Cycle 1  
38 Days  
Aug. 26 – Oct. 18, 2019

The recommended number of lessons 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 Overview:** This unit will establish the routines and practices that will help students develop their listening, speaking, reading, and writing skills. The First 25 Days Launch will be used during the Spanish Language Arts class to set the foundation for guided reading routines and practices. Apply these guided reading routines in the ESL/ELD Block. Scholars will read and listen to various texts that support establishing routines, rules, and procedures in school; creating a respectful environment where students share their thoughts and feelings, make friends, and feel safe as they become independent learners. Scholars will produce a series of rhyming words. Students are expected to decode and spell words applying letter-sound correspondence and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will respond to text describing personal connections, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose personal narratives using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns (singular, plural, common, and proper).

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS) The student will:</th>
</tr>
</thead>
</table>
| **Rules, Routines, Procedures, and Safety around School** | 2 Weeks  
Aug. 26 – Sept. 6  
*Check for Understanding (Available in the unit folder on the HUB)*  
Labor Day Sept. 2  
Benchmark Running Records BOY Sept. 3-30  
Renaissance Learning 360 Screener BOY Sept. 3-20 | The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:

**Strand 1: Foundational Language Skills—Oral Language**
- **ELPS 2.E** Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborate spoken language.
- **ELPS 2.I** Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
- **ELPS 3.E** Share information in cooperative learning interactions.

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Print Awareness)**
- **ELPS 4.B** Recognize directionality of English reading such as left to right and top to bottom.

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)**
- **ELPS 2.A** Distinguish sounds and intonation patterns of English with increasing ease.
- **ELPS 2.B** Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)**
- **ELPS 3.A** Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.
- **ELPS 4.A** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as
<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>38 Days</th>
<th>Aug. 26 – Oct. 18, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>The recommended number of lessons 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Foundational Language Skills—Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPS 2.C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.</td>
</tr>
<tr>
<td>ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>2. Comprehension Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.</td>
</tr>
<tr>
<td>ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</td>
</tr>
<tr>
<td>ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</td>
</tr>
</tbody>
</table>

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<tr>
<th>3. Response Skills</th>
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<tbody>
<tr>
<td>ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.</td>
</tr>
<tr>
<td>ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>4. Multiple Genres—Literary Elements and Genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPS 4.J Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Author’s Purpose and Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</td>
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<tr>
<th>6. Composition</th>
</tr>
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<tbody>
<tr>
<td>7. Inquiry and Research</td>
</tr>
</tbody>
</table>

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Updated: July 2, 2019
### Unit 2: Exploring History

#### Unit Overview:
Continue applying the guided reading routines that are being introduced during the Spanish Language Arts class with the First 25 Days Launch in the ESL/ELD Block. In this unit, scholars will listen to a variety of texts about the contributions of important people and celebrations/commemorative events that occurred in history. Scholars will recognize alliterations, segment words into phonemes, and blend phonemes into words. Students are expected to decode and spell words applying letter-sound correspondence and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discuss rhyme, rhythm, repetition, and alliteration in poems, describe plot elements (main events, problem-resolution), and recognize characteristics of multimodal and digital texts. Students will respond to text describing personal connections, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as past and present verb tenses, nouns, and complete sentences with subject-verb agreement.

<table>
<thead>
<tr>
<th>Leaders Celebrating Freedom</th>
<th>Suggested Pacing</th>
<th>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</th>
</tr>
</thead>
</table>
| A Trip Back in Time: Key People and Events | 3 Weeks Sept. 9-27 *Check for Understanding (Available in the unit folder on the HUB) Early Dismissal Sept. 27 | Strand 1: Foundational Language Skills—Oral Language
- **ELPS 2.D** Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.
- **ELPS 2.I** Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
- **ELPS 3.C** Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.
- **ELPS 3.E** Share information in cooperative learning interactions.

| The student will: | The recommended number of lessons 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. |

#### Cycle 1

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<tr>
<th>38 Days</th>
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<tr>
<td>Cycle 1</td>
<td>38 Days</td>
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<tr>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing</strong>&lt;br&gt;(Print Awareness)&lt;br&gt;ELPS 4.B Recognize directionality of English reading such as left to right and top to bottom.</td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing</strong>&lt;br&gt;(Phonological Awareness)&lt;br&gt;ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease.&lt;br&gt;ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</td>
</tr>
</tbody>
</table>
Cycle 1  |  38 Days  |  Aug. 26 – Oct. 18, 2019

The recommended number of lessons 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.

drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

Strand 4: Multiple Genres—Literary Elements and Genres
- ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

Strand 5: Author’s Purpose and Craft
- ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

Strand 3: Response Skills
- ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources.
- ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
- ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
- ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

Strand 6: Composition—Writing Process and Genres
- ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Unit 3: Understanding Civics and Economics

Unit Overview: In this unit, scholars will read and listen to a variety of texts about good economic choices based on needs and wants and how goods and services are exchanged in the market. Scholars will segment words into phonemes, blend phonemes into words, and distinguish between long and short vowel sounds in one-syllable words. Students are expected to decode and spell words applying letter-sound correspondence and using common syllabication patterns, and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discuss rhyme, rhythm, repetition, and alliteration in poems, recognize characteristics and structures of informational texts, and discuss topics using text evidence (with
2019-2020 Scope and Sequence
English as a Second Language – Grade 1

Cycle 1

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adult assistance. Students will respond to text describing personal connections, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as past and present verb tenses, adjectives, and complete sentences with subject-verb agreement.

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs vs. Wants</td>
<td>3 Weeks Sept. 30 – Oct. 18</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
<tr>
<td>Goods and Services</td>
<td><em>Check for Understanding (Available in the unit folder on the HUB)</em></td>
<td>Strand 1: Foundational Language Skills—Oral Language</td>
</tr>
<tr>
<td>Responsible Consumer</td>
<td>Fall Holiday Oct. 9 (students only)</td>
<td><strong>ELPS 1.D</strong> Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</td>
</tr>
<tr>
<td></td>
<td>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</td>
<td><strong>ELPS 2.I</strong> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</td>
</tr>
<tr>
<td></td>
<td>Early Dismissal Oct. 18</td>
<td><strong>ELPS 3.F</strong> Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.</td>
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<td><strong>ELPS 3.E</strong> Share information in cooperative learning interactions.</td>
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<td></td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>ELPS 2.A</strong> Distinguish sounds and intonation patterns of English with increasing ease.</td>
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<td></td>
<td><strong>ELPS 2.B</strong> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</td>
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<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELPS 3.A</strong> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELPS 4.A</strong> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELPS 5.C</strong> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Strand 1: Foundational Language Skills—Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELPS 1.C</strong> Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</td>
</tr>
</tbody>
</table>

GLOBAL GRADUATE

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

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Updated: July 2, 2019
Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence
English as a Second Language – Grade 1

<table>
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<tr>
<th>Cycle 1</th>
<th>38 Days</th>
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<td>Aug. 26 – Oct. 18, 2019</td>
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<tr>
<td></td>
<td></td>
<td><strong>ELPS 3.B</strong> Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. <strong>ELPS 4.F</strong> Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</td>
</tr>
</tbody>
</table>

**Strand 1: Foundational Language Skills—Self-Sustained Reading**

**ELPS 4.H** Read silently with increasing ease and comprehension for longer periods.

**Strand 2: Comprehension Skills**

**ELPS 1.A** Use prior knowledge and experiences to understand meanings in English.

**ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.

**ELPS 4.K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

**ELPS 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

**Strand 4: Multiple Genres—Literary Elements and Genres**

**ELPS 4.I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

**Strand 5: Author’s Purpose and Craft**

**ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

**Strand 3: Response Skills**

**ELPS 2.G** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.

**ELPS 3.G** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.

**ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
Cycle 1
38 Days
Aug. 26 – Oct. 18, 2019
The recommended number of lessons 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.

- **ELPS 5.B** Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

**Strand 6: Composition—Writing Process and Genres**
- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
### Unit Overview:
In this unit, scholars will read and listen to a variety of texts about maps, their signs, and symbols. Scholars will recognize the change in words when a phoneme is added, changed, or removed, and manipulating phonemes with base words. Students are expected to decode and spell words applying letter-sound correspondence, contractions, and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will describe the main characters and the reasons for their actions and recognize characteristics and structures of informational texts. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary texts (stories) using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as adjectives (including articles), and adverbs that convey time.

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS) The student will:</th>
</tr>
</thead>
</table>
| Maps: Their Signs and Symbols Giving Directions | 3 Weeks
Oct. 21 – Nov. 7 | The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017: |
<p>| | Extend Review Assess Reteach Nov. 8 | Strand 1: Foundational Language Skills—Oral Language |
| | High Frequency Word Evaluation BOY Nov. 4-15 | <strong>ELPS 1.D</strong> Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). |
| | Early Dismissal Nov. 8 | <strong>ELPS 2.I</strong> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. |
| | <em>Check for Understanding (Available in the unit folder on the HUB)</em> | <strong>ELPS 3.C</strong> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. |
| | | <strong>ELPS 3.E</strong> Share information in cooperative learning interactions. |
| | | Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness) |
| | | <strong>ELPS 2.A</strong> Distinguish sounds and intonation patterns of English with increasing ease. |
| | | <strong>ELPS 2.B</strong> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. |
| | | Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge) |
| | | <strong>ELPS 3.A</strong> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. |
| | | <strong>ELPS 4.A</strong> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. |</p>
<table>
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<tr>
<th>Cycle 2</th>
<th>39 Days</th>
<th>Oct. 21 – Dec. 19, 2019</th>
<th>The recommended number of lessons 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.</th>
</tr>
</thead>
</table>

- **ELPS 5.C** Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.

**Strand 1: Foundational Language Skills—Vocabulary**
- **ELPS 1.C** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.
- **ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

**Strand 1: Foundational Language Skills—Self-Sustained Reading**
- **ELPS 4.H** Read silently with increasing ease and comprehension for longer periods.

**Strand 2: Comprehension Skills**
- **ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
- **ELPS 4.K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- **ELPS 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

**Strand 4: Multiple Genres—Literary Elements and Genres**
- **ELPS 4.I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

**Strand 5: Author’s Purpose and Craft**
- **ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

**Strand 3: Response Skills**
- **ELPS 1.B** Monitor oral and written language production and employ self-corrective techniques or other resources.
- **ELPS 3.H** Narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- **ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
**Unit Overview:** In this unit, scholars will read and listen to a variety of texts to explore the similarities and differences among families in different cultures and discover customs and traditions that families embrace. Scholars will produce series of rhyming words, blend phonemes into words, and distinguish between short and long vowel sounds in one-syllable words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, high-frequency words, and knowledge of base words to decode compound words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will describe the plot elements (e.g., the main events, problem-resolution) and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns). Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary texts (stories) using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, pronouns (subjective, objective, and possessive), and adverbs that convey time.

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS) The student will:</th>
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<tbody>
<tr>
<td>My Family’s Traditions and Celebrations</td>
<td>3 Weeks Nov. 11 – Dec. 6 *Check for Understanding (Available in the unit folder on the HUB) Thanksgiving Holiday Nov. 25-29</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
</tbody>
</table>

**Strand 1: Foundational Language Skills—Oral Language**
- **ELPS 2.D** Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.
- **ELPS 2.I** Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
- **ELPS 3.F** Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts.
### Cycle 2

<table>
<thead>
<tr>
<th>39 Days</th>
<th>Oct. 21 – Dec. 19, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>The recommended number of lessons 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.</td>
<td></td>
</tr>
</tbody>
</table>

- to using abstract and content-based vocabulary during extended speaking assignments.
  - **ELPS 3.E** Share information in cooperative learning interactions.

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)**
- **ELPS 2.A** Distinguish sounds and intonation patterns of English with increasing ease.
- **ELPS 2.B** Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)**
- **ELPS 3.A** Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.
- **ELPS 4.A** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.
- **ELPS 5.C** Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.

**Strand 1: Foundational Language Skills—Vocabulary**
- **ELPS 1.F** Use accessible language and learn new and essential language in the process.
- **ELPS 3.B** Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.
- **ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

**Strand 1: Foundational Language Skills—Self-Sustained Reading**
- **ELPS 4.H** Read silently with increasing ease and comprehension for longer periods.

**Strand 2: Comprehension Skills**
- **ELPS 1.A** Use prior knowledge and experiences to understand meanings in English.
- **ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
### 2019-2020 Scope and Sequence
**English as a Second Language – Grade 1**

<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>39 Days</th>
<th>The recommended number of lessons 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.</th>
</tr>
</thead>
</table>

- **ELPS 4.K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- **ELPS 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

**Strand 4: Multiple Genres—Literary Elements and Genres**
- **ELPS 4.I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

**Strand 5: Author’s Purpose and Craft**
- **ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

**Strand 3: Response Skills**
- **ELPS 3.J** Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

**Strand 6: Composition—Writing Process and Genres**
- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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**Unit 6: Planet Earth, My Home**

**Unit Overview:** In this unit, scholars will read and listen to a variety of texts to explore planet Earth by learning about its continents and oceans (land and water formations), and different ways to conserve our planet and its natural resources for the future. Scholars will manipulate phonemes within base words, blend phonemes into words, and distinguish between short and long vowel sounds in one-syllable words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and high-frequency words. Students...
## Unit 6

### Exploration of Planet Earth (landforms and bodies of water)

<table>
<thead>
<tr>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Weeks Dec. 9-19</td>
<td>The student will:</td>
</tr>
<tr>
<td>*Check for Understanding (Available in the unit folder on the HUB)</td>
<td><strong>Strand 1: Foundational Language Skills—Oral Language</strong></td>
</tr>
<tr>
<td>Benchmark Running Records MOY Dec. 9 – Jan. 17</td>
<td><strong>ELPS 1.G</strong> Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations.</td>
</tr>
<tr>
<td>Teacher Preparation Day Dec. 20</td>
<td><strong>ELPS 2.E</strong> Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</td>
</tr>
<tr>
<td>Winter Break Dec. 23 – Jan. 3</td>
<td><strong>ELPS 2.I</strong> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</td>
</tr>
</tbody>
</table>

### Conservation of Planet Earth

The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)**

- **ELPS 2.A** Distinguish sounds and intonation patterns of English with increasing ease.
- **ELPS 2.B** Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)**

- **ELPS 3.A** Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.
- **ELPS 4.A** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.
## Cycle 2

<table>
<thead>
<tr>
<th>39 Days</th>
<th>Oct. 21 – Dec. 19, 2019</th>
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<tbody>
<tr>
<td>The recommended number of lessons 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.</td>
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</tr>
</tbody>
</table>

### Strand 1: Foundational Language Skills—Vocabulary
- **ELPS 5.C** Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.

### Strand 2: Comprehension Skills
- **ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
- **ELPS 4.K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- **ELPS 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

### Strand 4: Multiple Genres—Literary Elements and Genres
- **ELPS 4.I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

### Strand 3: Response Skills
- **ELPS 2.G** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.
- **ELPS 3.G** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
- **ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to
### Cycle 2

<table>
<thead>
<tr>
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The recommended number of lessons 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.

- questions, and taking notes commensurate with content area and grade level needs.
- **ELPS 5.B** Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

**Strand 6: Composition—Writing Process and Genres**
- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
The recommended number of lessons 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 Overview:** In this unit, scholars will read and listen to a variety of texts to acquire a better understanding about careers and professions of the people whose jobs make our community a better place. Students will learn about the characteristics and requirements of different jobs, and whether or how technology has changed the way people work. Students will manipulate phonemes within base words, blend phonemes into words, recognize the change in words when a phoneme is added, changed, or removed, and distinguish between short and long vowel sounds in one-syllable words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, high-frequency words, and contractions. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, using illustrations and texts to learn or clarify word meanings, and using a resource (picture dictionary or digital resource) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will describe the main characters and the reasons for their actions and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns). Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose letters, literary texts (poems), and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as prepositions/prepositional phrases, adverbs that convey time, and complete sentences with subject-verb agreement.

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS)</th>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>People Who are Entrepreneurs</td>
<td>4 Weeks Jan. 6-31</td>
<td><strong>Strand 1: Foundational Language Skills—Oral Language</strong></td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
<tr>
<td>People Who Help and Serve</td>
<td>*Check for Understanding (Available in the unit folder on the HUB)</td>
<td><strong>ELPS 1.D</strong> Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</td>
<td></td>
</tr>
<tr>
<td>People Who Educate, Invent, and Explore</td>
<td>Renaissance Learning 360 Screener MOY Jan. 6-24</td>
<td><strong>ELPS 2.I</strong> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</td>
<td></td>
</tr>
<tr>
<td>People Who Care for the Earth</td>
<td>Early Dismissal Jan. 17</td>
<td><strong>ELPS 3.C</strong> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MLK Jr. Day Jan. 20</td>
<td><strong>ELPS 3.E</strong> Share information in cooperative learning interactions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELPS 2.A</strong> Distinguish sounds and intonation patterns of English with increasing ease.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELPS 2.B</strong> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</td>
<td></td>
</tr>
</tbody>
</table>

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**Global Graduate**

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

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Updated: July 2, 2019
## 2019-2020 Scope and Sequence
### English as a Second Language – Grade 1

<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>49 Days</th>
<th>Jan. 6 – Mar. 13, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing</strong> &lt;br&gt;(Phonetic Knowledge and Spelling Knowledge)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELPS 3.A</strong> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELPS 4.A</strong> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELPS 5.C</strong> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Strand 1: Foundational Language Skills—Vocabulary** |
| **ELPS 3.B** Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. |
| **ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. |

| **Strand 1: Foundational Language Skills—Self-Sustained Reading** |
| **ELPS 4.H** Read silently with increasing ease and comprehension for longer periods. |

| **Strand 2: Comprehension Skills** |
| **ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. |
| **ELPS 4.K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. |
| **ELPS 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. |

| **Strand 4: Multiple Genres—Literary Elements and Genres** |
| **ELPS 4.I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. |
## Cycle 3

| Cycle 3 | 49 Days | The recommended number of lessons 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. |

### Strand 5: Author’s Purpose and Craft
- **ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

### Strand 3: Response Skills
- **ELPS 1.B** Monitor oral and written language production and employ self-corrective techniques or other resources.
- **ELPS 3.H** Narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- **ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
- **ELPS 5.B** Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

### Strand 6: Composition—Writing Process and Genres
- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

### Unit 8: Changes All Around Me

**Unit Overview:** In this unit, scholars will read and listen to a variety of texts to investigate the different types of weather and the changes in weather throughout the seasons. Scholars will blend phonemes into words, segment words into phonemes, and recognize the change in words when a phoneme is added, changed, or removed. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and knowledge of base words to decode compound words, and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations; and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will describe the plot (e.g., the main events, problem-resolution), and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns), and multimodal and digital texts, discuss how the author uses words that help the reader visualize. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary texts (stories), and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as adjectives (including articles), adverbs that convey time, and complete sentences with subject-verb agreement.
## Cycle 3

### 49 Days

Jan. 6 – Mar. 13, 2020

The recommended number of lessons 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 8

#### Suggested Pacing

<table>
<thead>
<tr>
<th>English Language Proficiency Standards (ELPS)</th>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weather</strong></td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
<tr>
<td><strong>Seasons</strong></td>
<td><strong>Strand 1: Foundational Language Skills—Oral Language</strong></td>
</tr>
<tr>
<td><strong>Celestial Patterns</strong></td>
<td>✗ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</td>
</tr>
<tr>
<td>L3 Weeks</td>
<td>✗ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</td>
</tr>
<tr>
<td>Feb. 3-21</td>
<td>✗ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.</td>
</tr>
<tr>
<td></td>
<td>✗ ELPS 3.E Share information in cooperative learning interactions.</td>
</tr>
<tr>
<td><em>Check for Understanding (Available in the unit folder on the HUB)</em></td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</strong></td>
</tr>
<tr>
<td>High Frequency Word Evaluation</td>
<td>✗ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease.</td>
</tr>
<tr>
<td>MOY</td>
<td>✗ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</td>
</tr>
<tr>
<td>Feb. 3-7</td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</strong></td>
</tr>
<tr>
<td>Early Dismissal</td>
<td>✗ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</td>
</tr>
<tr>
<td>Feb. 14</td>
<td>✗ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</td>
</tr>
<tr>
<td></td>
<td>✗ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</td>
</tr>
<tr>
<td></td>
<td><strong>Strand 1: Foundational Language Skills—Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td>✗ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</td>
</tr>
</tbody>
</table>
|                                             | ✗ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and

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**GLOBAL GRADUATE**

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

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Updated: July 2, 2019
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**Cycle 3**

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</tbody>
</table>

**Background Knowledge Needed to Comprehend Increasingly Challenging Language.**

**Strand 1: Foundational Language Skills—Self-Sustained Reading**

- **ELPS 4.H** Read silently with increasing ease and comprehension for longer periods.

**Strand 2: Comprehension Skills**

- **ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
- **ELPS 4.K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- **ELPS 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

**Strand 4: Multiple Genres—Literary Elements and Genres**

- **ELPS 4.I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

**Strand 5: Author’s Purpose and Craft**

- **ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

**Strand 3: Response Skills**

- **ELPS 2.G** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.
- **ELPS 3.G** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
- **ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
- **ELPS 5.B** Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

**Strand 6: Composition—Writing Process and Genres**

- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.

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**GLOBAL GRADUATE**

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research
## Unit 9: Exploring Organisms in My Environment

### Unit Overview:
In this unit, scholars will read and listen to a variety of texts to discover the similarities and differences between living and nonliving things. Scholars will segment words into phonemes and manipulate phonemes within base words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations; and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will describe the plot (e.g., the main events, problem-resolution), and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns), discuss topics and determine the them using text evidence, and discuss how the author uses print and graphic features to achieve specific purposes. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as prepositions/prepositional phrases, adverbs that convey time, and complete sentences with subject-verb agreement.

### English Language Proficiency Standards (ELPS)
**The student will:**

#### Strand 1: Foundational Language Skills—Oral Language
- **ELPS 1.G** Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations.
- **ELPS 2.E** Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.
- **ELPS 2.I** Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
- **ELPS 3.D** Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
- **ELPS 3.E** Share information in cooperative learning interactions.

#### Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)
- **ELPS 2.A** Distinguish sounds and intonation patterns of English with increasing ease.

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<thead>
<tr>
<th>Unit 9</th>
<th>Suggested Pacing</th>
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</thead>
<tbody>
<tr>
<td><strong>Living and Nonliving Organisms</strong></td>
<td><strong>3 Weeks</strong>&lt;br&gt;Feb. 24 – Mar. 13</td>
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<td></td>
<td><em>Check for Understanding (Available in the unit folder on the HUB)</em></td>
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<td></td>
<td><strong>Spring Break</strong>&lt;br&gt;Mar. 16-20</td>
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</tbody>
</table>

The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:

- ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>49 Days</th>
<th>Jan. 6 – Mar. 13, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The recommended number of lessons 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.</td>
</tr>
</tbody>
</table>

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)**

- **ELPS 2.B** Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.

**Strand 1: Foundational Language Skills—Vocabulary**

- **ELPS 3.A** Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.

- **ELPS 4.A** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.

- **ELPS 5.C** Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.

**Strand 1: Foundational Language Skills—Self-Sustained Reading**

- **ELPS 4.H** Read silently with increasing ease and comprehension for longer periods.

**Strand 2: Comprehension Skills**

- **ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.

- **ELPS 4.K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

- **ELPS 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

**Strand 4: Multiple Genres—Literary Elements and Genres**

- **ELPS 4.I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of
<table>
<thead>
<tr>
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<th>Jan. 6 – Mar. 13, 2020</th>
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<td></td>
</tr>
</tbody>
</table>

Supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

**Strand 5: Author’s Purpose and Craft**
- **ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

**Strand 3: Response Skills**
- **ELPS 3.J** Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
- **ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
- **ELPS 5.B** Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

**Strand 6: Composition—Writing Process and Genres**
- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Unit Overview: In this unit, scholars will read and listen to a variety of texts to explore the world of plants: the plant life cycle, the parts of a plant, different varieties of plants, and plant needs. Scholars will recognize the change in words when a phoneme is added, changed, or removed, blend phonemes into words, and manipulate phonemes within base words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and high-frequency words and contractions. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations; using illustrations and texts to learn or clarify word meanings and using a resource (picture dictionary or digital resource) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will describe the plot (e.g., the main events, problem-resolution), describe the main characters and the reasons for their actions, and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns), discuss topics and determine the them using text evidence, and discuss how the author uses print and graphic features to achieve specific purposes. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, adjectives (including articles), and punctuation marks at the end of declarative, exclamative, and interrogative sentences.

<table>
<thead>
<tr>
<th>Unit 10</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Plants</td>
<td>3 Weeks Mar. 23 – Apr. 9</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
</tbody>
</table>

**Strand 1: Foundational Language Skills—Oral Language**
- **ELPS 1.D** Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).
- **ELPS 2.I** Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
- **ELPS 3.F** Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.
- **ELPS 3.E** Share information in cooperative learning interactions.

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)**
- **ELPS 2.A** Distinguish sounds and intonation patterns of English with increasing ease.
- **ELPS 2.B** Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.
## 2019-2020 Scope and Sequence

**English as a Second Language – Grade 1**

<table>
<thead>
<tr>
<th>Cycle 4</th>
<th>47 Days</th>
<th>Mar. 23 – May 29, 2020</th>
</tr>
</thead>
</table>

The recommended number of lessons 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.

### Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)

- **ELPS 3.A** Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.
- **ELPS 4.A** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.
- **ELPS 5.C** Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.

### Strand 1: Foundational Language Skills—Vocabulary

- **ELPS 1.C** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.
- **ELPS 3.B** Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.
- **ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

### Strand 1: Foundational Language Skills—Self-Sustained Reading

- **ELPS 4.H** Read silently with increasing ease and comprehension for longer periods.

### Strand 2: Comprehension Skills

- **ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
- **ELPS 4.K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- **ELPS 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

### Strand 4: Multiple Genres—Literary Elements and Genres

- **ELPS 4.I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.
# Unit 11: A Journey Through the Animal Kingdom

## Unit Overview
In this unit, scholars will read and listen to a variety of texts to explore the animal world: how animals grow and change, animal families, their habitats, needs, and diets. Scholars will produce series of rhyming words and recognize alliterations, distinguish between short and long vowel sounds in one-syllable words, segment words into phonemes, blend phonemes into words, and manipulate phonemes within base words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and high-frequency words, and use knowledge of base words to decode compound words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will demonstrate knowledge of distinguishing characteristics of children’s literature (e.g., folktales, fables, fairy-tales, and nursery rhymes), discuss rhyme, rhythm, repetition, and alliteration in poems; discuss how the author uses words that help the reader visualize; describe the main characters and the reasons for their actions; and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns); and discuss topics and determine the theme using text evidence. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence.

### Cycle 4
<table>
<thead>
<tr>
<th>Number of Days</th>
<th>The recommended number of lessons 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.</th>
</tr>
</thead>
</table>

**Strand 5: Author’s Purpose and Craft**
- **ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

**Strand 3: Response Skills**
- **ELPS 1.B** Monitor oral and written language production and employ self-corrective techniques or other resources.
- **ELPS 2.G** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.
- **ELPS 3.G** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
- **ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
- **ELPS 5.B** Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

**Strand 6: Composition—Writing Process and Genres**
- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
The recommended number of lessons 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.

<table>
<thead>
<tr>
<th>Unit 11</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Differences</td>
<td>5 Weeks Apr. 8 – May 15</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
<tr>
<td>Mammals</td>
<td>*Check for Understanding (Available in the unit folder on the HUB)</td>
<td>Strand 1: Foundational Language Skills—Oral Language</td>
</tr>
<tr>
<td>Birds and Insects</td>
<td>High Frequency Word Evaluation EYO Apr. 13-17</td>
<td>◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</td>
</tr>
<tr>
<td>Reptiles and Amphibians</td>
<td>Renaissance Learning 360 Screener EYO Apr. 20 – May 22</td>
<td>◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</td>
</tr>
<tr>
<td>Water Animals</td>
<td>Benchmark Running Records EYO May 1-29</td>
<td>◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations.</td>
</tr>
</tbody>
</table>

The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:

**Strand 1: Foundational Language Skills—Oral Language**

- **ELPS 2.D** Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.
- **ELPS 2.E** Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.
- **ELPS 1.G** Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations.

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)**

- **ELPS 2.A** Distinguish sounds and intonation patterns of English with increasing ease.
- **ELPS 2.B** Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)**

- **ELPS 3.A** Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.
- **ELPS 4.A** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.
- **ELPS 5.C** Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.
The recommended number of lessons 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.

<table>
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<th>Cycle 4</th>
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**Strand 1: Foundational Language Skills—Vocabulary**
- **ELPS 1.C** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.
- **ELPS 1.F** Use accessible language and learn new and essential language in the process.
- **ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

**Strand 1: Foundational Language Skills—Self-Sustained Reading**
- **ELPS 4.H** Read silently with increasing ease and comprehension for longer periods.

**Strand 2: Comprehension Skills**
- **ELPS 1.A** Use prior knowledge and experiences to understand meanings in English.
- **ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
- **ELPS 4.K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- **ELPS 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

**Strand 4: Multiple Genres—Literary Elements and Genres**
- **ELPS 4.I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

**Strand 5: Author’s Purpose and Craft**
- **ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

**Strand 3: Response Skills**
- **ELPS 1.B** Monitor oral and written language production and employ self-corrective techniques or other resources.
- **ELPS 3.H** Narrate, describe, and explain with increasing specificity and detail as more English is acquired.
- **ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
**Unit 12: A Look Back**

**Unit Overview:** In this unit, scholars will have the opportunity to reread their favorite texts and reflect on their year in first grade. Scholars will recognize the change in words when a phoneme is added, changed, or removed; and blend phonemes into words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of *Book, Head, Heart* (Beers and Probst). Scholars will demonstrate knowledge of distinguishing characteristics of children’s literature (e.g., folktales, fables, fairy-tales, and nursery rhymes), describe the plot elements, and discuss topics and determine the theme using text evidence. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary (stories) and informational texts using genre characteristics and craft learned from mentor texts with the *Notice and Name* (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as present and past verb tense, adjectives (including articles), pronouns (subjective, objective, and possessive), and time adverbs.

<table>
<thead>
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</table>

| **ELPS 5.B** | Write using newly acquired basic vocabulary and content-based grade-level vocabulary. |
| **Strand 6: Composition—Writing Process and Genres** | |
| **ELPS 5.D** | Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. |
| **ELPS 5.E** | Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. |
| **ELPS 5.F** | Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. |
| **ELPS 5.G** | Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. |

<table>
<thead>
<tr>
<th><strong>Unit 12</strong></th>
<th><strong>Suggested Pacing</strong></th>
<th><strong>English Language Proficiency Standards (ELPS)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Grade Memories</strong></td>
<td><strong>2 Weeks</strong></td>
<td><strong>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>May 18-29</strong></td>
<td><strong>Strand 1: Foundational Language Skills—Oral Language</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Memorial Day</strong></td>
<td><strong>ELPS 2.E</strong></td>
</tr>
<tr>
<td></td>
<td><strong>May 25</strong></td>
<td><strong>ELPS 2.I</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELPS 3.D</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELPS 3.E</strong></td>
</tr>
</tbody>
</table>

**GLOBAL GRADUATE**

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

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Updated: July 2, 2019
| Cycle 4 | 47 Days | The recommended number of lessons 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. |

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)**
- ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease.
- ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)**
- ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.
- ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.
- ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.

**Strand 1: Foundational Language Skills—Vocabulary**
- ELPS 3.B expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.
- ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

**Strand 1: Foundational Language Skills—Self-Sustained Reading**
- ELPS 4.H Read silently with increasing ease and comprehension for longer periods.

**Strand 2: Comprehension Skills**
- ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
- ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

**Strand 4: Multiple Genres—Literary Elements and Genres**
- ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting
## Cycle 4 (47 Days: Mar. 23 – May 29, 2020)

The recommended number of lessons 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.

- **Strand 5: Author’s Purpose and Craft**
  - **ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

- **Strand 3: Response Skills**
  - **ELPS 3.J** Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
  - **ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
  - **ELPS 5.B** Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

- **Strand 6: Composition—Writing Process and Genres**
  - **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
  - **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
  - **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
  - **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.