

TEKS Specifications

Subject	Grade	9 Weeks	Estimated Time Frame
ELA	2 nd	1 st 9 weeks	9 weeks
TEKS / Student Expectations:		Examples / Specifications:	
<p>(RC) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension</p> <p>(B) ask literal questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions)</p>		<p>Variety of Genre:</p> <ul style="list-style-type: none"> • poems, • nursery rhymes and songs, • traditional folktales, • simple animal fantasy, • realistic fiction, • factual texts (ABC books, label books, concept books, counting books, simple informational books) • memoirs • special types of genre; mystery • hybrid texts (a text in one genre with a simple form of another genre embedded in it) <p>(B)Talk about interesting and new information in text</p> <p>Pick up important information and remember it to use in discussion</p> <p>Ask many questions demonstrating curiosity</p> <p>(C) Realize when more information is needed to understand a text</p> <p>Notice, search for, remember, and discuss information that is important to understanding</p>	

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<p>(D) make inferences about text and use textual evidence to support understanding:</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p> <p><i>(G Local) use prior knowledge to anticipate meaning and make sense of texts</i></p>	<p>e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions</p> <p>(D) Make connections between texts and their own life experiences</p> <p>Infer characters' intentions or feelings</p> <p>Make predictions as to what will happen next in a story</p> <p>Check information in the text against their own experiences</p> <p>Infer causes and effects as implied in the text</p> <p>Demonstrate understanding of sequence when summarizing a text</p> <p>(E) Recognize and identify some aspects of text structure, such as beginning, events in sequential order, most exciting point in a story and ending</p> <p>(F) Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text</p> <p>Relate important ideas in the text to each other and to ideas in other texts</p> <p>(G) Bring background knowledge to understanding characters and their problems</p> <p>Make connections to prior knowledge</p>
<p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks)</p>	<p>e.g., capitalization of first word, ending punctuation, commas, quotation marks</p>
<p>(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) decode multisyllabic words in context and independent of</p>	

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<p>context by applying common letter-sound correspondences including:</p> <p>(i) single letters</p> <p>(B) use common syllabication patterns to decode words including:</p> <p>(i) closed syllable (CVC) (e.g., pic-nic, mon-ster)</p> <p>(iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape)</p> <p>(C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant)</p> <p>(G) identify and read at least 300 high-frequency words from a commonly used list; and</p> <p>(H) monitor accuracy of decoding.</p>	<p>consonants and vowels</p> <p>e.g., pic-nic, mon-ster</p> <p>e.g., in-vite, cape</p> <p>e.g., -ight, -ant</p> <p>Go to HPISD Spelling Document</p> <p>Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)</p>
<p>(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>(A) use ideas; (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</p> <p>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and</p> <p>(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</p> <p><i>(D Local) draw and discuss visual images based on text</i></p>	<p>(A) e.g., illustrations, titles, topic sentences, key words, and foreshadowing</p> <p>(C) e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud</p> <p>(D) write and/draw about facts in text</p>

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<p><i>descriptions</i></p> <p><i>(E Local) make and explain inferences from texts</i></p> <p><i>(F Local) identify similarities and differences across texts</i></p> <p><i>(G Local) produce summaries of text selections</i></p>	<p><i>(E) such as determining important ideas and causes and effects, making predictions, and conclusions</i></p> <p><i>(F) such as in topics, characters, and problems</i></p> <p><i>(G) after reading, provide a summary with appropriate details in sequence write summaries that reflect literal understandings of a text</i></p>
<p>(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to</p> <p>(A) read aloud grade-level appropriate text with fluency rate, (accuracy, expression, appropriate phrasing) and comprehension.</p> <p><i>(B Local) read regularly in instructional level materials that are challenging but manageable</i></p>	<p>(A)rate, accuracy, expression, appropriate phrasing</p>
<p>(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p><i>(C Local) Distinguish fiction from nonfiction, including fact from fantasy</i></p>	
<p>(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:</p> <p>(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.</p> <p><i>(B Local) self select independent level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and /or by estimating text difficulty</i></p>	
<p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	

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<p>(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)</p> <p>(E) publish and share writing with others.</p>	<p>(A)e.g., drawing, sharing ideas, listing key ideas</p>
<p>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write brief compositions about topics of interest to the student;</p> <p>(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions and (e.g., date, salutation, closing)</p> <p>(C) Write brief comments on literary or informational texts.</p> <p>(D Local) Write to record ideas and reflections</p> <p>(E Local) Write to communicate with a variety of audiences</p> <p>(F Local) Write to discover, develop, and refine ideas</p> <p>(G Local) Write in different forms for different purposes such as lists, letters, stories, or poems</p>	<p>(A)choose topics that one knows about or cares about choose topics that are interesting</p> <p>(B) e.g., date, salutation, closing</p> <p>(C) Report information from a text or summarize it in a few sentences Make notes of new information and understanding</p> <p>(D) Understand lists are a functional way to organize information</p> <p>(E) Write to a know audience or a specific reader</p> <p>(F) Write focused responses to questions or prompts</p> <p>Write about a topic keeping the audience and their interests and knowledge in mind Provide supporting details in each category</p> <p>Use some vocabulary specific to the topic</p> <p>Present ideas clearly</p> <p>Understand that an informational text is ordered by logic (categories, sequences, ideas related to each other)</p> <p>Gather and internalize information and then write it in their own words</p> <p>(G)Write for a specific purpose; to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan</p>

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	<p>Select own topics for informational writing and state what is important about the topic</p> <p>Stay focused on a topic</p>
<p>(22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) write legibly leaving appropriate margins for readability;</p> <p>(local) control aspects of penmanship</p> <p>(B) use capitalization for:</p> <p>(i) proper nouns;</p> <p>(ii) months and days of the week; and</p> <p>(iii) the salutation and closing of a letter; and</p>	<p>(A) such as letter formation, appropriate size and spacing</p>
<p>(23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) use phonological knowledge to match sounds to letters to construct unknown words;</p> <p>(B) spell words with common orthographic patterns and rules:</p> <p>(i) complex consonants (e.g., hard and soft c and g, ck)</p> <p>(iii) long vowels and (e.g., VCe-hope)</p> <p>(iv) vowel digraphs (e.g., oo-book, fool, ee-feet) and diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)</p> <p>(C) spell high-frequency words from a commonly used list;</p>	<p>e.g., hard and soft c and g, ck</p> <p>e.g., VCe-hope</p> <p>e.g., oo-book, fool, ee-feet</p> <p>e.g., ou-out, ow-cow, oi-coil, oy-toy</p> <p>Use HPISD Spelling Document</p>
<p>(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p>	

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<p>(A) listen attentively to speakers and ask relevant questions to clarify information; and</p> <p>(B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p> <p><i>(C Local) Listen critically to interpret and evaluate</i></p> <p><i>(D local) retell a spoken message by summarizing or clarifying</i></p>	<p>(A) Listen actively to others read or talk about their writing and give feedback Listen with attention during lessons and respond with statements and questions</p> <p>(B) Listen to remember, and follow two and three-step directions</p> <p>(D) Express and reflect on the feelings of others and self</p>
<p>(29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>	<p>Speak at an appropriate volume, not too loud but loud enough to be heard</p> <p>Speak at an appropriate rate to be understood by the audience</p> <p>Enunciate words clearly</p> <p>Use language from stories when retelling them</p> <p>Use words that describe</p> <p>Use content specific words when needed to explain a topic</p>
<p>(30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions. including listening to others, speaking when recognized, and making appropriate contributions.</p>	<p>including listening to others, speaking when recognized, and making appropriate contributions.</p>