

| | | |
|----------------|---|--|
| Cycle 1 | 27 Days | The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
| | Aug. 23 - Oct. 1, 2021 | |
| | Guided Reading Level: A-D DRA Level: 1-6 | |

Cycle Overview

Cycle 1 Units:

| | |
|--|---|
| Unit 1 August 23 – September 10 | Contemporary Fiction (Realistic Fiction and Fantasy) |
| Unit 2 September 13 – October 1 | Traditional Tales (Folktales, Fairy Tales, Fables) |

Description of the Genres:

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

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

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

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

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

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

Legend for Reading Language Arts TEKS Overview Cycle 1:

| | |
|--------------|------------------------------------|
| Green | Foundational TEKS for STAAR |
|--------------|------------------------------------|



| | | |
|----------------|---|--|
| Cycle 1 | 27 Days | The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
| | Aug. 23 - Oct. 1, 2021 | |
| | Guided Reading Level: A-D DRA Level: 1-6 | |

| Cycle Overview | |
|---|---------------------------|
| Type of Assessment | Assessment Windows |
| (BOY) Ren360 | August 30 – September 24 |
| (BOY) Benchmark Running Record | August 30 – October 1 |
| English Language Development Assessment (ELD) | September 20 – October 15 |

| Unit 1 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) |
|---|---|
| | The student will: |
| Contemporary Fiction (Realistic Fiction and Fantasy) | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> |



| Unit 1 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|---|
| | <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> |

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

| | |
|---------------|---|
| Unit 1 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| | SLA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |

| | |
|---|---|
| Unit 2 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| Traditional Tales (Folktales, Fairy Tales, Fables) | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> |

| Unit 2 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|--|
| | <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.1.7A Describe personal connections to a variety of sources.</p> <p>SLA.1.7B Write brief comments on literary or informational texts.</p> <p>SLA.1.7C Use text evidence to support an appropriate response.</p> <p>SLA.1.7D Retell texts in ways that maintain meaning.</p> <p>SLA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> |

| Unit 2 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|--|
| | <p>SLA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.1.8B Describe the main character(s) and the reason(s) for their actions.</p> <p>SLA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>SLA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes.</p> <p>SLA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author's Purpose and Craft</p> <p>SLA.1.10A Discuss the author's purpose for writing text.</p> <p>SLA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>SLA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>SLA.1.11B.i Organizing with structure.</p> <p>SLA.1.11B.ii Developing an idea with specific and relevant details.</p> <p>SLA.1.11C Revise drafts by adding details in pictures or words.</p> <p>SLA.1.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.1.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.1.11D.ix Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences.</p> <p>SLA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.1.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>SLA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>SLA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

| | | |
|----------------|---|--|
| Cycle 2 | 29 Days | The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
| | Oct. 5 - Nov. 12, 2021 | |
| | Guided Reading Level: D-E DRA Level: 6-8 | |

Cycle Overview

Cycle 2 Units:

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

Description of the Genres:

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

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

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

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

Legend for Reading Language Arts TEKS Overview Cycle 2:

| | |
|--------------|------------------------------------|
| Green | Foundational TEKS for STAAR |
|--------------|------------------------------------|



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



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 1

| Unit 3 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|--|
| Drama | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> |



| Unit 3 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|---|
| | <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.1.7A Describe personal connections to a variety of sources.</p> <p>SLA.1.7B Write brief comments on literary or informational texts.</p> <p>SLA.1.7C Use text evidence to support an appropriate response.</p> <p>SLA.1.7D Retell texts in ways that maintain meaning.</p> <p>SLA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.1.8B Describe the main character(s) and the reason(s) for their actions.</p> |

| Unit 3 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|--|
| | <p>SLA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>SLA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.1.9C Discuss elements of drama such as characters and setting.</p> <p>SLA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.1.10A Discuss the author’s purpose for writing text.</p> <p>SLA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>SLA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>SLA.1.11B.i Organizing with structure.</p> <p>SLA.1.11B.ii Developing an idea with specific and relevant details.</p> <p>SLA.1.11C Revise drafts by adding details in pictures or words.</p> <p>SLA.1.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.1.12C Dictate or compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.1.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>SLA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>SLA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

| Unit 4 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|---|
| Poetry | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> |

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 1

| Unit 4 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|--|
| | <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> |



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

| Unit 4 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|---|
| | <p>Strand 6: Composition—Writing Process</p> <p>SLA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>SLA.1.11B.i Organizing with structure.</p> <p>SLA.1.11B.ii Developing an idea with specific and relevant details.</p> <p>SLA.1.11C Revise drafts by adding details in pictures or words.</p> <p>SLA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>SLA.1.11D.vi Edit drafts using standard English conventions, including prepositions.</p> <p>SLA.1.11D.x Edit drafts using standard Spanish conventions, including correct spelling of words with grade- appropriate orthographic patterns and rules with adult assistance.</p> <p>SLA.1.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.1.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>SLA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>SLA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 1

| | | |
|----------------|--|--|
| Cycle 3 | 30 Days | The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
| | Nov. 15, 2021 - Jan. 14, 2022 | |
| | Guided Reading Level: E-F DRA Level: 8-10 | |

Cycle Overview

Cycle 3 Units:

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

Description of the Genres:

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

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

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

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

Legend for Reading Language Arts TEKS Overview Cycle 3:

| | |
|--------------|------------------------------------|
| Green | Foundational TEKS for STAAR |
|--------------|------------------------------------|



| Type of Assessment | Assessment Windows |
|--|---------------------------|
| High Frequency Word Exam #1 | November 1 - 19 |
| GT Enrolled/Non-Enrolled Special Requests: CogAT/Iowa-Logramos (gr. K-12) PAPER ONLY | November 29 – December 11 |
| GT Enrolled/Non-Enrolled Applicants: CogAT/Iowa-Logramos (gr. 1-12) ONLINE ONLY | November 29 – December 18 |
| Universal GT: CogAT/Iowa-Logramos (gr. 1 & 6 w/ no previous year universal testing) ONLINE ONLY* | November 29 – December 18 |
| English Language Development Assessment (ELD) Progress Monitoring | November 29 – January 28 |
| Snapshot 2 (Reading) | December 6 - 17 |
| DLA (Writing) | December 6 - 17 |
| (Fall) HISD District Pre-Approved Assessments (DPAs)/District Performance Assessment Tasks (DPATs) | December 6 – January 14 |

GLOBAL GRADUATE



| Unit 5 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---------------|--|
| Informational | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> |

| Unit 5 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|---|
| | <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.1.7A Describe personal connections to a variety of sources.</p> <p>SLA.1.7B Write brief comments on literary or informational texts.</p> <p>SLA.1.7C Use text evidence to support an appropriate response.</p> <p>SLA.1.7D Retell texts in ways that maintain meaning.</p> <p>SLA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.1.9D.i The central idea and supporting evidence with adult assistance.</p> <p>SLA.1.9D.ii Features and simple graphics to locate or gain information.</p> |

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

| Unit 6 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------------------------|--|
| <p>Persuasive</p> | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> |

| Unit 6 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|---|
| | <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.1.7A Describe personal connections to a variety of sources.</p> <p>SLA.1.7B Write brief comments on literary or informational texts.</p> <p>SLA.1.7C Use text evidence to support an appropriate response.</p> <p>SLA.1.7D Retell texts in ways that maintain meaning.</p> <p>SLA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.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> |

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

| | | |
|----------------|---|--|
| Cycle 4 | 27 Days | The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
| | Jan. 19 - Feb. 25, 2022 | |
| | Guided Reading Level: F-G DRA Level: 10-12 | |

Cycle Overview

Cycle 4 Units:

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

Description of the Genres:

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

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

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

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

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

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

Legend for Reading Language Arts TEKS Overview Cycle 4:

| | |
|--------------|------------------------------------|
| Green | Foundational TEKS for STAAR |
|--------------|------------------------------------|



| Type of Assessment | Assessment Windows |
|---|--------------------------|
| English Language Development Assessment (ELD) Progress Monitoring (MOY) Ren360 (gr. 1 results used for Dyslexia screener) | November 29 – January 28 |
| (MOY) Benchmark Running Records (gr. K-3; recommended gr. 4-5) | January 10 – January 28 |
| | January 18 – February 18 |



| | | |
|--|---|--|
| Cycle 4 | 27 Days | The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
| | Jan. 19 - Feb. 25, 2022 | |
| | Guided Reading Level: F-G DRA Level: 10-12 | |
| Cycle Overview | | |
| High Frequency Word Exam #2 (grades 1-2 retesters) | | January 31 – February 11 |
| TELPAS | | February 21 – April 1 |

| Unit 7 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--|---|
| <p>Contemporary Fiction (Realistic Fiction and Fantasy)</p> | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> |



| Unit 7 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|--|
| | <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> |

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

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

| Unit 8 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--|---|
| <p>Traditional Tales (Folktales, Fairy Tales, Fables)</p> | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> |

| Unit 8 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|---|
| | <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> |

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

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 1

| Unit 8 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|--|
| | <p>Strand 6: Composition—Genres SLA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research SLA.1.13A Generate questions for formal and informal inquiry with adult assistance. SLA.1.13B Develop and follow a research plan with adult assistance. SLA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. SLA.1.13D Demonstrate understanding of information gathered with adult assistance. SLA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |



| | | |
|----------------|--|--|
| Cycle 5 | 33 Days | The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
| | Feb. 28 - Apr. 22, 2022 | |
| | Guided Reading Level: G-H DRA Level:12-14 | |

Cycle Overview

Cycle 5 Units:

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

Description of the Genres:

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

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

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

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

Legend for Reading Language Arts TEKS Overview Cycle 5:

| | |
|--------------|------------------------------------|
| Green | Foundational TEKS for STAAR |
|--------------|------------------------------------|



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



| Unit 9 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|--|
| Drama | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> |

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 1

| Unit 9 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|---|
| | <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.1.7A Describe personal connections to a variety of sources.</p> <p>SLA.1.7B Write brief comments on literary or informational texts.</p> <p>SLA.1.7C Use text evidence to support an appropriate response.</p> <p>SLA.1.7D Retell texts in ways that maintain meaning.</p> <p>SLA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.1.8B Describe the main character(s) and the reason(s) for their actions.</p> |



| Unit 9 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------|--|
| | <p>SLA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>SLA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.1.9C Discuss elements of drama such as characters and setting.</p> <p>SLA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.1.10A Discuss the author's purpose for writing text.</p> <p>SLA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>SLA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>SLA.1.11B.i Organizing with structure.</p> <p>SLA.1.11B.ii Developing an idea with specific and relevant details.</p> <p>SLA.1.11C Revise drafts by adding details in pictures or words.</p> <p>SLA.1.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.1.11D.ii Edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar.</p> <p>SLA.1.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles.</p> <p>SLA.1.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>SLA.1.11D.vi Edit drafts using standard English conventions, including prepositions.</p> <p>SLA.1.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.1.11D.viii Edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences.</p> <p>SLA.1.11D.ix Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences.</p> <p>SLA.1.11D.x Edit drafts using standard Spanish conventions, including correct spelling of words with grade- appropriate orthographic patterns and rules with adult assistance.</p> <p>SLA.1.11E Publish and share writing</p> <p>Strand 6: Composition—Genres</p> <p>SLA.1.12C Dictate or compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.1.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>SLA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>SLA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Grade 1

| Unit 10 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---------|--|
| Poetry | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> |



| Unit 10 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---------|--|
| | <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.1.7A Describe personal connections to a variety of sources.</p> <p>SLA.1.7B Write brief comments on literary or informational texts.</p> <p>SLA.1.7C Use text evidence to support an appropriate response.</p> <p>SLA.1.7D Retell texts in ways that maintain meaning.</p> <p>SLA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.1.8A Discuss topics and determine theme using text evidence with adult assistance.</p> |

| Unit 10 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---------|--|
| | <p>SLA.1.8B Describe the main character(s) and the reason(s) for their actions. SLA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. SLA.1.8D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.1.9B Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems. SLA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.1.10A Discuss the author’s purpose for writing text. SLA.1.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.1.10D Discuss how the author uses words that help the reader visualize. SLA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process SLA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. SLA.1.11B.i Organizing with structure. SLA.1.11B.ii Developing an idea with specific and relevant details. SLA.1.11C Revise drafts by adding details in pictures or words. SLA.1.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement. SLA.1.11D.ii Edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar. SLA.1.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles. SLA.1.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles. SLA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time. SLA.1.11D.vi Edit drafts using standard English conventions, including prepositions. SLA.1.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú. SLA.1.11D.viii Edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences. SLA.1.11D.ix Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences. SLA.1.11D.x Edit drafts using standard Spanish conventions, including correct spelling of words with grade- appropriate orthographic patterns and rules with adult assistance. SLA.1.11E Publish and share writing</p> <p>Strand 6: Composition—Genres SLA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research SLA.1.13A Generate questions for formal and informal inquiry with adult assistance. SLA.1.13B Develop and follow a research plan with adult assistance. SLA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. SLA.1.13D Demonstrate understanding of information gathered with adult assistance. SLA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

| | | |
|---------|---|--|
| Unit 10 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: | |
| Cycle 6 | 31 Days | The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
| | Apr. 25 - June 7, 2022 | |
| | Guided Reading Level: H-I DRA Level: 14-16 | |

Cycle Overview

Cycle 6 Units:

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

Description of the Genres:

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

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

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

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

Legend for Reading Language Arts TEKS Overview Cycle 6:

| | |
|-------|-----------------------------|
| Green | Foundational TEKS for STAAR |
|-------|-----------------------------|



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



| Unit 11 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---------------|--|
| Informational | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> |

| Unit 11 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---------|---|
| | <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.1.7A Describe personal connections to a variety of sources.</p> <p>SLA.1.7B Write brief comments on literary or informational texts.</p> <p>SLA.1.7C Use text evidence to support an appropriate response.</p> <p>SLA.1.7D Retell texts in ways that maintain meaning.</p> <p>SLA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.1.9D.i The central idea and supporting evidence with adult assistance.</p> <p>SLA.1.9D.ii Features and simple graphics to locate or gain information.</p> |

| Unit 11 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---------|--|
| | <p>SLA.1.9D.iii Organizational patterns such as chronological order and description with adult assistance.</p> <p>SLA.1.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.1.10A Discuss the author's purpose for writing text.</p> <p>SLA.1.10B Discuss how the use of text structure contributes to the author's purpose.</p> <p>SLA.1.10C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</p> <p>SLA.1.10D Discuss how the author uses words that help the reader visualize.</p> <p>SLA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p>SLA.1.11B.i Organizing with structure.</p> <p>SLA.1.11B.ii Developing an idea with specific and relevant details.</p> <p>SLA.1.11C Revise drafts by adding details in pictures or words.</p> <p>SLA.1.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.1.11D.ii Edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar.</p> <p>SLA.1.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles.</p> <p>SLA.1.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.</p> <p>SLA.1.11D.vi Edit drafts using standard English conventions, including prepositions.</p> <p>SLA.1.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.1.11D.viii Edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences.</p> <p>SLA.1.11D.ix Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences.</p> <p>SLA.1.11D.x Edit drafts using standard Spanish conventions, including correct spelling of words with grade- appropriate orthographic patterns and rules with adult assistance.</p> <p>SLA.1.11E Publish and share writing</p> <p>Strand 6: Composition—Genres</p> <p>SLA.1.12B Dictate or compose informational texts, including procedural texts.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.1.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.1.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.</p> <p>SLA.1.13D Demonstrate understanding of information gathered with adult assistance.</p> <p>SLA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |

| Unit 12 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|--------------------------|--|
| <p>Persuasive</p> | <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.1.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>SLA.1.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>SLA.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>SLA.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>SLA.1.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p> <p>SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p>SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p>SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p>SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p>SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.</p> <p>SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p>SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p>SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p>SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p>SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p>SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</p> <p>SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p>SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie- ro, na-die, and ra-dio and hiatus such as le-er and rí- o.</p> |

| Unit 12 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---------|---|
| | <p>SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p>SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p>SLA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>SLA.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>SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p>SLA.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>SLA.1.4 Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.1.5A Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p>SLA.1.6D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.1.6G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.1.6H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.1.7A Describe personal connections to a variety of sources.</p> <p>SLA.1.7B Write brief comments on literary or informational texts.</p> <p>SLA.1.7C Use text evidence to support an appropriate response.</p> <p>SLA.1.7D Retell texts in ways that maintain meaning.</p> <p>SLA.1.7E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.1.7F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.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>SLA.1.9F Recognize characteristics of multimodal and digital texts.</p> |

| Unit 12 | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
|---------|--|
| | <p>Strand 5: Author’s Purpose and Craft SLA.1.10A Discuss the author's purpose for writing text. SLA.1.10B Discuss how the use of text structure contributes to the author's purpose. SLA.1.10C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes. SLA.1.10D Discuss how the author uses words that help the reader visualize. SLA.1.10E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process SLA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming. SLA.1.11B.i Organizing with structure. SLA.1.11B.ii Developing an idea with specific and relevant details. SLA.1.11C Revise drafts by adding details in pictures or words. SLA.1.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement. SLA.1.11D.ii Edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar. SLA.1.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles. SLA.1.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles. SLA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time. SLA.1.11D.vi Edit drafts using standard English conventions, including prepositions. SLA.1.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú. SLA.1.11D.viii Edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences. SLA.1.11D.ix Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences. SLA.1.11D.x Edit drafts using standard Spanish conventions, including correct spelling of words with grade- appropriate orthographic patterns and rules with adult assistance. SLA.1.11E Publish and share writing</p> <p>Strand 6: Composition—Genres SLA.1.12B Dictate or compose informational texts, including procedural texts.</p> <p>Strand 7: Inquiry and Research SLA.1.13A Generate questions for formal and informal inquiry with adult assistance. SLA.1.13B Develop and follow a research plan with adult assistance. SLA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance. SLA.1.13D Demonstrate understanding of information gathered with adult assistance. SLA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |