.7.B</b> Respond to text through discussion, journal writing, performance, and visual representations</p> <p><u>Writing</u>  <b>RE.6.5.D</b> Communicate information gained from reading  <b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways  <b>RE.6.7.B</b> Respond to text through discussion, journal writing, performance, and visual representations.</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>Vocabulary</u></p> <p><b>RE.6.1.A</b> Apply knowledge of letter-sound correspondences, language structure, and context to recognize words</p> <p><b>RE.6.1.B</b> Use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words</p> <p><b>RE.6.2.A</b> Expand vocabulary by reading, viewing, listening, and discussing</p> <p><b>RE.6.2.B</b> Determine word meaning by using context</p> <p><b>RE.6.2.C</b> Use spelling, prefixes, suffixes, roots, and word origins to understand meanings</p> <p><b>RE.6.2.D</b> Use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations</p> <p><b>RE.6.2.E</b> Identify analogies, homonyms, synonyms/antonyms, and connotation/denotation</p> <p><u>Reading</u></p> <p><b>RE.6.3.A</b> Read silently for a variety of purposes with comprehension for sustained periods of time</p> <p><b>RE.6.4.A</b> Use prior knowledge and experience to comprehend</p> <p><b>RE.6.4.B</b> Determine purpose for reading</p> <p><b>RE.6.4.C</b> Self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning</p> <p><b>RE.6.4.D</b> Summarize texts by identifying main ideas and relevant details</p> <p><b>RE.6.4.E</b> Make inferences such as drawing conclusions and making generalizations or predictions, supporting with prior experiences and textual evidence</p> <p><b>RE.6.4.F</b> Analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect</p> <p><b>RE.6.4.G</b> Make connections and find patterns, similarities, and differences across texts</p> <p><b>RE.6.4.H</b> Construct visual images based on text descriptions</p> <p><b>RE.6.4.I</b> Determine important ideas from texts and oral presentations</p> <p><b>RE.6.4.J</b> Manage text by using practices such as previewing, highlighting, making marginal notes, note-taking, outlining, and journaling</p> <p><b>RE.6.4.K</b> Use questioning to enhance comprehension before, during, and after reading</p> <p><b>RE.6.5.A</b> Generate relevant, interesting, and researchable questions</p> <p><b>RE.6.5.D</b> Communicate information gained from reading</p> <p><b>RE.6.6.A</b> Read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate</p> <p><b>RE.6.6.B</b> Read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and technical documents</p> <p><b>RE.6.6.C</b> Understand and interpret visual representations</p> <p><b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways</p> <p><b>RE.6.7.B</b> Respond to text through discussion, journal writing, performance, and visual representation</p> <p><b>RE.6.9.A</b> Compare text events with personal and other readers' experiences</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>Writing</u>  <b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways  <b>RE.6.7.B</b> Respond to text through discussion, journal writing, performance and visual representation  <b>RE.6.7.C</b> Support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis</p>

Cycle 3	30 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: Analyzing Literary Texts</b></p> <p><b>Unit 3</b> includes the reading of fiction and literary nonfiction while continuing to strengthen comprehension skills.</p> <p>Students review literary elements and analyze how authors convey their message and purpose.</p> <p>Students make connections, find patterns and similarities across text, utilize their prior knowledge in order to respond to the text.</p> <p><b>Reading Focus:</b> Reading fiction and literary nonfiction to analyze literary elements.</p> <p><b>Writing Focus:</b> Writing responses to text and drafting a personal narrative or short story.</p>	<p><b>24</b> class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day</i> (no students) Jan. 18</p>	<p><u>Vocabulary</u>  <b>RE.6.1.A</b> Apply knowledge of letter-sound correspondences, language structure, and context to recognize words  <b>RE.6.1.B</b> Use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words  <b>RE.6.2.A</b> Expand vocabulary by reading, viewing, listening and discussing  <b>RE.6.2.B</b> Determine word meanings by using context  <b>RE.6.2.C</b> Use spelling, prefixes, suffixes, roots, and word origins to understand meanings  <b>RE.6.2.D</b> Use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations</p> <p><u>Reading</u>  <b>RE.6.3.A</b> Read silently for a variety of purposes with comprehension for sustained periods of time  <b>RE.6.4.A</b> Use prior knowledge and experience to comprehend  <b>RE.6.4.B</b> Determine purpose for reading  <b>RE.6.4.C</b> Self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning  <b>RE.6.4.D</b> Summarize texts by identifying main ideas and relevant details  <b>RE.6.4.E</b> Make inferences such as drawing conclusions and making generalizations or predictions, supporting with prior experiences and textual evidence  <b>RE.6.4.F</b> Analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect  <b>RE.6.4.G</b> Make connections and find patterns, similarities, and differences across texts  <b>RE.6.4.H</b> Construct visual images based on text descriptions  <b>RE.6.4.I</b> Determine important ideas from texts and oral presentations  <b>RE.6.4.J</b> Manage text by using practices such as previewing, highlighting, making marginal notes, note-taking, outlining, and journaling  <b>RE.6.4.K</b> Use questioning to enhance comprehension before, during, and after reading  <b>RE.6.5.D</b> Communicates information gained from reading  <b>RE.6.6.A</b> Read to enjoy to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate  <b>RE.6.6.B</b> Read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and technical documents  <b>RE.6.6.C</b> Understand and interpret visual representations  <b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways  <b>RE.6.7.B</b> Respond to text through discussion, journal writing, performance, and visual representation  <b>RE.6.9.A</b> Compare text events with personal and other readers/ experiences  <b>RE.6.9.B</b> Recognize and discuss literary themes and connections across cultures</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>Writing</u></p> <p><b>RE.6.5.C</b> Organize and record new information in systematic ways to develop note, charts, and graphic organizers</p> <p><b>RE.6.5.D</b> Communicates information gained from reading</p> <p><b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways</p> <p><b>RE.6.7.B</b> Respond to text through discussion, journal writing, performance, and visual representation</p> <p><b>RE.6.7.C</b> Support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis</p>



Cycle 4	27 Days	
	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 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>Vocabulary</u></p> <p><b>RE.6.1.B</b> Use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words</p> <p><b>RE.6.2.A</b> Expand vocabulary by reading, viewing, listening, and discussing</p> <p><b>RE.6.2.B</b> Determine word meaning by using context</p> <p><b>RE.6.2.C</b> Use spelling, prefixes, suffixes, roots, and word origins to understand meanings</p> <p><b>RE.6.2.D</b> Use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations</p> <p><b>RE.6.2.E</b> Identify analogies, homonyms, synonyms/antonyms, and connotation/denotation</p> <p><u>Reading</u></p> <p><b>RE.6.3.A</b> Read silently for a variety of purposes with comprehension for sustained periods of time</p> <p><b>RE.6.4.A</b> Use prior knowledge and experience to comprehend</p> <p><b>RE.6.4.B</b> Determine purpose for reading</p> <p><b>RE.6.4.C</b> Self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning</p> <p><b>RE.6.4.D</b> Summarize texts by identifying main ideas and relevant details</p> <p><b>RE.6.4.E</b> Make inferences such as drawing conclusions and making generalizations or predictions, supporting with prior experiences and textual evidence</p> <p><b>RE.6.4.F</b> Analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect</p> <p><b>RE.6.4.G</b> Make connections and find patterns, similarities, and differences across texts</p> <p><b>RE.6.4.H</b> Construct visual images based on text descriptions</p> <p><b>RE.6.4.I</b> Determine important ideas from texts and oral presentations</p> <p><b>RE.6.4.J</b> Manage text by using practices such as previewing, highlighting, making marginal notes, note-taking, outlining, and journaling</p> <p><b>RE.6.4.K</b> Use questioning to enhance comprehension before, during, and after reading</p> <p><b>RE.6.5.D</b> Communicate information gained from reading</p> <p><b>RE.6.6.A</b> Read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate</p> <p><b>RE.6.6.B</b> Read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and technical documents</p> <p><b>RE.6.6.C</b> Understand and interpret visual representations</p> <p><b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways</p> <p><b>RE.6.9.A</b> Compare text events with personal and other readers' experiences</p> <p><b>RE.6.9.B</b> Recognize and discuss literary themes and connections that cross cultures</p>

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Unit	# Class Periods	
		<p><u>Writing</u>  <b>RE.6.5C</b> Organize and record new information in systematic ways to develop notes, charts, and graphic organizers  <b>RE.6.5D</b> Communicate information gained from reading  <b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways  <b>RE.6.7.B</b> Respond to text through discussion, journal writing, performance, and visual representation  <b>RE.6.7.C</b> Support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis</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 use 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 texts in multiple ways.</p> <p><b>Reading Focus:</b> Reading and analyzing various argumentative texts critically and responding in a variety of ways.</p> <p><b>Writing Focus:</b> Writing an argumentative piece and responding to texts.</p>	<p>24 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p><u>Vocabulary</u></p> <p><b>RE.6.1.B</b> Use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words</p> <p><b>RE.6.2.A</b> Expand vocabulary by reading, viewing, listening, and discussing\</p> <p><b>RE.6.2.B</b> Determine word meaning by using context</p> <p><b>RE.6.2.C</b> Use spelling, prefixes, suffixes, roots, and word origins to understand meanings</p> <p><b>RE.6.2.D</b> Use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations</p> <p><b>RE.6.2.E</b> Identify analogies, homonyms, synonyms/antonyms, and connotation/denotation</p> <p><u>Reading</u></p> <p><b>RE.6.3.A</b> Read silently for a variety of purposes with comprehension for sustained periods of time</p> <p><b>RE.6.4.A</b> Use prior knowledge and experience to comprehend</p> <p><b>RE.6.4.B</b> Determine purpose for reading</p> <p><b>RE.6.4.C</b> Self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning</p> <p><b>RE.6.4.D</b> Summarize texts by identifying main ideas and relevant details</p> <p><b>RE.6.4.E</b> Make inferences such as drawing conclusions and making generalizations or predictions, supporting with prior experiences and textual evidence</p> <p><b>RE.6.4.F</b> Analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect</p> <p><b>RE.6.4.G</b> Make connections and find patterns, similarities, and differences across texts</p> <p><b>RE.6.4.H</b> Construct visual images based on text descriptions</p> <p><b>RE.6.4.I</b> Determine important ideas from texts and oral presentations</p> <p><b>RE.6.4.J</b> Manage text by using practices such as previewing, highlighting, making marginal notes, note-taking, outlining, and journaling</p> <p><b>RE.6.4.K</b> Use questioning to enhance comprehension before, during, and after reading</p> <p><b>RE.6.5.A</b> Generate relevant, interesting, and researchable questions</p> <p><b>RE.6.5.D</b> Communicate information gained from reading</p> <p><b>RE.6.6.A</b> Read to enjoy, to complete a task, to gather information, to be informed, to solves problems, to answer questions, to analyze, to interpret, and to evaluate</p> <p><b>RE.6.6.B</b> Read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and technical documents</p> <p><b>RE.6.6.C</b> Understand and interpret visual representations</p> <p><b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways</p> <p><b>RE.6.8.A</b> Evaluate the credibility of informational sources and their relevance for assigned and self-selected topics</p> <p><b>RE.6.8.B</b> Evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone.</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>RE.6.8.C</b> Analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect</p> <p><b>RE.6.8.D</b> Recognize modes of reasoning, such as induction and deduction</p> <p><b>RE.6.8.E</b> Recognize logical and illogical arguments in text</p> <p><b>RE.6.9.A</b> Compare text events with personal and other readers' experiences</p> <p><b>RE.6.9.B</b> Recognize and discuss literary themes and connections that cross cultures</p> <p><u>Writing</u></p> <p><b>RE.6.5.C</b> Organize and record new information in systematic ways to develop notes, charts, and graphic organizers</p> <p><b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways</p> <p><b>RE.6.7.B</b> Respond to text through discussion, journal writing, performance, and visual representation</p> <p><b>RE.6.7.C</b> Support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis</p> <p><b>RE.6.8.B</b> Evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone</p> <p><b>RE.6.8.C</b> Analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect</p>

Cycle 6	31 Days April 25 - June 7, 2022	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	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>24 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>Vocabulary</u>  <b>RE.6.1.B</b> Use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words  <b>RE.6.2.A</b> Expand vocabulary by reading, viewing, listening and discussing  <b>RE.6.2.B</b> Determine word meanings by using context  <b>RE.6.2.C</b> Use spelling, prefixes, and suffixes, roots, and word origins to understand  <b>RE.6.2.D</b> Use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations</p> <p><u>Reading</u>  <b>RE.6.3.A</b> Read silently for a variety of purposes with comprehension for sustained periods of time  <b>RE.6.3.B</b> Adjust reading rate based on purposes for reading  <b>RE.6.3.C</b> Read orally at a rate that enables comprehension  <b>RE.6.4.A</b> Use prior knowledge and experience to comprehend  <b>RE.6.4.B</b> Determine purpose for reading  <b>RE.6.4.C</b> Self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning  <b>RE.6.4.D</b> Summarize texts by identifying main ideas and relevant details  <b>RE.6.4.E</b> Make inferences such as drawing conclusions and making generalizations or predictions, supporting with prior experiences and textual evidence  <b>RE.6.4.F</b> Analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect  <b>RE.6.4.G</b> Make connections and find patterns, similarities, and differences across texts  <b>RE.6.4.H</b> Construct visual images based on text descriptions  <b>RE.6.4.I</b> Determine important ideas from texts and oral presentations  <b>RE.6.4.J</b> Manage text by using practices such as previewing, highlighting, making marginal notes, note taking, outlining, and journaling  <b>RE.6.4.K</b> Use questioning to enhance comprehension before, during, and after reading  <b>RE.6.5.A</b> Generate relevant, interesting, researchable questions  <b>RE.6.5.B</b> Locate appropriate print and non-print information using text and technical resources  <b>RE.6.5.C</b> Organize and record new information in systematic ways to develop notes, charts, and graphic organizers  <b>RE.6.5.D</b> Communicate information gained from reading  <b>RE.6.5.E</b> Use compiled information and knowledge to raise additional unanswered questions  <b>RE.6.5.F</b> Use text organizers such as overviews, headings, and graphic features to locate and categorize information  <b>RE.6.6.A</b> Read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate</p>

Cycle 6	31 Days April 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>Writing Focus:</b> Writing to present inquiry findings through text and a multimedia presentation.</p>		<p><b>RE.6.6.B</b> Read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and technical documents</p> <p><b>RE.6.6.C</b> Understand and interpret visual interpretations</p> <p><b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways</p> <p><b>RE.6.8.A</b> Evaluate the credibility of informational sources and their relevance for assigned and self-selected topics</p> <p><b>RE.6.8.B</b> Evaluate how a writer’s motivation, stance, or position may affect text credibility, structure, or tone</p> <p><u>Writing</u></p> <p><b>RE.6.7.A</b> Respond actively to texts in both aesthetic and critical ways</p> <p><b>RE.6.7.B</b> Respond to text through discussion, journal writing, performance, and visual representation</p> <p><b>RE.6.7.C</b> Support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis</p>