

Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: A–E DRA Level: 1–6	

[Unit 1: Realistic Fiction](#)

Unit Overview: In this unit, students will explore characteristics of realistic fiction. Students will develop their reading comprehension skills through the strategy **Book, Head, Heart** (Beers and Probst). Students will describe the characters, plot, setting, and main events. Also, students will discuss topics, themes, and make predictions and inferences. Students will begin learning and implementing guided reading routines and practices ([First 25 Days Reading ELA K–G1](#), [First 25 Days Writing ELA K–G1](#)). As students listen and use mentor texts, they will notice what this genre has through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray), including its characteristics and author's craft. As students are exposed to diverse fiction books, they will **Notice and Name** (Wood Ray) the author's craft, which will be later applied through shared or independent writing. Students will learn how to write in complete sentences with verbs, nouns, adjectives, pronouns, and using the correct capitalization and punctuation. Students will plan a short draft and write brief comments by generating ideas through writing sentences including the conventions learned. The teacher will model this process by using strategies like **Notice and Name** (Wood Ray) during the writer's workshop. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we connect literacy to our own life experiences?

<u>Unit 1</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Realistic Fiction	<p>14 lessons</p> <p>Suggested Pacing: Aug. 26 – Sept. 13</p> <p>Part 1 Aug. 26-30</p> <p>Part 2 Sep. 3-6</p> <p>Part 3 Sept. 9-13</p> <p>Extend Assess Review Reteach Sep. 12-13</p> <p><i>Labor Day</i> <i>Sept. 2</i></p> <p>Benchmark Running Records BOY Sept. 3-30</p>	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p> <p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p>



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<p>Renaissance Learning 360 Screener BOY Sept. 3-20</p>	<p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7A Describe personal connections to a variety of sources.</p> <p>ELA.1.7B Write brief comments on literacy or informational texts.</p> <p>ELA.1.7C Use text evidence to support an appropriate response.</p> <p>ELA.1.7D Retell texts in ways that maintain meaning.</p>	

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		<p>ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>ELA.1.8B Describe the main character(s) and the reason(s) for their actions.</p> <p>ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>ELA.1.8D Describe the setting.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.1.10A Discuss the author's purpose for writing text.</p> <p>ELA.1.10B Discuss how the use of text structure contributes to the author's purpose.</p> <p>ELA.1.10C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</p> <p>ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>ELA.1.11B.i Develop drafts in oral, pictorial, or written form by organizing with structure.</p> <p>ELA.1.11B.ii Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.</p> <p>ELA.1.11C Revise drafts by adding details in pictures or words.</p> <p>ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.</p> <p>ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.</p> <p>ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”</p> <p>ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p> <p>ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13B Develop and follow a research plan with adult assistance.</p> <p>Ongoing TEKS</p>

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[Unit 2: Fantasy](#)

Unit Overview: In this unit, students will explore characteristics of fantasy. Students will develop their reading comprehension skills through the strategy **Book, Head, Heart** (Beers and Probst). Students will describe the characters, plot, and setting. Also, students will create mental images, make predictions, and inferences. Students will continue learning and implementing guided reading routines and practices ([First 25 Days Reading ELA K–G1](#), [First 25 Days Writing ELA K–G1](#)). As students listen and use mentor texts, they will notice the characteristics of this genre through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). As students are exposed to fantasy texts, they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through shared or independent writing. Students will continue practicing how to write complete sentences with verbs, prepositions, pronouns, and using the correct capitalization and punctuation. Students will plan a draft and write brief comments by generating ideas through writing sentences including the conventions learned. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we identify our reality and turn it a fantasy story?

<u>Unit 2</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fantasy	<p>15 lessons</p> <p>Suggested Pacing: Sep. 16 – Oct. 4</p> <p>Part 1 Sep. 16-20</p> <p>Part 2 Sep. 23-27</p> <p>Part 3 Sept. 30 – Oct. 4</p> <p><i>Early Dismissal</i> Sept. 27</p>	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p> <p>ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p> <p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p>



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		<p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7C Use text evidence to support an appropriate response.</p> <p>ELA.1.7D Retell texts in ways that maintain meaning.</p> <p>ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p>

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		<p>ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>ELA.1.8B Describe the main character(s) and the reason(s) for their actions.</p> <p>ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>ELA.1.8D Describe the setting.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.1.10A Discuss the author's purpose for writing text.</p> <p>ELA.1.10B Discuss how the use of text structure contributes to the author's purpose.</p> <p>ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>ELA.1.11B.i Develop drafts in oral, pictorial, or written form by organizing with structure.</p> <p>ELA.1.11B.ii Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.</p> <p>ELA.1.11C Revise drafts by adding details in pictures or words.</p> <p>ELA.1.11D.ii Edit drafts using standard English conventions including past and present verb tense.</p> <p>ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.</p> <p>ELA.1.11D.vi Edit drafts using standard English conventions including prepositions.</p> <p>ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including pronouns, including subjective, objective, and possessive cases.</p> <p>ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”</p> <p>ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p> <p>ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13B Develop and follow a research plan with adult assistance.</p> <p>Ongoing TEKS</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

English Language Arts – Grade 1

Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
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Unit 3: Poetry

Unit Overview: In this unit, students will explore and identify the characteristics of poetry through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). Students will discuss rhyme, rhythm in poems to develop their comprehension through the strategy **Book, Head, Heart** (Beers and Probst). As students are exposed to a variety of poems, they will **Notice and Name** (Wood Ray) the author's craft such as repetition and alliteration, which will be later be applied through shared writing. Students will continue to practice how to write complete sentences with subject-verb agreement, adjectives, articles, and using the correct capitalization and punctuation. Students will dictate and independently write short poems using the strategy **Invitation to Notice and Invitation to Imitate** (Jeff Anderson) and **Notice and Name** (Wood Ray). Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How does poetry contribute to our understanding of self, others, and the world?

<u>Unit 3</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p style="text-align: center;">9 lessons</p> <p>Suggested Pacing: Oct. 7-18</p> <p style="text-align: center;"><u>Part 1</u> Oct. 7-11</p> <p style="text-align: center;"><u>Part 2</u> Oct. 14-18</p> <p style="text-align: center;">Extend Assess Review Reteach Oct. 17</p> <p style="text-align: center;"><i>Early Dismissal</i> Oct. 18</p> <p style="text-align: center;">Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p>	<p>Strand 1: Foundational Language Skills—Oral Language ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses. ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language. ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words. ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words. ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed. ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends. ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words. ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual. ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences. ELA. 1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs. ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables. ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</p>

GLOBAL GRADUATE



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

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		<p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7C Use text evidence to support an appropriate response.</p> <p>ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres: Genre</p> <p>ELA.1.9B Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.</p> <p>Strand 5: Author’s Purpose and Craft</p>

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		<p>ELA.1.10A Discuss the author's purpose for writing text.</p> <p>ELA.1.10B Discuss how the use of text structure contributes to the author's purpose.</p> <p>ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>ELA.1.11B.i Develop drafts in oral, pictorial, or written form by organizing with structure.</p> <p>ELA.1.11B.ii Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.</p> <p>ELA.1.11C Revise drafts by adding details in pictures or words.</p> <p>ELA.1.11D.i Edit drafts using standard English conventions including complete sentences with subject-verb agreement.</p> <p>ELA.1.11D.iv Edit drafts using standard English conventions including adjectives, including articles.</p> <p>ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”</p> <p>ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13B Develop and follow a research plan with adult assistance.</p> <p>Ongoing TEKS</p>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: C–E DRA Level: 2–8	

[Unit 4: Informational Text](#)

Unit Overview: In this unit, students will explore and recognize the structure and characteristics of informational texts such as central idea, tables of content, graphics, pictures, captions, bold print, and glossary through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). Students will explore reading comprehension through the strategy **Book, Head, Heart** (Beers and Probst). Also, students will respond to informational text through **Quickwrites** (Linda Rief). As students are exposed to informational texts, they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through interactive and independent writing. Students will practice how to write different types of sentences with subject-verb agreement, nouns, adverbs, and using the correct capitalization and punctuation. Students will plan a draft and write informational texts by generating ideas through writing sentences including the conventions learned. The teacher will model this process by writing using the strategy **Notice and Name** (Wood Ray). Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we demonstrate an understanding of informational texts?

<u>Unit 4</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	<p style="text-align: center;">15 lessons</p> <p style="text-align: center;">Suggested Pacing: Oct. 21 – Nov. 8</p> <p style="text-align: center;">Part 1 Oct. 21-25</p> <p style="text-align: center;">Part 2 Oct. 28 – Nov. 1</p> <p style="text-align: center;">Part 3 Nov. 4-8</p> <p style="text-align: center;">Extend Assess Review Reteach Nov. 7-8</p> <p style="text-align: center;"><i>Early Dismissal</i> Nov. 8</p> <p style="text-align: center;">High Frequency Word Evaluation BOY Nov. 4-15</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.</p> <p>ELA. 1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA. 1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA. 1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p>



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
Guided Reading Level: C–E DRA Level: 2–8		
	<p><u>Snapshot 1</u> <u>Reading and Writing</u> Suggested Window: Oct. 28 – Nov. 1</p> <p>See Outline for TEKS Details</p>	<p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. ELA.1.3C identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance. ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance. ELA.1.6F Make inferences and use evidence to support understanding with adult assistance. ELA.1.6G Evaluate details to determine what is most important with adult assistance. ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>Strand 3: Response Skills ELA.1.7B Write brief comments on literary or informational texts.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. ELA.1.9D.ii Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information. ELA.1.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.</p> <p>Strand 5: Author’s Purpose and Craft ELA.1.10C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Writing Process ELA.1.11.D.ii Edit drafts using standard English conventions, including past and present verb tense.</p>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: C–E DRA Level: 2–8	
		<p>ELA.1.11.D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>ELA.1.11.D.vii Edit drafts using standard English conventions, including pronouns, including the use of pronouns, including subjective, objective, and possessive cases.</p> <p>ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p> <p>ELA.1.11.D.x Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p> <p>ELA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12B Dictate or compose informational texts, including procedural texts.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>

Unit 5: Multimodal-Digital Literacy

Unit Overview: In this unit, students will explore and recognize the characteristics of multimodal and digital texts such as linguistic, visual, audio, or gestural through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). As students are exposed to multimodal and digital texts, they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through interactive and independent writing. Also, students will respond to literacy or informational text using the strategy **Invitation to Notice and Invitation to Imitate** (Jeff Anderson) and **Quickwrite** (Linda Rief). Students will practice how to write different types of sentences with subject-verb agreement, nouns, adjectives, and using the correct capitalization and punctuation. Students will follow the writing process to write literary or informational texts by generating ideas through writing sentences including the conventions learned. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we communicate effectively through digital media?

<u>Unit 5</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Multimodal-Digital Literacy	<p>10 lessons</p> <p>Suggested Pacing: Nov. 11-22</p> <p>Part 1 Nov. 11-15</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA. 1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.</p>



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: C–E DRA Level: 2–8	
	<p>Part 2 Nov. 18-22</p> <p>Extend Assess Review Reteach Nov. 21-22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p>	<p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA. 1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6F make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7B Write brief comments on literary or informational texts.</p> <p>ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: C–E DRA Level: 2–8	
		<p>Strand 4: Multiple Genres—Genres ELA.1.9D.i Recognize the characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. ELA.1.9D.ii Recognize the characteristics and structures of informational text, including features and simple graphics to locate or gain information. ELA.1.9F Recognize the characteristics and structures of informational text, including multimodal and digital texts.</p> <p>Strand 6: Composition—Writing Process ELA.1.11.D.ii Edit drafts using standard English conventions, including past and present verb tense. ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences. ELA.1.11.D.x Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p> <p>Strand 6: Composition—Genres ELA.1.12B Dictate or compose informational texts, including procedural texts.</p> <p>Strand 7: Inquiry and Research ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
<u>Unit 6: Persuasive Text</u>		
<p>Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of Book, Head, Heart (Beers and Probst) to explore and recognize the characteristics and structure of persuasive texts. Students will identify basic elements of persuasion like the message, medium, public, and effect. Also, students will identify the difference between facts and opinions. As students are exposed to persuasive texts, they will Notice and Name (Wood Ray) the author’s craft, which will be later be applied through interactive and independent writing. As students listen and use mentor texts, they will notice the characteristics of this genre through the strategy Must Have, Might Have, and Won’t Have (Katie Wood Ray). Also, students will respond to an informational text using the strategy Notice and Name (Wood Ray). Students will practice how to write different types of sentences with nouns, verbs, adjectives, adverbs, and using the correct capitalization and punctuation. Students will follow the writing process to write thank you notes or letters including the conventions learned. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p> <p>Essential Question: How can we convince people to do something by writing a persuasive text?</p>		
<u>Unit 6</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Persuasive Text	14 lessons	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: C–E DRA Level: 2–8	
<p>Suggested Pacing: Dec. 2-20</p> <p>Part 1 Dec. 2-6</p> <p>Part 2 Dec. 9-13</p> <p>Part 3 Dec. 16-20</p> <p>Extend Assess Review Reteach Dec. 18-19</p> <p>Snapshot 2 Reading Suggested Window: Dec. 9-13</p> <p>See Outline for TEKS Details</p> <p>District-Level Assessment Writing Suggested Window: Dec. 9-13</p> <p>See Blueprint for TEKS Details</p> <p>Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA. 1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p>	



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: C–E DRA Level: 2–8	
		<p>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7B Write brief comments on literary or informational texts.</p> <p>ELA.1.7C Use text evidence to support an appropriate response.</p> <p>ELA.1.7D Retell texts in ways that maintain meaning.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.1.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>ELA.1.9D.ii Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.</p> <p>ELA.1.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.</p> <p>ELA.1.9E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12C Dictate or compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: E–G DRA Level: 8–12	

Unit 7: Traditional Tales, Part I

Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of **Book, Head, Heart** (Beers and Probst) to explore characteristics of fairy-tales, describe the characters, plot, setting, and magic moments. Also, students will create mental images, make predictions, and inferences. As students are exposed to fairy-tales, they will **Notice and Name** (Wood Ray) the author’s craft, which will be later be applied through interactive and independent writing. As students listen and use mentor texts, they will notice the characteristics of this genre through the strategy **Must Have, Might Have, and Won’t Have** (Katie Wood Ray). Students will respond to literacy text through **Quickwrites** (Linda Rief) by following the writing process to write personal narrative texts with different types of sentences, including the conventions learned, and the correct capitalization and punctuation. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: Why are fairy-tales famous around the world?

<u>Unit 7</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Traditional Tales, Part I	14 lessons Suggested Pacing: Jan. 6-24 <u>Part 1</u> Jan. 6-10 <u>Part 2</u> Jan. 13-17 <u>Part 3</u> Jan. 21-24 Extend Assess Review Reteach Jan. 23-24 <i>Early Dismissal</i> Jan. 17 <i>MLK Jr. Day</i> Jan. 20 Renaissance Learning 360 Screener MOY Jan. 6-24	Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words. ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound. ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words. ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed. ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends. ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words. ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual. ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences. ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables. ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions. ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list. ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables. ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: E–G DRA Level: 8–12	
		<p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>ELA.1.8B Describe the main character(s) and the reason(s) for their actions.</p> <p>ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literatures such as folktales, fables, fairy-tales, and nursery rhymes.</p> <p>Strand 5: Author's Purpose and Craft</p> <p>ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: E–G DRA Level: 8–12	

		<p>ELA.1.11.D.ii Edit drafts using standard English conventions, including past and present verb tense.</p> <p>ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.</p> <p>ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>ELA.1.11.D.x Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13B Develop and follow a research plan with adult assistance.</p> <p>ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>
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Unit 8: Traditional Tales, Part II

Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of **Book, Head, Heart** (Beers and Probst). Students will explore the characteristics of folktales, fables, and nursery rhymes by describing the characters, plot, and setting. Also, students will create mental images, make personal connections, and use their background knowledge to make inferences and determine the most important details and moral. As students listen and use mentor texts, they will identify the characteristics of this genre through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). Also, students will explore the author's craft through the strategy **Notice and Name** (Wood Ray) which will be later be applied through interactive and independent writing. Students will respond to literacy text through **Quickwrites** (Linda Rief) by following the writing process to write personal narrative texts with different types of sentences, including the conventions learned, and the correct capitalization and punctuation. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can a point of view impact the way a story is told?

Unit 8	Suggested Pacing	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Traditional Tales, Part II	<p>20 lessons</p> <p>Suggested Pacing: Jan. 27 – Feb. 21</p> <p>Part 1 Jan. 27-31</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p> <p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: E–G DRA Level: 8–12	
	<p>Part 2 Feb. 3-7</p> <p>Part 3 Feb. 10-14</p> <p>Part 4 Feb. 17-21</p> <p>Extend Assess Review Reteach Feb. 20-21</p> <p><i>Early Dismissal</i> Feb. 14</p> <p>Snapshot 2 Writing Suggested Window: Jan. 27-31</p> <p>See Outline for TEKS Details</p> <p>Snapshot 3 Reading Suggested Window: Jan. 27-31</p> <p>See Outline for TEKS Details</p> <p>High Frequency Word Evaluation MOY Feb. 3-7</p>	<p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>ELA.1.8B Describe the main character(s) and the reason(s) for their actions.</p> <p>ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: E–G DRA Level: 8–12	

		<p>ELA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literatures such as folktales, fables, fairy-tales, and nursery rhymes.</p> <p>Strand 5: Author's Purpose and Craft</p> <p>ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.1.11.D.ii Edit drafts using standard English conventions, including past and present verb tense.</p> <p>ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
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Unit 9: Drama/Plays

Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of **Book, Head, Heart** (Beers and Probst) to explore elements of drama. Students will describe the setting, the characters and how they interact through the dialogue, they will make inferences to determine the theme and how the characters' roles contribute to the problem or resolution in the play. As students are exposed to drama plays, they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through interactive and independent writing. As students listen and use mentor texts, they will notice the genre characteristics through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). Students will respond to literacy text through **Quickwrites** (Linda Rief) by following the writing process to write personal narrative texts with different types of sentences, including the conventions learned, and the correct capitalization and punctuation. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How does teamwork contribute to a successful production?

<u>Unit 9</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama/Plays	15 lessons Suggested Pacing: Feb. 24 – Mar. 13	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</p>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: E–G DRA Level: 8–12	
	<p>Part 1 Feb. 24-28</p> <p>Part 2 Mar. 2-6</p> <p>Part 3 Mar. 9-13</p> <p>Extend Assess Review Reteach Mar. 12-13</p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p>ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.</p> <p>ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.</p> <p>ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</p> <p>ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p> <p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Guided Reading Level: E–G DRA Level: 8–12		
		<p>Strand 4: Multiple Genres—Literary Elements ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance. ELA.1.8B Describe the main character(s) and the reason(s) for their actions. ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literatures such as folktales, fables, fairy-tales, and nursery rhymes. ELA.1.9C Discuss elements of drama such as characters and setting.</p> <p>Strand 5: Author's Purpose and Craft ELA.1.10D Discuss how the author uses words that help the reader visualize. ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process ELA.1.11.D.ii Edit drafts using standard English conventions, including past and present verb tense. ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>Strand 6: Composition—Genres ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research ELA.1.13A Generate questions for formal and informal inquiry with adult assistance. ELA.1.13B Develop and follow a research plan with adult assistance. ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: G–I DRA Level: 12–16	

Unit 10: Integrated Genres—Amazing Animals

Unit Overview: In this unit, students will explore texts of various genres. Students will develop their reading comprehension skills through the strategy **Book, Head, Heart** (Beers and Probst). As students listen and use mentor texts, they will identify and compare the characteristics of the different genres through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). As students are exposed to multiple genres, they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through interactive and independent writing. Also, students will respond to literacy or informational text through the strategy of **Quickwrite** (Linda Rief) by following the writing process to write personal narrative or informational texts. Students are expected to use different types of sentences in their writing pieces and use the correct punctuation and capitalization. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How do writers convey purpose and meaning in their writing/work?

<u>Unit 10</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Integrated Genres—Amazing Animals	18 lessons Suggested Pacing: Mar. 23 – Apr. 17 <u>Part 1</u> Mar. 23-27 <u>Part 2</u> Mar. 30 – Apr. 3 <u>Part 3</u> Apr. 6-10 <u>Part 4</u> Apr. 13-17 Extend Assess Review Reteach Apr. 16-17 <i>Chávez/Huerta Day</i> <i>Mar. 30</i> <i>Spring Holiday</i> <i>Apr. 10</i> High Frequency Word Evaluation EOY Apr. 13-17	Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed. ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends. ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words. ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual. ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences. ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables. ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions. ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es. ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list. ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables. ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns. ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list. Strand 1: Foundational Language Skills—Vocabulary ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. ELA.1.3C identify the meaning of words with the affixes -s, -ed, and -ing.



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
Guided Reading Level: G–I DRA Level: 12–16		
	<p>Snapshot 4 Reading Suggested Window: Mar. 23-27</p> <p>See Outline for TEKS Details</p>	<p>Strand 1: Foundational Language Skills—Fluency ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.1.5AA The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p>
	<p>District-Level Assessment Writing Suggested Window: Mar. 23-27</p> <p>See Blueprint for TEKS Details</p>	<p>Strand 2: Comprehension Skills ELA.1.6G Evaluate details to determine what is most important with adult assistance. ELA.1.6H Synthesize information to create new understanding with adult assistance. ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills ELA.1.7D Retell texts in ways that maintain meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance. ELA.1.8B Describe the main character(s) and the reason(s) for their actions. ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. ELA.1.9D.ii Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information. ELA.1.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.</p> <p>Strand 5: Author’s Purpose and Craft ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>Strand 6: Composition—Writing Process ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>Strand 6: Composition—Genres ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry. ELA.1.12B Dictate or compose informational texts, including procedural texts.</p>

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: G–I DRA Level: 12–16	

Strand 7: Inquiry and Research
ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.
ELA.1.13D Demonstrate understanding of information gathered with adult assistance.
ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

[Ongoing TEKS](#)

Unit 11: Integrated Genres—It’s All Relative

Unit Overview: In this unit, students will explore texts of various genres. Students will develop their reading comprehension skills through the strategy **Book, Head, Heart** (Beers and Probst). As students listen and use mentor texts, they will identify and compare the characteristics of the different genres through the strategy **Must Have, Might Have, and Won’t Have** (Katie Wood Ray). As students are exposed to multiple genres, they will **Notice and Name** (Wood Ray) the author’s craft, which will be later be applied through interactive and independent writing. Also, students will respond to literacy or informational text through the strategy of **Quickwrite** (Linda Rief) by following the writing process to write personal narrative or informational texts. Students are expected to apply their knowledge to write different types of sentences, including all conventions learned and using the correct capitalization and punctuation at the beginning and end of sentences. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How does the study of fiction and nonfiction texts help us construct our understanding of life?

<u>Unit 11</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Integrated Genres—It’s All Relative	<p style="text-align: center;">15 lessons</p> <p>Suggested Pacing: Apr. 20 – May 8</p> <p style="text-align: center;">Part 1 Apr. 20-24</p> <p style="text-align: center;">Part 2 Apr. 27 – May 1</p> <p style="text-align: center;">Part 3 May 4-8</p> <p>Extend Assess Reteach May 7-8</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words. ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed. ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends. ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words. ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual. ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences. ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables. ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p>



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: G–I DRA Level: 12–16	
<p>Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p>	<p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>Strand 1: Foundational Language Skills—Fluency</p> <p>ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>ELA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>ELA.1.7D retell texts in ways that maintain meaning.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>ELA.1.8B Describe the main character(s) and the reason(s) for their actions.</p> <p>ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>ELA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.1.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>ELA.1.9D.ii Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.</p> <p>ELA.1.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.</p>	

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: G–I DRA Level: 12–16	
		<p>Strand 5: Author’s Purpose and Craft ELA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>Strand 6: Composition—Writing Process ELA.1.11.D.x Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p> <p>Strand 6: Composition—Genres ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry. ELA.1.12B Dictate or compose informational texts, including procedural texts.</p> <p>Strand 7: Inquiry and Research ELA.1.13A Generate questions for formal and informal inquiry with adult assistance. ELA.1.13D Demonstrate understanding of information gathered with adult assistance. ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
Unit 12: Integrated Genres—Investigating My World		
<p>Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of Must Have, Might Have, and Won’t Have (Katie Wood Ray) to explore the characteristics and elements of different genres, and will make connections and inferences related the theme or the central idea. As students are exposed to multiple genres, they will Notice and Name (Wood Ray) the author’s craft, which will be later be applied through interactive and independent writing. Also, students will respond to literacy or informational text through the strategy of Quickwrite (Linda Rief) by following the writing process to write personal narrative or informational texts. Students are expected to apply their knowledge to write different types of sentences, including all conventions learned throughout the year, and using the correct capitalization and punctuation at the beginning and end of sentences. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p> <p>Essential Question: How can we use our knowledge of fiction and nonfiction texts to express our understanding of the world?</p>		
Unit 12	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Integrated Genres—Investigating My World	<p style="text-align: center;">14 lessons</p> <p>Suggested Pacing: May 11-29</p> <p style="text-align: center;">Part 1 May 11-15</p> <p style="text-align: center;">Part 2 May 18-22</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences. ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables. ELA.1.2B.iv Demonstrate phonetic knowledge by using knowledge of base words to decode common compound words and contractions. ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</p>



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: G–I DRA Level: 12–16	
	<p style="text-align: center;">Part 3 May 25-29</p> <p style="text-align: center;">Extend Assess Review Reteach May 28-29</p> <p style="text-align: center;">Benchmark Running Records EOY May 1-29</p> <p style="text-align: center;"><i>Memorial Day</i> May 25</p>	<p>ELA.1.2B.vi Demonstrate phonetic knowledge by Identifying and reading at least 100 high-frequency words from a research-based list.</p> <p>ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</p> <p>ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</p> <p>Strand 1: Foundational Language Skills—Fluency ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills ELA.1.6G Evaluate details to determine what is most important with adult assistance. ELA.1.6H Synthesize information to create new understanding with adult assistance. ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance. ELA.1.8B Describe the main character(s) and the reason(s) for their actions. ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>Strand 4: Multiple Genres—Genres ELA.1.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. ELA.1.9D.ii Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.</p> <p>Strand 5: Author’s Purpose and Craft ELA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p>

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: G–I DRA Level: 12–16	
		<p>ELA.1.11.D.x Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>ELA.1.12B Dictate or compose informational texts, including procedural texts.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>



Ongoing TEKS: Unit planning guides identify Ongoing TEKS that align to and support the development of the content standards covered in each unit.

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Embedding Ongoing TEKS throughout all units of study supports students' development of reading proficiency.

Strand 1: Foundational Language Skills—Oral Language

ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.

ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

Strand 1: Foundational Language Skills—Beginning Reading and Writing

ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.

ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.

ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.

ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual.

ELA.1.2B.i Demonstrate phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.

ELA.1.2B.ii Demonstrate phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.

ELA.1.2B.iii Demonstrate phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

ELA.1.2B.v Demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.

ELA.1.2B.vi Demonstrate phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

ELA.1.2C.i Demonstrate spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

ELA.1.2C.ii Demonstrate spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.

ELA.1.2C.iii Demonstrate spelling knowledge by spelling words using sound-spelling patterns.

ELA.1.2C.iv Demonstrate spelling knowledge by spelling high-frequency words from a research-based list.

ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.

ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.

ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Strand 1: Foundational Language Skills—Vocabulary

ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.

ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.

ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.

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Strand 1: Foundational Language Skills—Fluency

ELA.1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Strand 1: Foundational Language Skills—Self-Sustained Reading

ELA.1.5A The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

Strand 2: Comprehension Skills

ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.

ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

ELA.1.6D Create mental images to deepen understanding with adult assistance.

ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.

ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.

ELA.1.6G Evaluate details to determine what is most important with adult assistance.

ELA.1.6H Synthesize information to create new understanding with adult assistance.

ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

Strand 3: Response Skills

ELA.1.7A Describe personal connections to a variety of sources.

ELA.1.7B Write brief comments on literary or informational texts.

ELA.1.7C Use text evidence to support an appropriate response.

ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing.

ELA.1.7F Respond using newly acquired vocabulary as appropriate.

Strand 4: Multiple Genres—Literary Elements

ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance.

Strand 5: Author's Purpose and Craft

ELA.1.10A Discuss the author's purpose for writing text.

ELA.1.10B Discuss how the use of text structure contributes to the author's purpose.

ELA.1.10C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.

Strand 6: Composition—Writing Process

ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.

ELA.1.11B.i Develop drafts in oral, pictorial, or written form by organizing with structure.

ELA.1.11B.ii Developing an idea with specific and relevant details.

ELA.1.11C Revise drafts by adding details in pictures or words.

ELA.1.11D.i Edit drafts using standard English conventions, including: complete sentences with subject-verb agreement.

ELA.1.11D.ii Edit drafts using standard English conventions, including: past and present verb tense.

ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.

ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.

ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I."



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ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

ELA.1.11.D.x Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

ELA.1.11E Publish and share writing.

Strand 6: Composition-Multiple Genres

ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.

ELA.1.12B Dictate or compose informational texts, including procedural texts.

Strand 7: Inquiry and Research

ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.

ELA.1.13B Develop and follow a research plan with adult assistance.

ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.

ELA.1.13D Demonstrate understanding of information gathered with adult assistance.

ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

