

Essential Resources

District Resources to Teach 100% of the TEKS: Literacy Libraries; NBISD Novel Sets; Houghton Mifflin Harcourt

Recursive TEKS

1A Engage in meaningful and respectful discourse, 1B Follow and give complex oral instructions, 1D Participate collaboratively, 2A Use a dictionary/thesaurus, 3 Self sustained reading, 4A Establish purpose for reading, 4B Generate questions about text to deepen understanding, 4C Make and correct or confirm predictions, 4D create mental images to deepen understanding, 4E Make connections to personal experiences, ideas in other texts, and society, 4F Make inferences, 4G Key ideas, 4I Monitor comprehension and make adjustments, 5E Interact with sources in meaningful ways, 9BI Using and organizing structure appropriate to audience, topic, and context, 9DI A variety of complete, controlled sentences and avoidance of run-ons, splices, and fragments, 9DII Consistent, appropriate verb tense, 9DIII Pronoun antecedent agreement, 9DIV Correct capitalization, 9DV Punctuation, 9DVI Correct spelling,

Timeline		1st Quarter Aug 24 - Oct 16, 2020 (38 Instructional Days)			2nd Quarter Oct 19 - Dec 18, 2020 (40 Instructional Days)		
Unit		9.1 Name: Essay & Literary Nonfiction	9.2 Name: Literary Nonfiction	9.3 Name: Poetry	9.4 Name: Poetry & Drama	9.5 Name: Expository Essay & Short Story	9.6 Name: Short Story Choice Board
Genre		R: Literary Nonfiction and Poetry W: Expository			R: Poetry, Drama, Short Story W: Expository		
Big Idea	Resources	Glass Castle excerpt	Unbroken excerpt	Optional poetry: "Identity", "Lesson of the Moth", "Still I Rise", "The Rose that Grew from Concrete", "Harlem", "Where the Sidewalk Ends", "We Journey Towards a Home", "History Lesson", "The Road Not Taken", "Introduction to Poetry"	Drama: Siren excerpt from <i>Odyssey</i> Poetry choices: "Circe's Power", "Pelemachus' Kindness", "Parable of the Hostages", "An Ancient Gesture", "The Siren Song", "Sea Grapes", "Ithaca" Songs choices: Susan Vega's "Calypso", Steely Dan "Home at Last", Cream "Tales of Brave Ulysses"	Options: "Examination Day", "Gift of the Magi", "Most Dangerous Game", "Tell-Tale Heart", "They Are Made Out of Meat", "Lamb to the Slaughter", "Cask of Amontillado", "Scarlet Ibis", "Saint Lucy's Home for Girls Raised by Wolves"	Options: "Examination Day", "Gift of the Magi", "Most Dangerous Game", "Tell-Tale Heart", "They Are Made Out of Meat", "Lamb to the Slaughter", "Cask of Amontillado", "Scarlet Ibis", "Saint Lucy's Home for Girls Raised by Wolves"
	Previous Grade:	Finding Common Ground- How can reading about others help you triumph over challenges?			Heroes and Quests- What drives us to take on a challenge?		
TEKS	Current Grade	7Dii-Organization 8A-Author's Purpose 8B-Text Structure 8D-Language informs and shapes the perception of readers 9-Composition	8E-Irony and Oxymoron 2B- Denotation vs Connotation 6D-Historical and cultural 8D-Language informs and shapes the perceptions of readers 8F-Diction/word choice for mood, voice, and tone 5C Use text evidence to support response	6-7 Poetry 7B Analyze structure, prosody, and graphic elements of poetry 9C Revise	6-7 Poetry 7B Analyze structure, prosody, and graphic elements of poetry 9C Revise 7C Analyze the function of dramatic conventions 10A Compose literary text	9 Composition 6A Theme 6B Characterization 6C Non-linear plot 6D Setting 8A Author's purpose 8D Author's use of language 8E Literary Devices 8F Diction/Syntax for mood, voice, tone	5G Discuss and write about the explicit or implicit meanings of text 5H Respond orally with appropriate register, vocabulary, tone, and voice 4B Generate questions about text to deepen understanding 4G Evaluate details read to determine key ideas 1C Give a presentation
	Previous Grade:						
Timeline		3rd Quarter Jan 4 - March 12, 2021 (48 Instructional Days)			4th Quarter March 22 - May 27, 2021 (48 Instructional Days)		
Unit		9.7 Name: Informational/ Infographics/ Expository Essay	9.8 Name: Science Fiction	9.9 Name: Science Fiction	9.10 Name: Argumentative Text	9.11 Name: Argumentative Essay/ Create a Documentary	9.12 Name: Create a Documentary
Genre		R: Informational & Science Fiction W: Expository Essay			R: Argumentative articles W: Persuasive Essay/letter		
Big Idea	Resources	"The Pointlessness of Unplugging" various informational articles about technology TBD	"The Veldt"	"The Veldt"	Options: "Is Survival Selfish", various arguments TBD		
	Previous Grade:	Is technology a benefit or a detriment to our lives?			When is it okay to argue?		
TEKS	Current Grade	5C Use text evidence to support response 5D Paraphrase and summarize text in ways that maintain meaning 5G Discuss and write about the explicit or implicit meanings of text 5I Reflect on and adjust responses when valid evidence warrants 5J Defend or challenge the author's claims using relevant text evidence 7D Analyze characteristics and structural elements of informational text 7F Analyze characteristics of multimodal and digital text 8A Analyze the author's purpose, audience, and message 8B Analyze use of text structure to achieve author's purpose 8C Evaluate the author's use of print and graphic features 9 Composition 10B Expose informational text 11 Inquiry processes	6A Theme 6B Characterization 6C Non-linear plot 6D Setting 8A Author's purpose 8D Author's use of language 8E Literary Devices 8F Diction/Syntax for mood, voice, tone	1C Presentation 11 Inquiry Processes 6A Theme 6B Characterization 6C Non-linear plot 6D Setting 8A Author's purpose 8D Author's use of language 8E Literary Devices 8F Diction/Syntax for mood, voice, tone	7E Argumentative text 8G Rhetorical devices 10C Compose Argumentative 10D Compose correspondence 11 Inquiry processes	7E Argumentative text 8G Rhetorical devices 10C Compose Argumentative 10D Compose correspondence 11 Inquiry processes	1C Give a presentation 4E make connections to personal experience, ideas in other texts, and society 9A plan a piece of writing for appropriate purpose 9B develop drafts in a focused, structured, and coherent piece of writing 9C revise drafts 9D edit drafts 9E publish work 11 Inquiry Processes
	Previous Grade:						