

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

**Unit 1: Realistic Fiction**

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

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

<u>Unit 1</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Realistic Fiction</b>	<p><b>14</b> lessons</p> <p><b>Suggested Pacing:</b> Aug. 26 – Sept. 13</p> <p><b>Part 1</b> Aug. 26-30</p> <p><b>Part 2</b> Sept. 3-6</p> <p><b>Part 3</b> Sept. 9-13</p> <p><i>Labor Day</i> <i>Sept. 2</i></p> <p><b>Extend Assess Review Reteach</b> Sept. 12-13</p> <p>Benchmark Running Records BOY Sept. 3-30</p>	<p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <p><b>SLA.1.1A</b> Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p><b>SLA.1.1B</b> Restate and follow oral directions that involve a short, related sequence of actions.</p> <p><b>SLA.1.1C</b> Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p> <p><b>SLA.1.1D</b> Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p><b>SLA.1.1E</b> Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.1.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2B.iii</b> 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><b>SLA.1.2B.vi</b> Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p><b>SLA.1.2B.viii</b> Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p>



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	Aug. 26 – Oct. 18, 2019	
	<b>Guided Reading Level: A–E</b> <b>DRA Level: 1–6</b>	
	<p>Renaissance Learning 360 Screener BOY Sept. 3-20</p>	<p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.  <b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.  <b>SLA.1.2D</b> Demonstrate print awareness by identifying the information that different parts of a book provide.  <b>SLA.1.2E</b> Alphabetize a series of words to the first or second letter and use a dictionary to find words.  <b>SLA.1.2F</b> Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b>  <b>SLA.1.3A</b> Use a resource such as a picture dictionary or digital resource to find words.  <b>SLA.1.3B</b> Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p><b>Strand 1: Foundational Language Skills—Fluency</b>  <b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b>  <b>SLA.1.5</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b>  <b>SLA.1.6A</b> Establish purpose for reading assigned and self-selected texts with adult assistance.  <b>SLA.1.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.  <b>SLA.1.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.  <b>SLA.1.6D</b> Create mental images to deepen understanding with adult assistance.  <b>SLA.1.6E</b> Make connections to personal experiences, ideas in other texts, and society with adult assistance.  <b>SLA.1.6F</b> Make inferences and use evidence to support understanding with adult assistance.</p> <p><b>Strand 3: Response Skills</b>  <b>SLA.1.7A</b> Describe personal connections to a variety of sources.  <b>SLA.1.7B</b> Write brief comments on literary or informational texts.  <b>SLA.1.7C</b> Use text evidence to support an appropriate response.  <b>SLA.1.7D</b> Retell texts in ways that maintain meaning.  <b>SLA.1.7E</b> Interact with sources in meaningful ways such as illustrating or writing.  <b>SLA.1.7F</b> Respond using newly acquired vocabulary as appropriate.</p>

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<b>Guided Reading Level: A–E</b> <b>DRA Level: 1–6</b>		
		<p><b>Strand 4: Multiple Genres—Literary Elements</b></p> <p><b>SLA.1.8A</b> Discuss topics and determine theme using text evidence with adult assistance.</p> <p><b>SLA.1.8B</b> Describe the main character(s) and the reason(s) for their actions.</p> <p><b>SLA.1.8C</b> Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p><b>SLA.1.8D</b> Describe the setting.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.1.10A</b> Discuss the author’s purpose for writing text.</p> <p><b>SLA.1.10B</b> Discuss how the use of text structure contributes to the author’s purpose.</p> <p><b>SLA.1.10C</b> Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes.</p> <p><b>SLA.1.10D</b> Discuss how the author uses words that help the reader visualize.</p> <p><b>SLA.1.10E</b> Listen to and experience first- and third-person texts.</p> <p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.1.11A</b> Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p><b>SLA.1.11B.i</b> Develop drafts in oral, pictorial, or written form by organizing with structure.</p> <p><b>SLA.1.11B.ii</b> Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.</p> <p><b>SLA.1.11C</b> Revise drafts by adding details in pictures or words.</p> <p><b>SLA.1.11D.i</b> Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p><b>SLA.1.11D.iii</b> Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles.</p> <p><b>SLA.1.11D.iv</b> Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p><b>SLA.1.11D.viii</b> Edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences.</p> <p><b>SLA.1.11D.ix</b> 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><b>SLA.1.11E</b> Publish and share writing.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.1.12A</b> Dictate or compose literary texts, including personal narratives and poetry.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.1.13A</b> Generate questions for formal and informal inquiry with adult assistance.</p> <p><b>SLA.1.13B</b> Develop and follow a research plan with adult assistance.</p> <p><a href="#">Ongoing TEKS</a></p>

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[Unit 2: Fantasy](#)

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

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

<u><a href="#">Unit 2</a></u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Fantasy</b>	<p><b>15</b> lessons</p> <p><b>Suggested Pacing:</b> Sep. 16 – Oct. 4</p> <p><b>Part 1</b> Sep. 16-20</p> <p><b>Part 2</b> Sep. 23-27</p> <p><b>Part 3</b> Sept. 30 – Oct. 4</p> <p><b>Extend Assess Review Reteach</b> Oct. 3-4</p> <p><i>Early Dismissal</i> <i>Sept. 27</i></p>	<p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <p><b>SLA.1.1A</b> Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p><b>SLA.1.1B</b> Restate and follow oral directions that involve a short, related sequence of actions.</p> <p><b>SLA.1.1C</b> Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p><b>SLA.1.1D</b> Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p><b>SLA.1.1E</b> Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.1.2A.i</b> Demonstrate phonological awareness by producing a series of rhyming words.</p> <p><b>SLA.1.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p><b>SLA.1.2A.iii</b> Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p><b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p>



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	<b>Guided Reading Level: A–E</b> <b>DRA Level: 1–6</b>	
		<p><b>SLA.1.2D</b> Demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p><b>SLA.1.2E</b> Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p><b>SLA.1.2F</b> Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.1.3A</b> Use a resource such as a picture dictionary or digital resource to find words.</p> <p><b>SLA.1.3D</b> Identify and use words that name actions, directions, positions, sequences, categories, and locations</p> <p><b>Strand 1: Foundational Language Skills—Fluency</b></p> <p><b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.1.6A</b> Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p><b>SLA.1.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p><b>SLA.1.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p><b>SLA.1.6D</b> Create mental images to deepen understanding with adult assistance.</p> <p><b>SLA.1.6E</b> Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p><b>SLA.1.6F</b> Make inferences and use evidence to support understanding with adult assistance.</p> <p><b>SLA.1.6H</b> Synthesize information to create new understanding with adult assistance.</p> <p><b>Strand 3: Response Skills</b></p> <p><b>SLA.1.7C</b> Use text evidence to support an appropriate response.</p> <p><b>SLA.1.7D</b> Retell texts in ways that maintain meaning.</p> <p><b>SLA.1.7E</b> Interact with sources in meaningful ways such as illustrating or writing.</p> <p><b>SLA.1.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b></p> <p><b>SLA.1.8A</b> Discuss topics and determine theme using text evidence with adult assistance.</p> <p><b>SLA.1.8B</b> Describe the main character(s) and the reason(s) for their actions.</p>

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	Aug. 26 – Oct. 18, 2019	
	<b>Guided Reading Level: A–E</b> <b>DRA Level: 1–6</b>	
		<p><b>SLA.1.8C</b> Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p><b>SLA.1.8D</b> Describe the setting.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.1.10A</b> Discuss the author’s purpose for writing text.</p> <p><b>SLA.1.10B</b> Discuss how the use of text structure contributes to the author’s purpose.</p> <p><b>SLA.1.10D</b> Discuss how the author uses words that help the reader visualize.</p> <p><b>SLA.1.10E</b> Listen to and experience first- and third-person texts.</p> <p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.1.11A</b> Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p><b>SLA.1.11B.i</b> Develop drafts in oral, pictorial, or written form by organizing with structure.</p> <p><b>SLA.1.11B.ii</b> Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.</p> <p><b>SLA.1.11C</b> Revise drafts by adding details in pictures or words.</p> <p><b>SLA.1.11D.ii</b> Edit drafts using standard Spanish conventions including past and present verb tense, including the difference between ser and estar.</p> <p><b>SLA.1.11D.iv</b> Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p><b>SLA.1.11D.vi</b> Edit drafts using standard Spanish conventions including prepositions.</p> <p><b>SLA.1.11D.vii</b> 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><b>SLA.1.11D.viii</b> Edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences.</p> <p><b>SLA.1.11D.ix</b> 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><b>SLA.1.11E</b> Publish and share writing.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.1.12A</b> Dictate or compose literary texts, including personal narratives and poetry.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.1.13A</b> Generate questions for formal and informal inquiry with adult assistance.</p> <p><b>SLA.1.13B</b> Develop and follow a research plan with adult assistance.</p> <p><a href="#">Ongoing TEKS</a></p>

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	Aug. 26 – Oct. 18, 2019	
	<b>Guided Reading Level: A–E</b> <b>DRA Level: 1–6</b>	

[Unit 3: Poetry](#)

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

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

<u><a href="#">Unit 3</a></u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Poetry</b>	<p><b>9</b> lessons</p> <p><b>Suggested Pacing:</b> Oct. 7-18</p> <p><b>Part 1</b> Oct. 7-11</p> <p><b>Part 2</b> Oct. 14-18</p> <p><b>Extend Assess Review Reteach</b> Oct. 17-18</p> <p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p><i>Early Dismissal</i> Oct. 18</p> <p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p>	<p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <p><b>SLA.1.1A</b> Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p><b>SLA.1.1B</b> Restate and follow oral directions that involve a short, related sequence of actions.</p> <p><b>SLA.1.1C</b> Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p><b>SLA.1.1D</b> Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p><b>SLA.1.1E</b> Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.1.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p><b>SLA.1.2A.iii</b> Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2A.v</b> Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2B.ii</b> 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><b>SLA.1.2B.v</b> Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p>



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		<p><b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p><b>SLA.1.2C.iii</b> 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><b>SLA.1.2C.v</b> Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p> <p><b>SLA.1.2E</b> Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p><b>SLA.1.2F</b> Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.1.3A</b> Use a resource such as a picture dictionary or digital resource to find words.</p> <p><b>SLA.1.3D</b> Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p><b>Strand 1: Foundational Language Skills—Fluency</b></p> <p><b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.1.6A</b> Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p><b>SLA.1.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p><b>SLA.1.6D</b> Create mental images to deepen understanding with adult assistance.</p> <p><b>SLA.1.6E</b> Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p><b>Strand 3: Response Skills</b></p> <p><b>SLA.1.7C</b> Use text evidence to support an appropriate response.</p> <p><b>SLA.1.7E</b> Interact with sources in meaningful ways such as illustrating or writing.</p> <p><b>SLA.1.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.1.9B</b> Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.1.10A</b> Discuss the author’s purpose for writing text.</p>



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	Aug. 26 – Oct. 18, 2019	
<b>Guided Reading Level: A–E</b> <b>DRA Level: 1–6</b>		
		<p><b>SLA.1.10B</b> Discuss how the use of text structure contributes to the author’s purpose.</p> <p><b>SLA.1.10D</b> Discuss how the author uses words that help the reader visualize.</p> <p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.1.11A</b> Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</p> <p><b>SLA.1.11B.i</b> Develop drafts in oral, pictorial, or written form by organizing with structure.</p> <p><b>SLA.1.11B.ii</b> Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.</p> <p><b>SLA.1.11C</b> Revise drafts by adding details in pictures or words.</p> <p><b>SLA.1.11D.i</b> Edit drafts using standard Spanish conventions including complete sentences with subject-verb agreement.</p> <p><b>SLA.1.11D.iv</b> Edit drafts using standard Spanish conventions including adjectives, including articles.</p> <p><b>SLA.1.11D.viii</b> Edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences.</p> <p><b>SLA.1.11D.ix</b> 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><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.1.12A</b> Dictate or compose literary texts, including personal narratives and poetry.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.1.13A</b> Generate questions for formal and informal inquiry with adult assistance.</p> <p><b>SLA.1.13B</b> Develop and follow a research plan with adult assistance.</p> <p><a href="#">Ongoing TEKS</a></p>

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

[Unit 4: Informational Text](#)

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

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

<u><a href="#">Unit 4</a></u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Informational Text</b>	<p style="text-align: center;">15 lessons</p> <p style="text-align: center;"><b>Suggested Pacing:</b> Oct. 21 – Nov. 8</p> <p style="text-align: center;"><b>Part 1</b> Oct. 21-25</p> <p style="text-align: center;"><b>Part 2</b> Oct. 28 – Nov. 1</p> <p style="text-align: center;"><b>Part 3</b> Nov. 4-8</p> <p style="text-align: center;"><b>Extend Assess Review Reteach</b> Nov. 7-8</p> <p style="text-align: center;"><i>Early Dismissal</i> Nov. 8</p> <p style="text-align: center;">High Frequency Word Evaluation BOY Nov. 4-15</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.1.2A.i</b> Demonstrate phonological awareness by producing a series of rhyming words.</p> <p><b>SLA.1.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p><b>SLA.1.2A.iii</b> Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2A.vi</b> Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2B.iv</b> Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p> <p><b>SLA.1.2B.v</b> Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</p> <p><b>SLA.1.2B.vi</b> Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p><b>SLA.1.2B.viii</b> Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p><b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p><b>SLA.1.2C.iv</b> Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p><b>SLA.1.2C.v</b> Demonstrate and apply spelling knowledge by spelling contractions such as al and del.</p>



<b>Cycle 2</b>	<b>39 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
<b>Guided Reading Level: C–E</b> <b>DRA Level: 2–8</b>		
<p><b><u>Snapshot 1</u></b>  <b><u>Reading and Writing</u></b>  <b>Suggested Window:</b>                  Oct. 28 – Nov. 1</p> <p style="text-align: center;"><a href="#">See Outline for TEKS Details</a></p>	<p><b>SLA.1.2E</b> Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b>  <b>SLA.1.3A</b> Use a resource such as a picture dictionary or digital resource to find words.  <b>SLA.1.3D</b> Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p><b>Strand 1: Foundational Language Skills—Fluency</b>  <b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b>  <b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b>  <b>SLA.1.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.  <b>SLA.1.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.  <b>SLA.1.6E</b> Make connections to personal experiences, ideas in other texts, and society with adult assistance.  <b>SLA.1.6F</b> Make inferences and use evidence to support understanding with adult assistance.  <b>SLA.1.6G</b> Evaluate details to determine what is most important with adult assistance.  <b>SLA.1.6H</b> Synthesize information to create new understanding with adult assistance.</p> <p><b>Strand 3: Response Skills</b>  <b>SLA.1.7B</b> Write brief comments on literary or informational texts.</p> <p><b>Strand 4: Multiple Genres—Genres</b>  <b>SLA.1.9D.i</b> Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.  <b>SLA.1.9D.ii</b> Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.  <b>SLA.1.9D.iii</b> Recognize characteristics and structures of informational text, including Organizational patterns such as chronological order and description with adult assistance.</p> <p><b>Strand 5: Author’s Purpose and Craft</b>  <b>SLA.1.10C</b> Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes.</p>	

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

		<p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.1.11D.ii</b> Edit drafts using standard Spanish conventions, including past and present verb tense, including the difference between ser and estar.</p> <p><b>SLA.1.11D.v</b> Edit drafts using standard Spanish conventions, including adverbs that convey time.</p> <p><b>SLA.1.11D.vii</b> 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><b>SLA.1.11D.ix</b> 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><b>SLA.1.11D.x</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade- appropriate orthographic patterns and rules with adult assistance.</p> <p><b>SLA.1.11E</b> Publish and share writing.</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.1.12B</b> Dictate or compose informational texts, including procedural texts.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.1.13C</b> Identify and gather relevant sources and information to answer.</p> <p><b>SLA.1.13D</b> Demonstrate understanding of information gathered with adult assistance.</p> <p><a href="#">Ongoing TEKS</a></p>
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**Unit 5: Multimodal-Digital Literacy**

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

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

<u>Unit 5</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Multimodal-Digital Literacy</b>	<b>10</b> lessons  <b>Suggested Pacing:</b> Nov. 11-22	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.1.2A.i</b> Demonstrate phonological awareness by producing a series of rhyming words.</p> <p><b>SLA.1.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p>



<b>Cycle 2</b>	<b>39 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: C–E</b> <b>DRA Level: 2–8</b>	
	<p><b>Part 1</b> Nov. 11-15</p> <p><b>Part 2</b> Nov. 18-22</p> <p><b>Extend Assess Review Reteach</b> Nov. 21-22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p>	<p><b>SLA.1.2A.iii</b> Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2B.vi</b> Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p><b>SLA.1.2B.vii</b> Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p><b>SLA.1.2B.viii</b> Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p><b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p><b>SLA.1.2C.vii</b> Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.1.3B</b> Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p><b>SLA.1.3D</b> Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p><b>Strand 1: Foundational Language Skills—Fluency</b></p> <p><b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.1.6F</b> make inferences and use evidence to support understanding with adult assistance.</p> <p><b>SLA.1.6G</b> Evaluate details to determine what is most important with adult assistance.</p> <p><b>Strand 3: Response Skills</b></p> <p><b>SLA.1.7B</b> Write brief comments on literary or informational texts.</p> <p><b>SLA.1.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b></p> <p><b>SLA.1.8A</b> Discuss topics and determine theme using text evidence with adult assistance.</p>

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

<b>Cycle 2</b>	<b>39 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: C–E</b> <b>DRA Level: 2–8</b>	
<u><a href="#">Unit 6</a></u>	<b>Number of Lessons</b>	<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>
<b>Persuasive Text</b>	14 lessons	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.1.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p><b>SLA.1.2A.iii</b> Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2A.v</b> Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p><b>SLA.1.2A.vii</b> Demonstrate phonological awareness by manipulating syllables within words.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2B.viii</b> Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p><b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p><b>SLA.1.2C.iv</b> Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p><b>SLA.1.2C.vii</b> Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.1.3B</b> Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p><b>SLA.1.3C</b> Identify the meaning of words with affixes, including -s, -es, and -or.</p> <p><b>Strand 1: Foundational Language Skills—Fluency</b></p> <p><b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.1.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</p> <p><b>SLA.1.6E</b> Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p><b>SLA.1.6F</b> Make inferences and use evidence to support understanding with adult assistance.</p>
	<b>Suggested Pacing:</b> Dec. 2-20	
	<b>Part 1</b> Dec. 2-6	
	<b>Part 2</b> Dec. 9-13	
	<b>Part 3</b> Dec. 16-19	
	<b>Extend Assess Review Reteach</b> Dec. 18-19	
Benchmark Running Records MOY Dec. 9 – Jan. 17		
<b>Snapshot 2 Reading Suggested Window:</b> Dec. 9-13		
<a href="#">See Outline for TEKS Details</a>		
<b>District-Level Assessment Writing Suggested Window:</b> Dec. 9-13		
<a href="#">See Blueprint for TEKS Details</a>		



<b>Cycle 2</b>	<b>39 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	<b>Guided Reading Level: C–E</b> <b>DRA Level: 2–8</b>	
	<p style="text-align: center;"><i>Teacher Preparation Day</i> Dec. 20</p> <p style="text-align: center;"><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><b>Strand 3: Response Skills</b>  <b>SLA.1.7B</b> Write brief comments on literary or informational texts.  <b>SLA.1.7D</b> Retell texts in ways that maintain meaning.</p> <p><b>Strand 4: Multiple Genres—Genres</b>  <b>SLA.1.9D.i</b> Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.  <b>SLA.1.9D.ii</b> Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.  <b>SLA.1.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.  <b>SLA.1.9E</b> 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><b>Strand 6: Composition—Writing Process</b>  <b>SLA.1.11D.iii</b> Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles.  <b>SLA.1.11D.v</b> Edit drafts using standard Spanish conventions, including adverbs that convey time.</p> <p><b>Strand 6: Composition—Genres</b>  <b>SLA.1.12C</b> Dictate or compose correspondence such as thank you notes or letters.</p> <p><b>Strand 7: Inquiry and Research</b>  <b>SLA.1.13C</b> Identify and gather relevant sources and information to answer.  <b>SLA.1.13D</b> Demonstrate understanding of information gathered with adult assistance.</p> <p><a href="#">Ongoing TEKS</a></p>



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

### Unit 7: Traditional Tales, Part I

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

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

<u>Unit 7</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Traditional Tales, Part I</b>	<b>14</b> lessons  <b>Suggested Pacing:</b> Jan. 6-24  <u><b>Part 1</b></u> Jan. 6-10  <u><b>Part 2</b></u> Jan. 13-17  <u><b>Part 3</b></u> Jan. 21-24  <b>Extend Assess Review Reteach</b> Jan. 23-24  Renaissance Learning 360 Screener MOY Jan. 6-24  <i>Early Dismissal</i> Jan. 17  <i>MLK Jr. Day</i> Jan. 20	<b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b> <b>SLA.1.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds. <b>SLA.1.2A.iii</b> Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed. <b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables. <b>SLA.1.2A.v</b> Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words. <b>SLA.1.2A.vii</b> Demonstrate phonological awareness by manipulating syllables within words. <b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters. <b>SLA.1.2B.iii</b> Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-. <b>SLA.1.2B.viii</b> Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes. <b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations. <b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV. <b>SLA.1.2C.vii</b> Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes. <b>SLA.1.2E</b> Alphabetize a series of words to the first or second letter and use a dictionary to find words.  <b>Strand 1: Foundational Language Skills—Vocabulary</b> <b>SLA.1.3A</b> Use a resource such as a picture dictionary or digital resource to find words.



<b>Cycle 3</b>	<b>49 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
<b>Guided Reading Level: E–G</b> <b>DRA Level: 8–12</b>		
		<p><b>SLA.1.3B</b> Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p><b>SLA.1.3D</b> Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p><b>Strand 1: Foundational Language Skills—Fluency</b></p> <p><b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.1.6D</b> Create mental images to deepen understanding with adult assistance.</p> <p><b>SLA.1.6H</b> Synthesize information to create new understanding with adult assistance.</p> <p><b>SLA.1.6I</b> 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><b>Strand 3: Response Skills</b></p> <p><b>SLA.1.7F</b> Respond using newly acquired vocabulary as appropriate.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b></p> <p><b>SLA.1.8A</b> Discuss topics and determine theme using text evidence with adult assistance.</p> <p><b>SLA.1.8B</b> Describe the main character(s) and the reason(s) for their actions.</p> <p><b>SLA.1.8C</b> Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p><b>SLA.1.8D</b> Describe the setting.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.1.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, and nursery rhymes.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.1.10D</b> Discuss how the author uses words that help the reader visualize.</p> <p><b>SLA.1.10E</b> Listen to and experience first- and third-person texts.</p> <p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.1.11D.ii</b> Edit drafts using standard Spanish conventions, including past and present verb tense, including the difference between ser and estar.</p>

<b>Cycle 3</b>	<b>49 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: E–G</b> <b>DRA Level: 8–12</b>	
		<p><b>SLA.1.11D.iii</b> Edit drafts using standard Spanish conventions, including past and present verb tense, including singular, plural, common, and proper nouns, including gender- specific articles.</p> <p><b>SLA.1.11D.v</b> Edit drafts using standard Spanish conventions, including adverbs that convey time.</p> <p><b>SLA.1.11D.x</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade- appropriate orthographic patterns and rules with adult assistance.</p> <p><b>Strand 6: Composition—Genres</b> <b>SLA.1.12A</b> Dictate or compose literary texts, including personal narratives and poetry.</p> <p><b>Strand 7: Inquiry and Research</b> <b>SLA.1.13A</b> Generate questions for formal and informal inquiry with adult assistance. <b>SLA.1.13B</b> Develop and follow a research plan with adult assistance. <b>SLA.1.13C</b> Identify and gather relevant sources and information to answer. <b>SLA.1.13D</b> Demonstrate understanding of information gathered with adult assistance.</p> <p><a href="#">Ongoing TEKS</a></p>

### Unit 8: Traditional Tales, Part II

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

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

<a href="#">Unit 8</a>	Suggested Pacing	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Traditional Tales, Part II</b>	<p><b>20</b> lessons</p> <p><b>Suggested Pacing:</b> Jan. 27 – Feb. 21</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b> <b>SLA.1.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds. <b>SLA.1.2A.iii</b> Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p>



<b>Cycle 3</b>	<b>49 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: E–G</b> <b>DRA Level: 8–12</b>	
	<p><b>Part 1</b> Jan. 27-31</p> <p><b>Part 2</b> Feb. 3-7</p> <p><b>Part 3</b> Feb. 10-14</p> <p><b>Part 4</b> Feb. 17-21</p> <p><b>Extend Assess Review Reteach</b> Feb. 20-21</p> <p><i>Early Dismissal</i> Feb. 14</p> <p style="background-color: #e0e0e0;"><b>Snapshot 2 Writing Suggested Window:</b> Jan. 27-31</p> <p style="color: blue; text-decoration: underline;"><a href="#">See Outline for TEKS Details</a></p> <p style="background-color: #fff9c4;"><b>Snapshot 3 Reading Suggested Window:</b> Jan. 27-31</p> <p style="color: blue; text-decoration: underline;"><a href="#">See Outline for TEKS Details</a></p> <p>High Frequency Word Evaluation MOY Feb. 3-7</p>	<p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2A.v</b> Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p><b>SLA.1.2A.vii</b> Demonstrate phonological awareness by manipulating syllables within words.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2B.ii</b> 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><b>SLA.1.2B.vi</b> Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</p> <p><b>SLA.1.2B.vii</b> Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</p> <p><b>SLA.1.2B.viii</b> Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p><b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p><b>SLA.1.2C.iv</b> Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.</p> <p><b>SLA.1.2C.vii</b> Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p><b>SLA.1.2E</b> Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.1.3A</b> Use a resource such as a picture dictionary or digital resource to find words.</p> <p><b>SLA.1.3D</b> Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p><b>Strand 1: Foundational Language Skills—Fluency</b></p> <p><b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p><b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p><b>SLA.1.6D</b> Create mental images to deepen understanding with adult assistance.</p> <p><b>SLA.1.6H</b> Synthesize information to create new understanding with adult assistance.</p>

<b>Cycle 3</b>	<b>49 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: E–G</b> <b>DRA Level: 8–12</b>	
		<p><b>SLA.1.6I</b> 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><b>Strand 4: Multiple Genres—Literary Elements</b></p> <p><b>SLA.1.8A</b> Discuss topics and determine theme using text evidence with adult assistance.</p> <p><b>SLA.1.8B</b> Describe the main character(s) and the reason(s) for their actions.</p> <p><b>SLA.1.8C</b> Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p><b>SLA.1.8D</b> Describe the setting.</p> <p><b>Strand 4: Multiple Genres—Genres</b></p> <p><b>SLA.1.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, and nursery rhymes.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p><b>SLA.1.10D</b> Discuss how the author uses words that help the reader visualize.</p> <p><b>SLA.1.10E</b> Listen to and experience first- and third-person texts.</p> <p><b>Strand 6: Composition—Writing Process</b></p> <p><b>SLA.1.11D.ii</b> Edit drafts using standard Spanish conventions, including past and present verb tense, including the difference between ser and estar.</p> <p><b>SLA.1.11D.vi</b> Edit drafts using standard Spanish conventions, including prepositions</p> <p><b>Strand 6: Composition—Genres</b></p> <p><b>SLA.1.12A</b> Dictate or compose literary texts, including personal narratives and poetry.</p> <p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.1.13A</b> Generate questions for formal and informal inquiry with adult assistance.</p> <p><b>SLA.1.13D</b> Demonstrate understanding of information gathered with adult assistance.</p> <p><b>SLA.1.13E</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>

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

[Unit 9: Drama/Plays](#)

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

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

<u><a href="#">Unit 9</a></u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama/Plays	<p style="text-align: center;"><b>15</b> lessons</p> <p><b>Suggested Pacing:</b> Feb. 24 – Mar. 13</p> <p style="text-align: center;"><u><b>Part 1</b></u> Feb. 24-28</p> <p style="text-align: center;"><u><b>Part 2</b></u> Mar. 2-6</p> <p style="text-align: center;"><u><b>Part 3</b></u> Mar. 9-13</p> <p style="text-align: center;"><b>Extend Assess Review Reteach</b> Mar. 12-13</p> <p style="text-align: center;"><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.1.2A.iii</b> Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2A.v</b> Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</p> <p><b>SLA.1.2A.vi</b> Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas.</p> <p><b>SLA.1.2A.vii</b> Demonstrate phonological awareness by manipulating syllables within words.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2B.ii</b> 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><b>SLA.1.2B.viii</b> Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p><b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p><b>SLA.1.2C.vii</b> Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p><b>SLA.1.2E</b> Alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.1.3A</b> Use a resource such as a picture dictionary or digital resource to find words.</p>



<b>Cycle 3</b>	<b>49 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
<b>Guided Reading Level: E–G</b> <b>DRA Level: 8–12</b>		
		<p><b>SLA.1.3C</b> Identify the meaning of words with affixes, including -s, -es, and -or.  <b>SLA.1.3D</b> Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p><b>Strand 1: Foundational Language Skills—Fluency</b>  <b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b>  <b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b>  <b>SLA.1.6D</b> Create mental images to deepen understanding with adult assistance.  <b>SLA.1.6I</b> 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><b>Strand 4: Multiple Genres—Literary Elements</b>  <b>SLA.1.8A</b> Discuss topics and determine theme using text evidence with adult assistance.  <b>SLA.1.8B</b> Describe the main character(s) and the reason(s) for their actions.  <b>SLA.1.8C</b> Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.  <b>SLA.1.8D</b> Describe the setting.</p> <p><b>Strand 4: Multiple Genres—Genres</b>  <b>SLA.1.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, and nursery rhymes.  <b>SLA.1.9C</b> Discuss elements of drama such as characters and setting.</p> <p><b>Strand 5: Author’s Purpose and Craft</b>  <b>SLA.1.10D</b> Discuss how the author uses words that help the reader visualize.  <b>SLA.1.10E</b> Listen to and experience first- and third-person texts.</p> <p><b>Strand 6: Composition—Writing Process</b>  <b>SLA.1.11D.ii</b> Edit drafts using standard Spanish conventions, including past and present verb tense, including the difference between ser and estar.  <b>SLA.1.11D.vii</b> 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><b>Strand 6: Composition—Genres</b>  <b>SLA.1.12A</b> Dictate or compose literary texts, including personal narratives and poetry.</p>

<b>Cycle 3</b>	<b>49 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	<b>Guided Reading Level: E–G</b> <b>DRA Level: 8–12</b>	
		<p><b>Strand 7: Inquiry and Research</b></p> <p><b>SLA.1.13A</b> Generate questions for formal and informal inquiry with adult assistance.</p> <p><b>SLA.1.13B</b> Develop and follow a research plan with adult assistance.</p> <p><b>SLA.1.13C</b> Identify and gather relevant sources and information to answer.</p> <p><b>SLA.1.13D</b> Demonstrate understanding of information gathered with adult assistance.</p> <p><a href="#">Ongoing TEKS</a></p>





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

[Unit 10: Integrated Genres—Amazing Animals](#)

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

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

<u><a href="#">Unit 10</a></u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Integrated Genres—Amazing Animals</b>	<p style="text-align: center;"><b>18</b> lessons</p> <p><b>Suggested Pacing:</b> Mar. 23 – Apr. 17</p> <p style="text-align: center;"><u><b>Part 1</b></u> Mar. 23-27</p> <p style="text-align: center;"><u><b>Part 2</b></u> Mar. 31 – Apr. 3</p> <p style="text-align: center;"><u><b>Part 3</b></u> Apr. 6-9</p> <p style="text-align: center;"><u><b>Part 4</b></u> Apr. 13-17</p> <p style="text-align: center;"><b>Extend Assess Review Reteach</b> Apr. 16-17</p> <p style="text-align: center;"><i>Chávez/Huerta Day</i> Mar. 30</p> <p style="text-align: center;"><i>Spring Holiday</i> Apr. 10</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.1.2A.i</b> Demonstrate phonological awareness by producing a series of rhyming words.</p> <p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2A.vii</b> Demonstrate phonological awareness by manipulating syllables within words.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2B.ii</b> 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><b>SLA.1.2B.viii</b> Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</p> <p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p><b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p><b>SLA.1.2C.vi</b> 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><b>SLA.1.2C.vii</b> Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p> <p><b>SLA.1.2E</b> Alphabetize a series of words to the first or second letter and use a dictionary to find words</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p><b>SLA.1.3A</b> Use a resource such as a picture dictionary or digital resource to find words.</p> <p><b>SLA.1.3D</b> Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>



<b>Cycle 4</b>	<b>47 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
<b>Guided Reading Level: G–I</b> <b>DRA Level: 12–16</b>		
	<p><b>Snapshot 4 Reading Suggested Window:</b> Mar. 23-27</p> <p><a href="#">See Outline for TEKS Details</a></p>	<p><b>Strand 1: Foundational Language Skills—Fluency</b>  <b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b>  <b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p>
	<p><b>District-Level Assessment Writing Suggested Window:</b> Mar. 23-27</p> <p><a href="#">See Blueprint for TEKS Details</a></p>	<p><b>Strand 2: Comprehension Skills</b>  <b>SLA.1.6G</b> Evaluate details to determine what is most important with adult assistance.  <b>SLA.1.6H</b> Synthesize information to create new understanding with adult assistance.  <b>SLA.1.6I</b> 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><b>Strand 3: Response Skills</b>  <b>SLA.1.7D</b> Retell texts in ways that maintain meaning.</p>
	<p>High Frequency Word Evaluation EOY Apr. 13-17</p>	<p><b>Strand 4: Multiple Genres—Literary Elements</b>  <b>SLA.1.8A</b> Discuss topics and determine theme using text evidence with adult assistance.  <b>SLA.1.8B</b> Describe the main character(s) and the reason(s) for their actions.  <b>SLA.1.8C</b> Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.  <b>SLA.1.8D</b> Describe the setting.</p> <p><b>Strand 4: Multiple Genres—Genres</b>  <b>SLA.1.9D.i</b> Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.  <b>SLA.1.9D.ii</b> Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.  <b>SLA.1.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.</p> <p><b>Strand 5: Author’s Purpose and Craft</b>  <b>SLA.1.10D</b> Discuss how the author uses words that help the reader visualize.</p> <p><b>Strand 6: Composition—Writing Process</b>  <b>SLA.1.11D.vii</b> 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>

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

**Strand 6: Composition—Genres**

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

**SLA.1.12B** Dictate or compose informational texts, including procedural texts.

**Strand 7: Inquiry and Research**

**SLA.1.13A** Generate questions for formal and informal inquiry 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.

[Ongoing TEKS](#)

**Unit 11: Integrated Genres—It’s All Relative**

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

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

<a href="#">Unit 11</a>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Integrated Genres—It’s All Relative</b>	<p style="text-align: center;"><b>15</b> lessons</p> <p><b>Suggested Pacing:</b> Apr. 20 – May 8</p> <p style="text-align: center;"><b>Part 1</b> Apr. 20-24</p> <p style="text-align: center;"><b>Part 2</b> Apr. 27 – May 1</p> <p style="text-align: center;"><b>Part 3</b> May 4-8</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.1.2A.iii</b> Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</p> <p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p><b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p><b>SLA.1.2C.vi</b> 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>



<b>Cycle 4</b>	<b>47 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: G–I</b> <b>DRA Level: 12–16</b>	
	<p style="text-align: center;"><b>Extend Assess Review Reteach</b> May 7-8</p> <p style="text-align: center;">Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p>	<p><b>Strand 1: Foundational Language Skills—Fluency</b> <b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b> <b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b> <b>SLA.1.6G</b> Evaluate details to determine what is most important with adult assistance. <b>SLA.1.6H</b> Synthesize information to create new understanding with adult assistance. <b>SLA.1.6I</b> 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><b>Strand 3: Response Skills</b> <b>SLA.1.7D</b> retell texts in ways that maintain meaning.</p> <p><b>Strand 4: Multiple Genres—Literary Elements</b> <b>SLA.1.8A</b> Discuss topics and determine theme using text evidence with adult assistance. <b>SLA.1.8B</b> Describe the main character(s) and the reason(s) for their actions. <b>SLA.1.8C</b> Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently. <b>SLA.1.8D</b> Describe the setting.</p> <p><b>Strand 4: Multiple Genres—Genres</b> <b>SLA.1.9D.i</b> Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. <b>SLA.1.9D.ii</b> Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information. <b>SLA.1.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.</p> <p><b>Strand 5: Author’s Purpose and Craft</b> <b>SLA.1.10D</b> Discuss how the author uses words that help the reader visualize.</p> <p><b>Strand 6: Composition—Writing Process</b> <b>SLA.1.11D.x</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade- appropriate orthographic patterns and rules with adult assistance.</p>



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

**Unit 12: Integrated Genres—Investigating My World**

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

**Essential Question: How can we use our knowledge of fiction and nonfiction texts to express our understanding of the world?**

<a href="#">Unit 12</a>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Integrated Genres— Investigating My World</b>	<p><b>14</b> lessons</p> <p><b>Suggested Pacing:</b> May 11-29</p> <p><b>Part 1</b> May 11-15</p> <p><b>Part 2</b> May 18-22</p> <p><b>Part 3</b> May 26-29</p>	<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing</b></p> <p><b>SLA.1.2A.ii</b> Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p><b>SLA.1.2A.iv</b> Demonstrate phonological awareness by segmenting spoken words into individual syllables.</p> <p><b>SLA.1.2B.i</b> Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.</p> <p><b>SLA.1.2C.i</b> Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p><b>SLA.1.2C.ii</b> Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p><b>SLA.1.2C.vii</b> Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.</p>



<b>Cycle 4</b>	<b>47 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	<b>Guided Reading Level: G–I</b> <b>DRA Level: 12–16</b>	
	<b>Extend Assess Review Reteach</b> May 28- 29  <i>Memorial Day</i> May 25  Benchmark Running Records EOY May 1-29	<p><b>Strand 1: Foundational Language Skills—Fluency</b>  <b>SLA.1.4</b> Read grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b>  <b>SLA.1.5A</b> Read grade-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p><b>Strand 2: Comprehension Skills</b>  <b>SLA.1.6G</b> Evaluate details to determine what is most important with adult assistance.  <b>SLA.1.6H</b> Synthesize information to create new understanding with adult assistance.  <b>SLA.1.6I</b> 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><b>Strand 4: Multiple Genres—Literary Elements</b>  <b>SLA.1.8A</b> Discuss topics and determine theme using text evidence with adult assistance.  <b>SLA.1.8B</b> Describe the main character(s) and the reason(s) for their actions.  <b>SLA.1.8C</b> Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p><b>Strand 4: Multiple Genres—Genres</b>  <b>SLA.1.9D.i</b> Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.  <b>SLA.1.9D.ii</b> Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.</p> <p><b>Strand 5: Author’s Purpose and Craft</b>  <b>SLA.1.10E</b> Listen to and experience first- and third-person texts.</p> <p><b>Strand 6: Composition—Writing Process</b>  <b>SLA.1.11D.x</b> Edit drafts using standard Spanish conventions, including correct spelling of words with grade- appropriate orthographic patterns and rules with adult assistance.</p> <p><b>Strand 6: Composition—Genres</b>  <b>SLA.1.12A</b> Dictate or compose literary texts, including personal narratives and poetry.  <b>SLA.1.12B</b> Dictate or compose informational texts, including procedural texts.</p> <p><b>Strand 7: Inquiry and Research</b>  <b>SLA.1.13A</b> Generate questions for formal and informal inquiry with adult assistance.  <b>SLA.1.13D</b> Demonstrate understanding of information gathered with adult assistance.  <b>SLA.1.13E</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p><a href="#">Ongoing TEKS</a></p>

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

\*See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study.

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

#### Strand 1: Foundational Language Skills: Oral Language

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

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

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

**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.

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

#### Strand 1: Foundational Language Skills—Beginning Reading and Writing

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

**SLA.1.2A.vi** Demonstrate phonological awareness by segmenting spoken words into individual syllables.

**SLA.1.2A.vii** Demonstrate phonological awareness by manipulating syllables within words.

**SLA.1.2B.i** Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.

**SLA.1.2B.vi** Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.

**SLA.1.2B.vii** Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.

**SLA.1.2B.viii** Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.

**SLA.1.2C.i** Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.

**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.

**SLA.1.2C.v** Demonstrate and apply spelling knowledge by spelling contractions such as al and del.

**SLA.1.2C.vii** Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.

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

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

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

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

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

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

**SLA.1.3C** Identify the meaning of words with affixes, including -s, -es, and -or.

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

#### 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.

#### 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.

#### 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.

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

\*See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study.

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

**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.

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

**SLA.1.7F** Respond using newly acquired vocabulary as appropriate.

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

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

**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.

**Strand 6: Composition—Writing Process**

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

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

**SLA.1.11D.i** Edit drafts using standard Spanish conventions, including past and present verb tense, including complete sentences with subject-verb agreement.

**SLA.1.11D.ii** Edit drafts using standard Spanish conventions, including past and present verb tense, including past and present verb tense, including the difference between ser and estar.

**SLA.1.11D.iii** Edit drafts using standard Spanish conventions, including past and present verb tense, including singular, plural, common, and proper nouns, including gender-specific articles.

**SLA.1.11D.iv** Edit drafts using standard Spanish conventions, including past and present verb tense, including adjectives, including articles.

**SLA.1.11D.vii** Edit drafts using standard Spanish conventions, including past and present verb tense, 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 past and present verb tense, including capitalization for the beginning of sentences.

**SLA.1.11D.ix** Edit drafts using standard Spanish conventions, including past and present verb tense, 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 past and present verb tense, including correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance.

**SLA.1.11E** Publish and share writing.





# HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## 2019-2020 Scope and Sequence

### Spanish Language Arts – Grade 1

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

\*See unit planning guides for a list of recommended ongoing TEKS specific to each unit of study.

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

#### **Strand 6: Composition—Genres**

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

**SLA.1.12B** Dictate or compose informational texts, including procedural texts.

#### **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.

