

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></p> <p><b>RE.9.1.A</b> Apply knowledge of letter-sound correspondences, language structure, and context to recognize words</p> <p><b>RE.9.1.B</b> Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words</p> <p><b>RE.9.2.A</b> Expand vocabulary by reading, viewing, listening, and discussing</p> <p><b>RE.9.2.B</b> Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies</p> <p><b>RE.9.2.D</b> Apply the knowledge of roots, affixes, and word origins to infer meanings</p> <p><b>RE.9.2.E</b> Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases</p> <p><u>Reading</u></p> <p><b>RE.9.3.A</b> Read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions</p> <p><b>RE.9.3.B</b> Read to complete academic tasks</p> <p><b>RE.9.3.E</b> Read for enjoyment</p> <p><b>RE.9.4.A</b> Use prior knowledge and experience to comprehend.</p> <p><b>RE.9.4.B</b> Determine and adjust purpose for reading.</p> <p><b>RE.9.4.C</b> Self-monitor reading and adjust when confusion occurs by using appropriate strategies.</p> <p><b>RE.9.4.E</b> Construct visual images based on text descriptions.</p> <p><b>RE.9.4.F</b> Use study skills such as previewing, highlighting, annotating, note taking, and outlining.</p> <p><b>RE.9.4.G</b> Use questioning to enhance comprehension before, during, and after reading.</p> <p><b>RE.9.5.B</b> Identify explicit and implicit meanings of texts.</p> <p><b>RE.9.5.C</b> Support inference with text evidence and experience.</p> <p><b>RE.9.5.D</b> Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence.</p> <p><b>RE.9.6.A</b> Identify and analyze the audience, purpose, and message of a text.</p> <p><b>RE.9.7.A</b> Read silently or orally such as paired reading or literature circles for sustained periods of time</p> <p><b>RE.9.7.B</b> Adjust reading rate based on purposes for reading</p> <p><b>RE.9.8.A</b> Respond actively to texts in both aesthetic and critical ways.</p> <p><b>RE.9.8.B</b> Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation</p> <p><b>RE.9.8.C</b> Support responses with prior knowledge and experience</p> <p><b>RE.9.8.D</b> Support responses with explicit textual information</p> <p><b>RE.9.9.A</b> Generate relevant and interesting questions.</p> <p><b>RE.9.9.E</b> Communicate information gained from reading</p> <p><b>RE.9.9.D</b> Organize and record new information in systematic ways such as outlines, charts, and graphic organizers</p>	

Cycle 1	27 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	
<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>		
		<p><u>Writing</u></p> <p><b>RE.9.8.A</b> Respond actively to texts in both aesthetic and critical ways</p> <p><b>RE.9.8.B</b> Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.</p> <p><b>RE.9.8.D</b> Support responses with explicit textual information</p> <p><b>RE.9.9.E</b> Communicate information gained from reading</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 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.9.1.A</b> Apply knowledge of letter-sound correspondences, language structure, and context to recognize words</p> <p><b>RE.9.1.B</b> Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words</p> <p><b>RE.9.2.A</b> Expand vocabulary by reading, viewing, listening, and discussing</p> <p><b>RE.9.2.B</b> Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies</p> <p><b>RE.9.2.C</b> Recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations</p> <p><b>RE.9.2.D</b> Apply the knowledge of roots, affixes, and word origins to infer meanings</p> <p><b>RE.9.2.E</b> Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases</p> <p><u>Reading</u></p> <p><b>RE.9.3.A</b> Read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions</p> <p><b>RE.9.3.B</b> Read to complete academic tasks</p> <p><b>RE.9.3.D</b> Read to gain content/background knowledge as well as insight about oneself, others, or the world</p> <p><b>RE.9.3.E</b> Read for enjoyment</p> <p><b>RE.9.4.A</b> Use prior knowledge and experience to comprehend</p> <p><b>RE.9.4.B</b> Determine and adjust purpose for reading</p> <p><b>RE.9.4.C</b> Self-monitor reading and adjust when confusion occurs by using appropriate strategies</p> <p><b>RE.9.4.D</b> Summarize texts by identifying main ideas and relevant details</p> <p><b>RE.9.4.E</b> Construct visual images based on text descriptions</p> <p><b>RE.9.4.F</b> Use study skills such as previewing, highlighting, annotating, note taking, and outlining</p> <p><b>RE.9.4.G</b> Use questioning to enhance comprehension before, during, and after reading</p> <p><b>RE.9.5.A</b> Find similarities and differences across texts such as explanations, points of view, or themes</p> <p><b>RE.9.5.B</b> Identify explicit and implicit meanings of texts</p> <p><b>RE.9.5.C</b> Support inferences with text evidence and experience</p> <p><b>RE.9.5.D</b> Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence</p> <p><b>RE.9.5.E</b> Distinguish facts from simple assertions and opinions.</p> <p><b>RE.9.6.A</b> Identify and analyze the audience, purpose, and message of the text.</p> <p><b>RE.9.6.B</b> Evaluate the credibility and relevance of informational sources.</p> <p><b>RE.9.6.C</b> Analyze the presentation of information and the strength of quality of the evidence used by the author.</p> <p><b>RE.9.6.D</b> Evaluate the author's motivation, stance, or position and its effect on the validity of the 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><b>RE.9.7.A</b> Read silently or orally such as paired reading or literature circles for sustained periods of time  <b>RE.9.7.B</b> Adjust reading rate based on purposes for reading  <b>RE.9.8.A</b> Respond actively to texts in both aesthetic and critical ways  <b>RE.9.8.B</b> Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.  <b>RE.9.8.C</b> Support responses with prior knowledge and experience  <b>RE.9.8.D</b> Support responses with explicit textual information  <b>RE.9.6.C</b> Analyze the presentation of information and the strength of quality of the evidence used by the author  <b>RE.9.9.B</b> Use text features and graphics to form an overview to determine where to locate information  <b>RE.9.9.D</b> Organize and record new information in systematic ways such as outlines, charts, and graphic organizers</p> <p><u>Writing</u>  <b>RE.9.8.A</b> Respond actively to texts in both aesthetic and critical ways  <b>RE.9.8.B</b> Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.  <b>RE.9.9.E</b> Communicate information gained from reading  <b>RE.9.8.B</b> Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation</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></p> <p><b>RE.9.1.A</b> Apply knowledge of letter-sound correspondences, language structure, and context to recognize words</p> <p><b>RE.9.1.B</b> Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words</p> <p><b>RE.9.2.A</b> Expand vocabulary by reading, viewing, listening, and discussing</p> <p><b>RE.9.2.B</b> Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies</p> <p><b>RE.9.2.C</b> Recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations</p> <p><b>RE.9.2.D</b> Apply the knowledge of roots, affixes, and word origins to infer meanings</p> <p><b>RE.9.2.E</b> Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases</p> <p><u>Reading</u></p> <p><b>RE.9.3.B</b> Read to complete academic tasks</p> <p><b>RE.9.3.C</b> Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions</p> <p><b>RE.9.3.D</b> Read to gain content/background knowledge as well as insight about oneself, others, or the world</p> <p><b>RE.9.3.E</b> Read for enjoyment</p> <p><b>RE.9.4.A</b> Use prior knowledge and experience to comprehend</p> <p><b>RE.9.4.B</b> Determine and adjust purpose for reading</p> <p><b>RE.9.4.C</b> Self-monitor reading and adjust when confusion occurs by using appropriate strategies</p> <p><b>RE.9.4.D</b> Summarize texts by identifying main ideas and relevant details</p> <p><b>RE.9.4.E</b> Construct visual images based on text descriptions</p> <p><b>RE.9.4.F</b> Use study skills such as previewing, highlighting, annotating, note taking, and outlining</p> <p><b>RE.9.4.G</b> Use questioning to enhance comprehension before, during, and after reading</p> <p><b>RE.9.5.A</b> Find similarities and differences across texts such as explanations, points of view, or themes</p> <p><b>RE.9.5.B</b> Identify explicit and implicit meanings of texts</p> <p><b>RE.9.5.C</b> Support inferences with text evidence and experience</p> <p><b>RE.9.5.D</b> Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence</p> <p><b>RE.9.7.A</b> Read silently or orally such as paired reading or literature circles for sustained periods of time</p> <p><b>RE.9.7.B</b> Adjust reading rate based on purposes for reading</p> <p><b>RE.9.8.A</b> Respond actively to texts in both aesthetic and critical ways</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><b>RE.9.8.B</b> Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.</p> <p><b>RE.9.8.C</b> Support responses with prior knowledge and experience.</p> <p><b>RE.9.8.D</b> Support responses with explicit textual information.</p> <p><u>Writing</u></p> <p><b>RE.9.8.A</b> Respond actively to texts in both aesthetic and critical ways</p> <p><b>RE.9.8.B</b> Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.</p> <p><b>RE.9.8.C</b> Support responses with prior knowledge and experience.</p> <p><b>RE.9.8.D</b> Support responses with explicit textual information.</p> <p><b>RE.9.9.B</b> Use text features and graphics to form an overview to determine where to locate information</p> <p><b>RE.9.9.D</b> Organize and record new information in systematic ways such as outlines, charts, and graphic organizers</p> <p><b>RE.9.9.E</b> Communicate information gained from reading</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>Vocabulary</u></p> <p><b>RE.9.1.A</b> Apply knowledge of letter-sound correspondences, language structure, and context to recognize words</p> <p><b>RE.9.1.B</b> Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words</p> <p><b>RE.9.2.A</b> Expand vocabulary by reading, viewing, listening, and discussing</p> <p><b>RE.9.2.B</b> Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies</p> <p><b>RE.9.2.C</b> recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations</p> <p><u>Reading</u></p> <p><b>RE.9.3.B</b> Read to complete academic tasks</p> <p><b>RE.9.3.D</b> Read to gain content/background knowledge as well as insight about oneself, others, or the world</p> <p><b>RE.9.3.E</b> Read for enjoyment</p> <p><b>RE.9.4.A</b> Use prior knowledge and experience to comprehend</p> <p><b>RE.9.4.B</b> Determine and adjust purpose for reading</p> <p><b>RE.9.4.C</b> Self-monitor reading and adjust when confusion occurs by using appropriate strategies</p> <p><b>RE.9.4.D</b> Summarize texts by identifying main ideas and relevant details</p> <p><b>RE.9.4.E</b> Construct visual images based on text descriptions</p> <p><b>RE.9.4.F</b> Use study skills such as previewing, highlighting, annotating, note taking, and outlining</p> <p><b>RE.9.4.G</b> Use questioning to enhance comprehension before, during, and after reading</p> <p><b>RE.9.5.A</b> Find similarities and differences across texts such as explanations, points of view, or themes</p> <p><b>RE.9.5.B</b> Identify explicit and implicit meanings of texts</p> <p><b>RE.9.5.C</b> Support inferences with text evidence and experience</p> <p><b>RE.9.5.D</b> Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence</p> <p><b>RE.9.7.A</b> Read silently or orally such as paired reading or literature circles for sustained periods of time</p> <p><b>RE.9.7.B</b> Adjust reading rate based on purposes for reading</p> <p><b>RE.9.10.A</b> Compare text events with personal and other readers' experiences</p> <p><b>RE.9.10.B</b> Recognize literary themes and connections that cross cultures</p>

Cycle 4	27 Days Jan. 19 - Feb. 25, 2022	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><u>Writing</u></p> <p><b>RE.9.8.A</b> Respond actively to texts in both aesthetic and critical ways</p> <p><b>RE.9.8.B</b> Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation</p> <p><b>RE.9.8.C</b> Support responses with prior knowledge and experience</p> <p><b>RE.9.8.D</b> Support responses with explicit textual information</p> <p><b>RE.9.9.D</b> Organize and record new information in systematic ways such as outlines, charts, and graphic organizers</p> <p><b>RE.9.9.E</b> Communicate information gained from reading</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.9.1.A</b> Apply knowledge of letter-sound correspondences, language structure, and context to recognize words</p> <p><b>RE.9.1.B</b> Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words</p> <p><b>RE.9.2.A</b> Expand vocabulary by reading, viewing, listening, and discussing</p> <p><b>RE.9.2.B</b> Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies</p> <p><b>RE.9.2.C</b> Recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations</p> <p><b>RE.9.2.D</b> Apply the knowledge of roots, affixes, and word origins to infer meanings</p> <p><b>RE.9.2.E</b> Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases</p> <p><u>Reading</u></p> <p><b>RE.9.3.B</b> Read to complete academic tasks</p> <p><b>RE.9.3.C</b> Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions</p> <p><b>RE.9.3.D</b> Read to gain content/background knowledge as well as insight about oneself, others, or the world</p> <p><b>RE.9.3.E</b> Read for enjoyment</p> <p><b>RE.9.4.A</b> Use prior knowledge and experience to comprehend</p> <p><b>RE.9.4.B</b> Determine and adjust purpose for reading</p> <p><b>RE.9.4.C</b> Self-monitor reading and adjust when confusion occurs by using appropriate strategies</p> <p><b>RE.9.4.D</b> Summarize texts by identifying main ideas and relevant details</p> <p><b>RE.9.4.E</b> Construct visual images based on text descriptions</p> <p><b>RE.9.4.F</b> Use study skills such as previewing, highlighting, annotating, note taking, and outlining</p> <p><b>RE.9.4.G</b> Use questioning to enhance comprehension before, during, and after reading</p> <p><b>RE.9.5.A</b> Find similarities and differences across texts such as explanations, points of view, or themes.</p> <p><b>RE.9.5.B</b> Identify explicit and implicit meanings of texts</p> <p><b>RE.9.5.C</b> Support inferences with text evidence and experience</p> <p><b>RE.9.5.D</b> Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence</p> <p><b>RE.9.5.E</b> Distinguish facts from simple assertions and opinions</p> <p><b>RE.9.6.A</b> Identify and analyze the audience, purpose, and message of the text</p> <p><b>RE.9.6.B</b> Evaluate the credibility and relevance of informational sources</p> <p><b>RE.9.6.C</b> Analyze the presentation of information and the strength of quality of the evidence used by the author</p> <p><b>RE.9.6.D</b> Evaluate the author's motivation, stance, or position and its effect on the validity of the text</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.9.7.A</b> Read silently or orally such as paired reading or literature circles for sustained periods of time</p> <p><b>RE.9.7.B</b> Adjust reading rate based on purposes for reading</p> <p><b>RE.9.10.A</b> Compare text events with personal and other readers' experiences</p> <p><b>RE.9.10.B</b> Recognize literary themes and connections that cross cultures</p> <p><u>Writing</u></p> <p><b>RE.9.8.A</b> Respond actively to texts in both aesthetic and critical ways.</p> <p><b>RE.9.8.B</b> Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.</p> <p><b>RE.9.8.C</b> Support responses with prior knowledge and experience.</p> <p><b>RE.9.8.D</b> Support responses with explicit textual information.</p> <p><b>RE.9.9.A</b> Generate relevant and interesting questions</p> <p><b>RE.9.9.D</b> Organize and record new information in systematic ways such as outlines, charts, and graphic organizers</p> <p><b>RE.9.9.E</b> Communicate information gained from reading</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>24 class periods (45-min. each)</p> <p><i>Memorial Day</i> <i>May 30</i></p> <p><i>Teacher Prep Day</i> <i>(no students)</i> <i>June 8</i></p>	<p><u>Vocabulary</u></p> <p><b>RE.9.1.A</b> Apply knowledge of letter-sound correspondences, language structure, and context to recognize words</p> <p><b>RE.9.1.B</b> Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words</p> <p><b>RE.9.2.A</b> Expand vocabulary by reading, viewing, listening, and discussing</p> <p><b>RE.9.2.B</b> Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies</p> <p><b>RE.9.2.C</b> Recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations</p> <p><b>RE.9.2.D</b> Apply the knowledge of roots, affixes, and word origins to infer meanings</p> <p><b>RE.9.2.E</b> Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases</p> <p><u>Reading</u></p> <p><b>RE.9.3.E</b> Read for enjoyment</p> <p><b>RE.9.3.B</b> Read to complete academic tasks</p> <p><b>RE.9.3.C</b> Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions</p> <p><b>RE.9.3.D</b> Read to gain content/background knowledge as well as insight about oneself, others, or the world</p> <p><b>RE.9.3.E</b> Read for enjoyment</p> <p><b>RE.9.4.A</b> Use prior knowledge and experience to comprehend</p> <p><b>RE.9.4.B</b> Determine and adjust purpose for reading</p> <p><b>RE.9.4.C</b> Self-monitor reading and adjust when confusion occurs by using appropriate strategies</p> <p><b>RE.9.4.D</b> Summarize texts by identifying main ideas and relevant details</p> <p><b>RE.9.4.E</b> Construct visual images based on text descriptions</p> <p><b>RE.9.4.F</b> Use study skills such as previewing, highlighting, annotating, note taking, and outlining</p> <p><b>RE.9.4.G</b> Use questioning to enhance comprehension before, during, and after reading</p> <p><b>RE.9.5.A</b> Find similarities and differences across texts such as explanations, points of view, or themes</p> <p><b>RE.9.5.B</b> Identify explicit and implicit meanings of texts</p> <p><b>RE.9.5.C</b> Support inferences with text evidence and experience</p> <p><b>RE.9.5.D</b> Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence</p> <p><b>RE.9.5.E</b> Distinguish facts from simple assertions and opinions</p> <p><b>RE.9.6.A</b> Identify and analyze the audience, purpose, and message of the text</p> <p><b>RE.9.6.B</b> Evaluate the credibility and relevance of informational sources</p> <p><b>RE.9.6.C</b> Analyze the presentation of information and the strength of quality of the evidence used by the author</p>

Cycle 6	31 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit	# Class Periods	
<p><b>Writing Focus:</b> Writing to present inquiry findings through text and a multimedia presentation.</p>		<p><b>RE.9.6.D</b> Evaluate the author's motivation, stance, or position and its effect on the validity of the text  <b>RE.9.7.B</b> Adjust reading rate based on purposes for reading  <b>RE.9.9.A</b> Generate relevant and interesting questions  <b>RE.9.9.B</b> Use text features and graphics to form an overview to determine where to locate information</p> <p><u>Writing</u>  <b>RE.9.8.A</b> Respond actively to texts in both aesthetic and critical ways  <b>RE.9.8.B</b> Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation  <b>RE.9.8.D</b> Support responses with explicit textual information  <b>RE.9.9.D</b> Organize and record new information in systematic ways such as outlines, charts, and graphic organizers  <b>RE.9.9.E</b> Communicate information gained from reading</p>