Unit Overview: This unit will establish the routines and practices that will help students develop their listening, speaking, reading, and writing skills. The First 25 Days Launch will be used during the Spanish Language Arts class to set the foundation for guided reading routines and practices. Apply these guided reading routines in the ESL/ELD Block. Scholars will read and listen to various texts that support establishing routines, rules, and procedures in school; creating a respectful environment where students share their thoughts and feelings, make friends; and feel safe as they become independent learners. Scholars are expected to identify the words in a sentence, identify and produce rhyming words, and identify and match the sounds that letters represent. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will respond to text describing personal connections, providing an oral, pictorial, or written response, and they will use textual evidence to support their responses. Scholars will dictate or compose informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns and complete sentences.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules, Routines, Procedures, and Safety</td>
<td><strong>2 Weeks</strong>&lt;br&gt;Aug. 26 – Sept. 6</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
<tr>
<td></td>
<td><em>Check for Understanding&lt;br&gt;(Available in the unit folder on the HUB)</em>&lt;br&gt;Labor Day&lt;br&gt;Sep. 2</td>
<td><strong>Strand 1: Foundational Language Skills—Oral Language</strong>&lt;br&gt;ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.&lt;br&gt;ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.&lt;br&gt;ELPS 3.E Share information in cooperative learning interactions.</td>
</tr>
<tr>
<td></td>
<td>Benchmark Running Records&lt;br&gt;BOY&lt;br&gt;Sep. 3-30</td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Print Awareness)</strong>&lt;br&gt;ELPS 4.B Recognize directionality of English reading such as left to right and top to bottom.</td>
</tr>
<tr>
<td></td>
<td>Renaissance Learning 360&lt;br&gt;Screener BOY&lt;br&gt;Sep. 3-20</td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</strong>&lt;br&gt;ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease.&lt;br&gt;ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</strong>&lt;br&gt;ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</td>
</tr>
</tbody>
</table>
The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Cycle 1**

| 38 Days |
| Aug. 26 – Oct. 18, 2019 |

- **ELPS 4.A** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.
- **ELPS 5.C** Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.

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

- **ELPS 2.C** Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.
- **ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

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

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

**Strand 2: Comprehension Skills**

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

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

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

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

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

**Strand 3: Response Skills**

- **ELPS 2.G** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.
- **ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to
Unit Overview: Continue applying the guided reading routines that are being introduced during the Spanish Language Arts class with the First 25 Days Launch in the ESL/ELD Block. In this unit, scholars will read and listen to a variety of texts about the things that make them special, their families, the parts of their body, their senses, and how to take care of our body. Students will also discuss the importance of being able to make choices and the consequences choices have. Scholars are expected to identify the words in a sentence, identify and produce rhyming words, and recognize alliterations. Students will identify and match the sounds that letters represent, use letter-sound relationships to decode and spell, and identify, read, and spell high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discuss rhyme and rhythm in nursery rhymes and poems and discuss how the author uses words that help the reader visualize. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as verbs, nouns, and complete sentences.

**Unit 2: All About Me**

**Table of Contents**

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Suggested Pacing</th>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Makes Me Special</strong></td>
<td>3 Weeks Sept. 9-27</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
<tr>
<td><strong>My Family and I</strong></td>
<td></td>
<td><strong>Strand 1: Foundational Language Skills—Oral Language</strong></td>
</tr>
<tr>
<td><strong>Taking Care of my Body</strong></td>
<td>Early Dismissal Sept. 27</td>
<td><strong>ELPS 2.D</strong> Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELPS 2.I</strong> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>38 Days</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---</td>
</tr>
<tr>
<td>Aug. 26 – Oct. 18, 2019</td>
<td>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
<td></td>
</tr>
</tbody>
</table>

- **ELPS 3.C** Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.
- **ELPS 3.E** Share information in cooperative learning interactions.

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

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

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

**Strand 1: Foundational Language Skills—Vocabulary**
- **ELPS 1.F** Use accessible language and learn new and essential language in the process.
- **ELPS 1.E** Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.
- **ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

**Strand 1: Foundational Language Skills—Self-Sustained Reading**
- **ELPS 4.H** Read silently with increasing ease and comprehension for longer periods.
Cycle 1
Aug. 26 – Oct. 18, 2019

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

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

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

| Strand 6: Composition—Writing Process and Genres |
| ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. |
| ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. |
| ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. |
| ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. |
**Unit 3: Our Community**

**Unit Overview:** In this unit, scholars will read and listen to a variety of texts about different kinds of communities, places around their community, and things they can do around the community. Scholars are expected to identify and produce rhyming words and blend onsets and rimes to form words. Students will identify and match the sounds that letters represent, use letter-sound relationships to decode and spell, and identify, read, and spell high-frequency words. Students will develop vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of *Book, Head, Heart* (Beers and Probst). Scholars will discuss topics and determine the theme using text evidence, describe the elements of the plot (the main events, problem-resolution), identify and describe the main characters, and describe the setting. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as verbs and complete sentences.

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our Community</strong></td>
<td><strong>3 Weeks</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Places</strong></td>
<td>Sept. 30 – Oct. 18</td>
<td></td>
</tr>
<tr>
<td><em>Check for Understanding (Available in the unit folder on the HUB)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 9 (students only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renaissance Learning 360 Progress Monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 14 – Nov. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
</tbody>
</table>

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

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

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

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

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

- **ELPS 3.A** Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.
Cycle 1
38 Days
Aug. 26 – Oct. 18, 2019

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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

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

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

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

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

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

**English as a Second Language – Kindergarten**

**Cycle 1**

<table>
<thead>
<tr>
<th>38 Days</th>
<th>Aug. 26 – Oct. 18, 2019</th>
</tr>
</thead>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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

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

**Strand 3: Response Skills**

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

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

- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Unit Overview: In this unit, scholars will read and listen to a variety of texts about the life on a farm, the characteristics of farm animals, and animal parts. Scholars are expected to identify and produce rhyming words and blend onsets and rimes to form words. Students will identify and match the sounds that letters represent, use letter-sound relationships to decode and spell, and identify, read, and spell high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discover distinguishing characteristics of children’s literature (folktales, fables, fairy-tales, nursery rhymes), determine the theme using text evidence, describe the elements of the plot (the main events, problem-resolution), identify and describe the main characters, and describe the setting. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as adjectives (including articles) and complete sentences.

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Characteristics</td>
<td>3 Weeks Oct. 21 – Nov. 8</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
</tbody>
</table>
| Animal Parts | *Check for Understanding (Available in the unit folder on the HUB) Early Dismissal Nov. 8 | Strand 1: Foundational Language Skills—Oral Language  
ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).  
ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.  
ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.  
ELPS 3.E Share information in cooperative learning interactions. |
| | | Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)  
ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease.  
ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. |
| | | Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)  
ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.  
ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
</tr>
</tbody>
</table>

recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.

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

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

**ELPS 1.C** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.

**ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

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

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

**Strand 2: Comprehension Skills**

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

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

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

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

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

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

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

**Strand 3: Response Skills**

**ELPS 1.B** Monitor oral and written language production and employ self-corrective techniques or other resources.

**ELPS 3.H** Narrate, describe, and explain with increasing specificity and detail as more English is acquired.

**ELPS 4.G** Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to
## Unit 5: Weather and Seasons

**Unit Overview:** In this unit, scholars will read and listen to a variety of fictional and nonfictional texts to explore the different types of weather and the changes throughout the seasons. Scholars are expected to segment words into phonemes and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will recognize characteristics and structures of informational text (e.g., the central idea and supporting evidence, titles and graphics, the steps in a sequence) and persuasive text (state what the author is trying to persuade the reader to think or do), and multimodal or digital text. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as adjectives (including articles) and complete sentences.

| **Unit 5** | **Suggested Pacing** | **English Language Proficiency Standards (ELPS)**
|---|---|---
| Weather Seasons | **2 Weeks** Nov. 11-22 | The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:

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

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

---

**Global Graduate**

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

© Houston ISD Curriculum 2019-2020

Page 11 of 32

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

<table>
<thead>
<tr>
<th>39 Days</th>
<th>Oct. 21 – Dec. 19, 2019</th>
</tr>
</thead>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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

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

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

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

**Strand 2: Comprehension Skills**
- **ELPS 4.A** Use prior knowledge and experiences to understand meanings in English.
- **ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
|---------|---------|------------------------|

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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

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

**Strand 5: Author’s Purpose and Craft**
- **ELPS 2.F** Listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment.
- **ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

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

**Strand 6: Composition—Writing Process and Genres**
- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Unit Overview: In this unit, scholars will read and listen to a variety of fictional and nonfictional texts to learn about maps and transportation. Students will become world travelers and explore different cultures and traditions. In this unit, scholars will listen to a variety of fictional and nonfictional texts to explore the different types of weather and the changes throughout the seasons. Scholars are expected to identify syllables in words, segment words into phonemes, and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discuss rhyme and rhythm in nursery rhymes and poems, discuss topics using text evidence, and respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as prepositions and complete sentences.

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS)</th>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveling the World (Globes, Maps and Transportation)</td>
<td>3 Weeks Dec. 2-19</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strand 1: Foundational Language Skills—Oral Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>◆ ELPS 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>◆ ELPS 3.E Share information in cooperative learning interactions.</td>
<td></td>
</tr>
<tr>
<td>Cultures and Traditions</td>
<td>Benchmark Running Records MOY Dec. 9 – Jan. 17</td>
<td>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Preparation Day Dec. 20</td>
<td>◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Winter Break Dec. 23 – Jan. 3</td>
<td>◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</td>
<td></td>
</tr>
</tbody>
</table>
## Cycle 2

<table>
<thead>
<tr>
<th>39 Days</th>
<th>Oct. 21 – Dec. 19, 2019</th>
</tr>
</thead>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.

Complete instructional planning information and support are in the HISD Curriculum documents.

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

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

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

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

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

### Strand 5: Author’s Purpose and Craft
- **ELPS 4.C** Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.
**2019-2020 Scope and Sequence**

**English as a Second Language – Kindergarten**

|---------|---------|------------------------|

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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

### Strand 6: Composition—Writing Process and Genres
- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Unit Overview: In this unit, scholars will read and listen to a variety of texts to learn about our planet Earth (its continents, oceans, and land formations) and reflect on how to conserve our planet for the future. Scholars are expected to identify syllables in words, recognize alliterations, and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning and use resources (e.g., picture dictionary printed or digital) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will determine the theme using text evidence, recognize characteristics and structures of informational text (e.g., the central idea and supporting evidence, titles and graphics, the steps in a sequence), and multimodal text. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, pronouns (subjective, objective, and possessive) and complete sentences.

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geo Detectives (Continents, Oceans, Landforms)</td>
<td>3 Weeks Jan. 6-24</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
<tr>
<td>Water Everywhere (Water Sources)</td>
<td>Renaissance Learning 360 Screener MOY Jan. 6-24</td>
<td><strong>Strand 1: Foundational Language Skills—Oral Language</strong></td>
</tr>
<tr>
<td>Taking Care of the Earth (Conservation)</td>
<td>Early Dismissal Jan. 17</td>
<td>◆ <strong>ELPS 1.D</strong> Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</td>
</tr>
<tr>
<td></td>
<td>MLK Jr. Day Jan. 20</td>
<td>◆ <strong>ELPS 2.1</strong> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◆ <strong>ELPS 3.C</strong> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◆ <strong>ELPS 3.E</strong> Share information in cooperative learning interactions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>◆ <strong>ELPS 2.A</strong> Distinguish sounds and intonation patterns of English with increasing ease.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>◆ <strong>ELPS 2.B</strong> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>◆ <strong>ELPS 3.A</strong> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</td>
</tr>
</tbody>
</table>
Cycle 3: 49 Days
Jan. 6 – Mar. 13, 2020

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

- ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.
- ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.

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

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

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

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

**Strand 5: Author’s Purpose and Craft**
- ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.
## Cycle 3

<table>
<thead>
<tr>
<th>49 Days</th>
<th>Jan. 6 – Mar. 13, 2020</th>
</tr>
</thead>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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

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

### Unit 8: I Am a Resource in My Community

**Unit Overview:** In this unit, scholars will read and listen to a variety of texts to learn about the people in our community and the work they do to make it a better place to live and enjoy. Scholars are expected to recognize alliterations and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning and use resources (e.g., picture dictionary printed or digital) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will discuss how the author uses words that help the reader visualize, identify, and describe the main characters, discuss the topics using text evidence, recognize characteristics and structures of informational text (e.g., the central idea and supporting evidence, titles and graphics, the steps in a sequence), and multimodal and digital text. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using textual evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as verbs, prepositions, and complete sentences.
## 2019-2020 Scope and Sequence

### English as a Second Language – Kindergarten

<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>49 Days</th>
<th>Jan. 6 – Mar. 13, 2020</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit 8</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS)</th>
</tr>
</thead>
</table>

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

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

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

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

### Strand 1: Foundational Language Skills—Vocabulary
- **ELPS 1.C** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.
- **ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.
### Cycle 3
<table>
<thead>
<tr>
<th>49 Days</th>
<th>Jan. 6 – Mar. 13, 2020</th>
</tr>
</thead>
</table>

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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

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

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

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

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

### Strand 6: Composition—Writing Process and Genres
- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>49 Days</th>
<th>Jan. 6 – Mar. 13, 2020</th>
</tr>
</thead>
</table>

- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

**Unit Overview:** In this unit, scholars will read and listen to a variety of texts to learn about our state of Texas: its places, symbols, and relevant people and events in our history. Scholars are expected to identify and produce rhyming words, segment words into phonemes, and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning and use resources (e.g., picture dictionary printed or digital) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will discover distinguishing characteristics of children’s literature (folktales, fables, fairy-tales, nursery rhymes), describe the elements of plot development (e.g., the main events, problem-resolution, recognize characteristics and structures of informational text (e.g., the central idea and supporting evidence, titles and graphics). Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Students will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, adjectives (including articles), and complete sentences.

<table>
<thead>
<tr>
<th>Unit 9</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS)</th>
</tr>
</thead>
</table>

**Unit 9: Texas My Home**

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

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

**Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)**
- **ELPS 2.A** Distinguish sounds and intonation patterns of English with increasing ease.
## Cycle 3
### 49 Days
Jan. 6 – Mar. 13, 2020

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>ELPS 2.B</th>
<th>Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</th>
</tr>
</thead>
</table>

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

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

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

- **ELPS 1.F** Use accessible language and learn new and essential language in the process.
- **ELPS 1.E** Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.
- **ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

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

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

**Strand 2: Comprehension Skills**

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

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

- **ELPS 4.I** Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of...
The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>49 Days</th>
<th>Jan. 6 – Mar. 13, 2020</th>
</tr>
</thead>
</table>

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

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

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

**Strand 6: Composition—Writing Process and Genres**
- **ELPS 5.D** Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
- **ELPS 5.E** Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.
- **ELPS 5.F** Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.
- **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Unit Overview: In this unit, scholars will read and listen to a variety of texts to learn about plants: the parts of a plant, its life cycle, types of plants, and plant needs. Scholars are expected to identify and produce rhyming words, segment words into phonemes, and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discover distinguishing characteristics of children’s literature (folktales, fables, fairy-tales, nursery rhymes), discuss rhyme and rhythm in nursery rhymes and poems, discuss how the author uses words that help the reader visualize, discuss the topics using text evidence, recognize characteristics and structures of informational text (e.g., the steps in a sequence, titles and graphics). Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as verbs, prepositions, and complete sentences.

<table>
<thead>
<tr>
<th>Unit 10</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Plants</td>
<td>3 Weeks Mar. 23 – Apr. 9</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
</tbody>
</table>
| Plant Needs... | *Check for Understanding (Available in the unit folder on the HUB) Chávez/Huerta Day Mar. 30 Spring Holiday Apr. 10 | Strand 1: Foundational Language Skills—Oral Language  
- **ELPS 1.D** Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).  
- **ELPS 2.I** Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.  
- **ELPS 3.F** Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.  
- **ELPS 3.E** Share information in cooperative learning interactions.  

| Plant Characteristics of Plants | | Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)  
- **ELPS 2.A** Distinguish sounds and intonation patterns of English with increasing ease.  
- **ELPS 2.B** Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. |
<table>
<thead>
<tr>
<th>Cycle 4</th>
<th>47 Days</th>
<th>Mar. 23 – May 29, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Strand 4: Multiple Genres—Literary Elements and Genres**
- ELPS 4.I: Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.
Cycle 4 47 Days  Mar. 23 – May 29, 2020

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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

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

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

Unit Overview: In this unit, scholars will read and listen to a variety of texts to learn about animal families: their habitat, needs, and diet. Scholars are expected to segment words into phonemes and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discuss the topics and determine the theme using text evidence, describe the elements of the plot (the main events, problem-resolution), identify and describe the main characters, and describe the setting., discuss how the author uses words that help the reader visualize, recognize characteristics and structures of informational text (e.g., central idea and supporting evidence, titles and graphics). Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary (stories and poems) and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, adjectives (including articles), and prepositions.
### 2019-2020 Scope and Sequence

**English as a Second Language – Kindergarten**

<table>
<thead>
<tr>
<th>Cycle 4</th>
<th>47 Days</th>
<th>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 11</strong></td>
<td><strong>47 Days</strong> Mar. 23 – May 29, 2020</td>
<td><strong>Suggested Pacing</strong></td>
</tr>
<tr>
<td>Animal Differences</td>
<td><strong>5 Weeks</strong> Apr. 13 – May 15</td>
<td><em>Check for Understanding (Available in the unit folder on the HUB)</em></td>
</tr>
<tr>
<td>Mammals</td>
<td></td>
<td>Renaissance Learning 360 Screener EOY Apr. 20 – May 22</td>
</tr>
<tr>
<td>Birds and Insects</td>
<td></td>
<td>Benchmark Running Records EOY May 1-29</td>
</tr>
<tr>
<td>Reptiles and Amphibians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th><strong>Strand 1: Foundational Language Skills—Vocabulary</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Cycle 4</td>
<td>47 Days</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
</tr>
</tbody>
</table>

- **ELPS 1.F** Use accessible language and learn new and essential language in the process.
- **ELPS 4.F** Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

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

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

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

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

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

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

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

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

**Unit 12: Kindergarten Memoirs**

**Unit Overview:** In this unit, scholars will reread their favorite text from the past school year to reflect on their year in Kindergarten: what they have learned, their achievements and struggles, changes, friends, and unforgettable moments. Scholars are expected to segment words into phonemes and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of *Book, Head, Heart* (Beers and Probst). Scholars will discuss how the author uses words that help the reader visualize and how the author’s use of print and graphic features to achieve specific purposes. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary (personal narrative) and informational texts using genre characteristics and craft learned from mentor texts with the *Notice and Name* (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, adjectives (including articles), pronouns (subjective, objective, and possessive), and complete sentences.

<table>
<thead>
<tr>
<th>Unit 12</th>
<th>Suggested Pacing</th>
<th>English Language Proficiency Standards (ELPS) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Memories</td>
<td>2 Weeks May 20-30 *Check for Understanding (Available on the HUB) Memorial Day May 25</td>
<td>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</td>
</tr>
</tbody>
</table>

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

- **ELPS 2.E** Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.
- **ELPS 2.I** Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
- **ELPS 3.D** Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.
- **ELPS 3.E** Share information in cooperative learning interactions.
## 2019-2020 Scope and Sequence
### English as a Second Language – Kindergarten

The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

### Cycle 4

| 47 Days | Mar. 23 – May 29, 2020 |

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

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

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

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

### Strand 2: Comprehension Skills
- **ELPS 4.D** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.
- **ELPS 4.K** Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
- **ELPS 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.
<table>
<thead>
<tr>
<th>Cycle 4</th>
<th>47 Days</th>
<th>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mar. 23 – May 29, 2020</td>
<td></td>
</tr>
</tbody>
</table>
|         |         | **Strand 4: Multiple Genres—Literary Elements and Genres**  
|         |         | - ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.  
|         |         | **Strand 5: Author’s Purpose and Craft**  
|         |         | - ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.  
|         |         | **Strand 3: Response Skills**  
|         |         | - ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.  
|         |         | - ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.  
|         |         | - ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.  
|         |         | **Strand 6: Composition—Writing Process and Genres**  
|         |         | - ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.  
|         |         | - ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.  
|         |         | - ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.  
|         |         | - ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.  
|