

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – English – Grade 1

Cycle 1	27 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.
	Aug. 23 - Oct. 1, 2021	
	Guided Reading Level: A-D DRA Level: 1-6	

Cycle Overview

Cycle 1 Units:

Unit 1 August 23 – September 10	Contemporary Fiction (Realistic Fiction and Fantasy)
Unit 2 September 23 – October 1	Traditional Tales (Folktales, Fairy Tales, Fables)

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **Realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems. **Historical fiction** focuses on the way people live in the past and the problems encountered in a particular historic time period.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will develop their reading comprehension skills by making predictions, creating mental images, and responding to questions related to the story. Students will describe the characters, plot, setting, and main events. Also, students will discuss topics, themes, and make connections and inferences. As students are exposed to diverse fiction books, they will identify the author's craft and techniques, which will be later applied through writing. Also, students will plan and develop drafts in oral, pictorial, or written forms by organizing their ideas. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 1:

Green	Foundational TEKS for STAAR
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Cycle 1	27 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.
	Aug. 23 - Oct. 1, 2021	
	Guided Reading Level: A-D DRA Level: 1-6	
Cycle Overview		
Type of Assessment		Assessment Windows
(BOY) Ren360		August 30 – September 24
(BOY) Benchmark Running Record		August 30 – October 1
English Language Development Assessment (ELD)		September 20 – October 15

Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
	The student will:
Contemporary Fiction (Realistic Fiction and Fantasy)	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p> <p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p>



Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7A Describe personal connections to a variety of sources.</p>

Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.7B Write brief comments on literary or informational texts. ELA.1.7C Use text evidence to support an appropriate response. ELA.1.7D Retell texts in ways that maintain meaning. ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing. ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance. ELA.1.8B Describe the main character(s) and the reason(s) for their actions. ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes. ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author's Purpose and Craft ELA.1.10A Discuss the author's purpose for writing text. ELA.1.10D Discuss how the author uses words that help the reader visualize. ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. ELA.1.11B.i Organizing with structure. ELA.1.11B.ii Developing an idea with specific and relevant details. ELA.1.11C Revise drafts by adding details in pictures or words. ELA.1.11D.ii Edit drafts using standard English conventions, including past and present verb tense. ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns. ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I." ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research ELA.1.13A Generate questions for formal and informal inquiry with adult assistance. ELA.1.13B Develop and follow a research plan with adult assistance. ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. ELA.1.13D Demonstrate understanding of information gathered with adult assistance. ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Traditional Tales (Folktales, Fairy Tales, Fables)</p>	<p>Strand 1: Foundational Language Skills—Oral Language ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions. ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions. ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words. ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound. ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words. ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed. ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends. ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words. ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences. ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs. ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables. ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions. ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es. ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables. ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs. ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns. ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words. ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing. ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance. ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance. ELA.1.6D Create mental images to deepen understanding with adult assistance. ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance. ELA.1.6F Make inferences and use evidence to support understanding with adult assistance. ELA.1.6G Evaluate details to determine what is most important with adult assistance. ELA.1.6H Synthesize information to create new understanding with adult assistance. ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.1.7A Describe personal connections to a variety of sources. ELA.1.7B Write brief comments on literary or informational texts. ELA.1.7C Use text evidence to support an appropriate response. ELA.1.7D Retell texts in ways that maintain meaning. ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing. ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance. ELA.1.8B Describe the main character(s) and the reason(s) for their actions. ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. ELA.1.8D Describe the setting.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 4: Multiple Genres—Genres ELA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes. ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author's Purpose and Craft ELA.1.10A Discuss the author's purpose for writing text. ELA.1.10D Discuss how the author uses words that help the reader visualize. ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. ELA.1.11B.i Organizing with structure. ELA.1.11B.ii Developing an idea with specific and relevant details. ELA.1.11C Revise drafts by adding details in pictures or words. ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement. ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles. ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences. ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research ELA.1.13A Generate questions for formal and informal inquiry with adult assistance. ELA.1.13B Develop and follow a research plan with adult assistance. ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. ELA.1.13D Demonstrate understanding of information gathered with adult assistance. ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 2	29 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.
	Oct. 5 - Nov. 12, 2021	
	Guided Reading Level: D-E DRA Level: 6-8	

Cycle Overview

Cycle 2 Units:

Unit 3 October 5 - 22	Drama
Unit 4 October 25 – November 12	Poetry

Description of the Genres:

Dramatic text structure is unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will develop their reading comprehension skills by making predictions, creating mental images, and responding to questions related to the text. Students will describe the characters, plot, setting, and main events. Also, students will discuss topics, themes, and make connections and inferences. As students are exposed to diverse fiction texts, they will identify the author’s craft and techniques, which will be later applied through shared writing. Also, students will plan and develop drafts in oral, pictorial, or written forms by organizing their ideas. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 2:

Green	Foundational TEKS for STAAR
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Type of Assessment	Assessment Windows
English Language Development Assessment (ELD)	September 20 – October 15
Ren360 Formal Progress Monitoring (PM 1) (Tier II & III)	October 18 – November 5
Snapshot 1 (gr. 1-12) - suggested*	October 25 - 29
High Frequency Word Exam #1	November 1 - 19



Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p> <p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>

Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7A Describe personal connections to a variety of sources.</p> <p>ELA.1.7B Write brief comments on literary or informational texts.</p> <p>ELA.1.7C Use text evidence to support an appropriate response.</p> <p>ELA.1.7D Retell texts in ways that maintain meaning.</p> <p>ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>ELA.1.8B Describe the main character(s) and the reason(s) for their actions.</p> <p>ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.1.9C Discuss elements of drama such as characters and setting.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – English – Grade 1

Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.1.10A Discuss the author’s purpose for writing text. ELA.1.10D Discuss how the author uses words that help the reader visualize. ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. ELA.1.11B.i Organizing with structure. ELA.1.11B.ii Developing an idea with specific and relevant details. ELA.1.11C Revise drafts by adding details in pictures or words. ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases. ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres ELA.1.12C Dictate or compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research ELA.1.13A Generate questions for formal and informal inquiry with adult assistance. ELA.1.13B Develop and follow a research plan with adult assistance. ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. ELA.1.13D Demonstrate understanding of information gathered with adult assistance. ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions. ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions. ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words. ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound. ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words. ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p>



Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7A Describe personal connections to a variety of sources.</p> <p>ELA.1.7B Write brief comments on literary or informational texts.</p> <p>ELA.1.7C Use text evidence to support an appropriate response.</p> <p>ELA.1.7D Retell texts in ways that maintain meaning.</p> <p>ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>ELA.1.8B Describe the main character(s) and the reason(s) for their actions.</p> <p>ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.1.9B Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.</p> <p>ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.1.10A Discuss the author’s purpose for writing text.</p> <p>ELA.1.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>ELA.1.11B.i Organizing with structure.</p> <p>ELA.1.11B.ii Developing an idea with specific and relevant details.</p> <p>ELA.1.11C Revise drafts by adding details in pictures or words.</p> <p>ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions.</p> <p>ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p> <p>ELA.1.11E Publish and share writing.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 6: Composition—Genres ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research ELA.1.13A Generate questions for formal and informal inquiry with adult assistance. ELA.1.13B Develop and follow a research plan with adult assistance. ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. ELA.1.13D Demonstrate understanding of information gathered with adult assistance. ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

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INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – English – Grade 1

Cycle 3	30 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.
	Nov. 15, 2021 - Jan. 14, 2022	
	Guided Reading Level: E-F DRA Level: 8-10	

Cycle Overview

Cycle 3 Units:

Unit 5 November 15 - December 17	Informational
Unit 6 January 3 - 14	Persuasive

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Persuasive texts are a type of informational text written to persuade or convince the reader of something. Within these texts the author will use their truth and emotions on a topic to change the readers opinion on a particular topic. These texts use everything from advertisements, debates, to persuasive essays.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and recognize the structure and characteristics of informational and persuasive texts such as a central idea, titles, steps in a sequence and simple graphics. As students are exposed to informational and persuasive texts, they will notice the author’s craft, which will be later be applied through interactive or independent writing. Also, students will respond to text by dictating or composing a brief composition based on topics of interest that include all conventions learned. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 3:

Green	Foundational TEKS for STAAR
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Type of Assessment	Assessment Windows
High Frequency Word Exam #1	November 1 - 19
GT Enrolled/Non-Enrolled Special Requests: CogAT/Iowa-Logramos (gr. K-12) PAPER ONLY	November 29 – December 11
GT Enrolled/Non-Enrolled Applicants: CogAT/Iowa-Logramos (gr. 1-12) ONLINE ONLY	November 29 – December 18
Universal GT: CogAT/Iowa-Logramos (gr. 1 & 6 w/ no previous year universal testing) ONLINE ONLY*	November 29 – December 18
English Language Development Assessment (ELD) Progress Monitoring	November 29 – January 28
Snapshot 2 (Reading)	December 6 - 17
DLA (Writing)	December 6 - 17

GLOBAL GRADUATE



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	Nov. 15, 2021 - Jan. 14, 2022	
	Guided Reading Level: E-F DRA Level: 8-10	
Cycle Overview		
(Fall) HISD District Pre-Approved Assessments (DPAs)/District Performance Assessment Tasks (DPATs)		December 6 – January 14

Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p> <p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p>



Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7A Describe personal connections to a variety of sources.</p> <p>ELA.1.7B Write brief comments on literary or informational texts.</p> <p>ELA.1.7C Use text evidence to support an appropriate response.</p>

Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.7D Retell texts in ways that maintain meaning.</p> <p>ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.1.9D.i The central idea and supporting evidence with adult assistance.</p> <p>ELA.1.9D.ii Features and simple graphics to locate or gain information.</p> <p>ELA.1.9D.iii Organizational patterns such as chronological order and description with adult assistance.</p> <p>ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.1.10A Discuss the author’s purpose for writing text.</p> <p>ELA.1.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>ELA.1.10C Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes.</p> <p>ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>ELA.1.11B.i Organizing with structure.</p> <p>ELA.1.11B.ii Developing an idea with specific and relevant details.</p> <p>ELA.1.11C Revise drafts by adding details in pictures or words.</p> <p>ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.</p> <p>ELA.1.11D.ii Edit drafts using standard English conventions, including past and present verb tense.</p> <p>ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.</p> <p>ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions.</p> <p>ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I."</p> <p>ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p> <p>ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p> <p>ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12B Dictate or compose informational texts, including procedural texts.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Persuasive</p>	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p> <p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>

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2021-2022 Scope and Sequence

Reading Language Arts – English – Grade 1

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7A Describe personal connections to a variety of sources.</p> <p>ELA.1.7B Write brief comments on literary or informational texts.</p> <p>ELA.1.7C Use text evidence to support an appropriate response.</p> <p>ELA.1.7D Retell texts in ways that maintain meaning.</p> <p>ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.1.9E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.</p> <p>ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.1.10A Discuss the author’s purpose for writing text.</p> <p>ELA.1.10B Discuss how the use of text structure contributes to the author’s purpose.</p>



Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.10C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</p> <p>ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>ELA.1.11B.i Organizing with structure.</p> <p>ELA.1.11B.ii Developing an idea with specific and relevant details.</p> <p>ELA.1.11C Revise drafts by adding details in pictures or words.</p> <p>ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.</p> <p>ELA.1.11D.ii Edit drafts using standard English conventions, including past and present verb tense.</p> <p>ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.</p> <p>ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions.</p> <p>ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I."</p> <p>ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p> <p>ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p> <p>ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12B Dictate or compose informational texts, including procedural texts.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 4	27 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.
	Jan. 19 - Feb. 25, 2022	
	Guided Reading Level: F-G DRA Level: 10-12	

Cycle Overview Units: Contemporary Fiction and Traditional Tales

Cycle 4 Units:

Unit 7 January 19 – February 4	Contemporary Fiction (Realistic Fiction and Fantasy)
Unit 8 February 7 - 25	Traditional Tales (Folktales, Fairy Tales, Fables)

Description of the Units:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **Realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems. **Historical fiction** focuses on the way people live in the past and the problems encountered in a particular historic time period.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will develop their reading comprehension skills by making predictions, creating mental images, and responding to questions related to the story. Students will describe the characters, plot, setting, and main events. Also, students will discuss topics, themes, and make connections and inferences. As students are exposed to diverse fiction books, they will identify the author’s craft and techniques, which will be later applied through writing. Also, students will plan and develop drafts in oral, pictorial, or written forms by organizing their ideas. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 4:

Green	Foundational TEKS for STAAR
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Cycle 4	27 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.
	Jan. 19 - Feb. 25, 2022	
	Guided Reading Level: F-G DRA Level: 10-12	

Cycle Overview Units: Contemporary Fiction and Traditional Tales

Type of Assessment	Assessment Windows
English Language Development Assessment (ELD) Progress Monitoring (MOY) Ren360 (gr. 1 results used for Dyslexia screener)	November 29 – January 28
(MOY) Benchmark Running Records (gr. K-3; recommended gr. 4-5)	January 10 – January 28
High Frequency Word Exam #2 (grades 1-2 retesters)	January 18 – February 18
TELPAS	January 31 – February 11
	February 21 – April 1

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Contemporary Fiction (Realistic Fiction and Fantasy)	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p> <p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p>



Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p>

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.1.7A Describe personal connections to a variety of sources. ELA.1.7B Write brief comments on literary or informational texts. ELA.1.7C Use text evidence to support an appropriate response. ELA.1.7D Retell texts in ways that maintain meaning. ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing. ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance. ELA.1.8B Describe the main character(s) and the reason(s) for their actions. ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes. ELA.1.9E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do. ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author's Purpose and Craft ELA.1.10A Discuss the author's purpose for writing text. ELA.1.10D Discuss how the author uses words that help the reader visualize. ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. ELA.1.11B.i Organizing with structure. ELA.1.11B.ii Developing an idea with specific and relevant details. ELA.1.11C Revise drafts by adding details in pictures or words. ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement. ELA.1.11D.ii Edit drafts using standard English conventions, including past and present verb tense. ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns. ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles. ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time. ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions. ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases. ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I." ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences. ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – English – Grade 1

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research ELA.1.13A Generate questions for formal and informal inquiry with adult assistance. ELA.1.13B Develop and follow a research plan with adult assistance. ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. ELA.1.13D Demonstrate understanding of information gathered with adult assistance. ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Traditional Tales (Folktales, Fairy Tales, Fables)</p>	<p>Strand 1: Foundational Language Skills—Oral Language ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions. ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions. ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words. ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound. ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words. ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed. ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends. ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words. ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences. ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs. ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables. ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p>



Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 3: Response Skills ELA.1.7A Describe personal connections to a variety of sources. ELA.1.7B Write brief comments on literary or informational texts. ELA.1.7C Use text evidence to support an appropriate response. ELA.1.7D Retell texts in ways that maintain meaning. ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing. ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance. ELA.1.8B Describe the main character(s) and the reason(s) for their actions. ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes. ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author's Purpose and Craft ELA.1.10A Discuss the author's purpose for writing text. ELA.1.10D Discuss how the author uses words that help the reader visualize. ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. ELA.1.11B.i Organizing with structure. ELA.1.11B.ii Developing an idea with specific and relevant details. ELA.1.11C Revise drafts by adding details in pictures or words. ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement. ELA.1.11D.ii Edit drafts using standard English conventions, including past and present verb tense. ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns. ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles. ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time. ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions. ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases. ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I." ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences. ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance. ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 5	33 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.
	Feb. 28 - Apr. 22, 2022	
	Guided Reading Level: G-H DRA Level:12-14	

Cycle Overview

Cycle 5 Units:

Unit 9 February 28 – March 25	Drama
Unit 10 March 29 – April 22	Poetry

Description of the Units:

Dramatic text structure is unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will develop their reading comprehension skills by making predictions, creating mental images, and responding to questions related to the text. Students will describe the characters, plot, setting, and main events. Also, students will discuss topics, themes, and make connections and inferences. As students are exposed to diverse fiction texts, they will identify the author’s craft and techniques, which will be later applied through shared writing. Also, students will plan and develop drafts in oral, pictorial, or written forms by organizing their ideas. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 5:

Green	Foundational TEKS for STAAR
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Type of Assessment	Assessment Windows
TELPAS	February 21 – April 1
Snapshot 2 (Writing)	February 28 – March 4
Snapshot 3 (Reading)	February 28 – March 4
Ren360 Progress Monitoring 2 (gr. 1-3)	April 1 - 14



Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p> <p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>

Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words. ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing. ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance. ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance. ELA.1.6D Create mental images to deepen understanding with adult assistance. ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance. ELA.1.6F Make inferences and use evidence to support understanding with adult assistance. ELA.1.6G Evaluate details to determine what is most important with adult assistance. ELA.1.6H Synthesize information to create new understanding with adult assistance. ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.1.7A Describe personal connections to a variety of sources. ELA.1.7B Write brief comments on literary or informational texts. ELA.1.7C Use text evidence to support an appropriate response. ELA.1.7D Retell texts in ways that maintain meaning. ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing. ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance. ELA.1.8B Describe the main character(s) and the reason(s) for their actions. ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9C Discuss elements of drama such as characters and setting.</p>

Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.1.10A Discuss the author’s purpose for writing text. ELA.1.10D Discuss how the author uses words that help the reader visualize. ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. ELA.1.11B.i Organizing with structure. ELA.1.11B.ii Developing an idea with specific and relevant details. ELA.1.11C Revise drafts by adding details in pictures or words. ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement. ELA.1.11D.ii Edit drafts using standard English conventions, including past and present verb tense. ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns. ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles. ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time. ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions. ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases. ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I." ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences. ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance. ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres ELA.1.12C Dictate or compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research ELA.1.13A Generate questions for formal and informal inquiry with adult assistance. ELA.1.13B Develop and follow a research plan with adult assistance. ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. ELA.1.13D Demonstrate understanding of information gathered with adult assistance. ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions. ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – English – Grade 1

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p>



Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance. ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance. ELA.1.6D Create mental images to deepen understanding with adult assistance. ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance. ELA.1.6F Make inferences and use evidence to support understanding with adult assistance. ELA.1.6G Evaluate details to determine what is most important with adult assistance. ELA.1.6H Synthesize information to create new understanding with adult assistance. ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.1.7A Describe personal connections to a variety of sources. ELA.1.7B Write brief comments on literary or informational texts. ELA.1.7C Use text evidence to support an appropriate response. ELA.1.7D Retell texts in ways that maintain meaning. ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing. ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance. ELA.1.8B Describe the main character(s) and the reason(s) for their actions. ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9B Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems. ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.1.10A Discuss the author’s purpose for writing text. ELA.1.10B Discuss how the use of text structure contributes to the author’s purpose.</p>

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>ELA.1.11B.i Organizing with structure.</p> <p>ELA.1.11B.ii Developing an idea with specific and relevant details.</p> <p>ELA.1.11C Revise drafts by adding details in pictures or words.</p> <p>ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.</p> <p>ELA.1.11D.ii Edit drafts using standard English conventions, including past and present verb tense.</p> <p>ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.</p> <p>ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions.</p> <p>ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I."</p> <p>ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p> <p>ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p> <p>ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 6	31 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.
	Apr. 25 – June 7, 2022	
	Guided Reading Level: H-I DRA Level: 14-16	

Cycle Overview

Cycle 6 Units:

Unit 11 April 25 – May 13	Informational
Unit 12 May 16 – June 7	Persuasive

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Persuasive texts are a type of informational text written to persuade or convince the reader of something. Within these texts the author will use their truth and emotions on a topic to change the readers opinion on a particular topic. These texts use everything from advertisements, debates, to persuasive essays.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and recognize the structure and characteristics of informational and persuasive texts such as a central idea, titles, steps in a sequence and simple graphics. As students are exposed to informational and persuasive texts, they will notice the author’s craft, which will be later be applied through interactive or independent writing. Also, students will respond to text by dictating or composing a brief composition based on topics of interest that include all conventions learned. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 6:

Green	Foundational TEKS for STAAR
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Type of Assessment	Assessment Windows
Snapshot 4 (Reading)	April 25 - 29
(EOY) Ren360	April 28 – June 1
(EOY) Benchmark Running Records	May 2 - 27
HISD District Pre-Approved Assessments (DPAs)/District Performance Assessment Tasks (DPATs)	May 2 - 27
High Frequency Word Exam #3 (gr. 1-2 retesters)	May 9 - 20



Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p> <p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>

Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words. ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing. ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance. ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance. ELA.1.6D Create mental images to deepen understanding with adult assistance. ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance. ELA.1.6F Make inferences and use evidence to support understanding with adult assistance. ELA.1.6G Evaluate details to determine what is most important with adult assistance. ELA.1.6H Synthesize information to create new understanding with adult assistance. ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.1.7A Describe personal connections to a variety of sources. ELA.1.7B Write brief comments on literary or informational texts. ELA.1.7C Use text evidence to support an appropriate response. ELA.1.7D Retell texts in ways that maintain meaning. ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing. ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9D.i The central idea and supporting evidence with adult assistance. ELA.1.9D.ii Features and simple graphics to locate or gain information. ELA.1.9D.iii Organizational patterns such as chronological order and description with adult assistance. ELA.1.9F Recognize characteristics of multimodal and digital texts.</p>

Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 5: Author’s Purpose and Craft ELA.1.10A Discuss the author's purpose for writing text. ELA.1.10B Discuss how the use of text structure contributes to the author's purpose. ELA.1.10C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes. ELA.1.10D Discuss how the author uses words that help the reader visualize. ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. ELA.1.11B.i Organizing with structure. ELA.1.11B.ii Developing an idea with specific and relevant details. ELA.1.11C Revise drafts by adding details in pictures or words. ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement. ELA.1.11D.ii Edit drafts using standard English conventions, including past and present verb tense. ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns. ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles. ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time. ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions. ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases. ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I." ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences. ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance. ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres ELA.1.12B Dictate or compose informational texts, including procedural texts.</p> <p>Strand 7: Inquiry and Research ELA.1.13A Generate questions for formal and informal inquiry with adult assistance. ELA.1.13B Develop and follow a research plan with adult assistance. ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. ELA.1.13D Demonstrate understanding of information gathered with adult assistance. ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Persuasive	<p>Strand 1: Foundational Language Skills—Oral Language ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions. ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p>

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2021-2022 Scope and Sequence

Reading Language Arts – English – Grade 1

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p>



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	<p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.1.5 The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance. ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance. ELA.1.6D Create mental images to deepen understanding with adult assistance. ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance. ELA.1.6F Make inferences and use evidence to support understanding with adult assistance. ELA.1.6G Evaluate details to determine what is most important with adult assistance. ELA.1.6H Synthesize information to create new understanding with adult assistance. ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.1.7A Describe personal connections to a variety of sources. ELA.1.7B Write brief comments on literary or informational texts. ELA.1.7C Use text evidence to support an appropriate response. ELA.1.7D Retell texts in ways that maintain meaning. ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing. ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do. ELA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.1.10A Discuss the author’s purpose for writing text. ELA.1.10B Discuss how the use of text structure contributes to the author’s purpose. ELA.1.10C Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes. ELA.1.10D Discuss how the author uses words that help the reader visualize. ELA.1.10E Listen to and experience first- and third-person texts.</p>

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	<p>Strand 6: Composition—Writing Process</p> <p>ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>ELA.1.11B.i Organizing with structure.</p> <p>ELA.1.11B.ii Developing an idea with specific and relevant details.</p> <p>ELA.1.11C Revise drafts by adding details in pictures or words.</p> <p>ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.</p> <p>ELA.1.11D.ii Edit drafts using standard English conventions, including past and present verb tense.</p> <p>ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.</p> <p>ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions.</p> <p>ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I."</p> <p>ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p> <p>ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p> <p>ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12B Dictate or compose informational texts, including procedural texts.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>