

<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><u>Unit 1: Welcome to School</u></b>		
<p><b>Unit Overview:</b> This unit will establish the routines and practices that will help students develop their listening, speaking, reading, and writing skills. The <a href="#">First 25 Days Launch</a> will be used during the Spanish Language Arts class to set the foundation for guided reading routines and practices. Apply these guided reading routines in the ESL/ELD Block. Scholars will read and listen to various texts that support establishing routines, rules, and procedures in school; creating a respectful environment where students share their thoughts and feelings, make friends, and feel safe as they become independent learners. Scholars will produce a series of rhyming words. Students are expected to decode and spell words applying letter-sound correspondence and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations. Students will use metacognitive skills to develop and deepen comprehension through the strategy of <b>Book, Head, Heart</b> (Beers and Probst). Students will respond to text describing personal connections, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose personal narratives using genre characteristics and craft learned from mentor texts with the <b>Notice and Name</b> (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns (singular, plural, common, and proper).</p>		
<b><u>Unit 1</u></b>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS) The student will:</b>
<b>Rules, Routines, Procedures, and Safety around School</b>	<p><b><u>2 Weeks</u></b> Aug. 26 – Sept. 6</p> <p>*Check for <b>Understanding</b> (Available in the unit folder on the HUB)</p> <p>Labor Day Sept. 2</p> <p>Benchmark Running Records BOY Sept. 3-30</p> <p>Renaissance Learning 360 Screener BOY Sept. 3-20</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.E</b> Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</li> <li>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Print Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.B</b> Recognize directionality of English reading such as left to right and top to bottom.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.A</b> Distinguish sounds and intonation patterns of English with increasing ease.</li> <li>◆ <b>ELPS 2.B</b> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</li> <li>◆ <b>ELPS 4.A</b> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as</li> </ul>



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		<ul style="list-style-type: none"> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>

### Unit 2: Exploring History

**Unit Overview:** Continue applying the guided reading routines that are being introduced during the Spanish Language Arts class with the [First 25 Days Launch](#) in the ESL/ELD Block. In this unit, scholars will listen to a variety of texts about the contributions of important people and celebrations/commemorative events that occurred in history. Scholars will recognize alliterations, segment words into phonemes, and blend phonemes into words. Students are expected to decode and spell words applying letter-sound correspondence and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will discuss rhyme, rhythm, repetition, and alliteration in poems, describe plot elements (main events, problem-resolution), and recognize characteristics of multimodal and digital texts. Students will respond to text describing personal connections, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as past and present verb tenses, nouns, and complete sentences with subject-verb agreement.

<u>Unit 2</u>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> The student will:
<b>Leaders</b>  <b>Celebrating Freedom</b>  <b>A Trip Back in Time: Key People and Events</b>	<b>3 Weeks</b> Sept. 9-27  *Check for Understanding <i>(Available in the unit folder on the HUB)</i>  Early Dismissal Sept. 27	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.D</b> Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</li> <li>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ <b>ELPS 3.C</b> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul>



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		<p>drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</p> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <p>◆ <b>ELPS 4.I</b> Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</p> <p><b>Strand 3: Response Skills</b></p> <p>◆ <b>ELPS 1.B</b> Monitor oral and written language production and employ self-corrective techniques or other resources.</p> <p>◆ <b>ELPS 3.J</b> Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.</p> <p>◆ <b>ELPS 4.G</b> Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</p> <p>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <p>◆ <b>ELPS 5.D</b> Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</p> <p>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</p> <p>◆ <b>ELPS 5.F</b> Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p> <p>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>

### Unit 3: Understanding Civics and Economics

**Unit Overview:** In this unit, scholars will read and listen to a variety of texts about good economic choices based on needs and wants and how goods and services are exchanged in the market. Scholars will segment words into phonemes, blend phonemes into words, and distinguish between long and short vowel sounds in one-syllable words. Students are expected to decode and spell words applying letter-sound correspondence and using common syllabication patterns, and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will discuss rhyme, rhythm, repetition, and alliteration in poems, recognize characteristics and structures of informational texts, and discuss topics using text evidence (with



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adult assistance). Students will respond to text describing personal connections, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as past and present verb tenses, adjectives, and complete sentences with subject-verb agreement.

<u>Unit 3</u>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> <b>The student will:</b>
<p><b>Needs vs. Wants</b></p> <p><b>Goods and Services</b></p> <p><b>Responsible Consumer</b></p>	<p><b>3 Weeks</b> Sept. 30 – Oct. 18</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Fall Holiday Oct. 9 (students only)</p> <p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p> <p>Early Dismissal Oct. 18</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.D</b> Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</li> <li>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ <b>ELPS 3.F</b> Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.A</b> Distinguish sounds and intonation patterns of English with increasing ease.</li> <li>◆ <b>ELPS 2.B</b> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</li> <li>◆ <b>ELPS 4.A</b> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.C</b> Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</li> </ul>



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



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	Oct. 21 – Dec. 19, 2019	

**Unit 4: Get Out the Map**

**Unit Overview:** In this unit, scholars will read and listen to a variety of texts about maps, their signs, and symbols. Scholars will recognize the change in words when a phoneme is added, changed, or removed, and manipulating phonemes with base words. Students are expected to decode and spell words applying letter-sound correspondence, contractions, and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will describe the main characters and the reasons for their actions and recognize characteristics and structures of informational texts. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary texts (stories) using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as adjectives (including articles), and adverbs that convey time.

<b>Unit 4</b>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS) The student will:</b>
<b>Maps: Their Signs and Symbols</b>  <b>Giving Directions</b>	<p><b>3 Weeks</b> Oct. 21 – Nov. 7</p> <p><b>Extend Review Assess Reteach</b> Nov. 8</p> <p><i>*Check for Understanding (Available in the unit folder on the HUB)</i></p> <p>High Frequency Word Evaluation BOY Nov. 4-15</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.D</b> Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</li> <li>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ <b>ELPS 3.C</b> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.A</b> Distinguish sounds and intonation patterns of English with increasing ease.</li> <li>◆ <b>ELPS 2.B</b> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</li> <li>◆ <b>ELPS 4.A</b> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</li> </ul>



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		<p>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <p>◆ <b>ELPS 5.D</b> Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</p> <p>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</p> <p>◆ <b>ELPS 5.F</b> Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p> <p>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>
<b><u>Unit 5: Traditions and Celebrations</u></b>		
<p><b>Unit Overview:</b> In this unit, scholars will read and listen to a variety of texts to explore the similarities and differences among families in different cultures and discover customs and traditions that families embrace. Scholars will produce series of rhyming words, blend phonemes into words, and distinguish between short and long vowel sounds in one-syllable words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, high-frequency words, and knowledge of base words to decode compound words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of <b>Book, Head, Heart</b> (Beers and Probst). Scholars will describe the plot elements (e.g., the main events, problem-resolution) and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns). Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary texts (stories) using genre characteristics and craft learned from mentor texts with the <b>Notice and Name</b> (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, pronouns (subjective, objective, and possessive), and adverbs that convey time.</p>		
<b><u>Unit 5</u></b>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> <b>The student will:</b>
<b>My Family's Traditions and Celebrations</b>	<p><b>3 Weeks</b> Nov. 11 – Dec. 6</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Thanksgiving Holiday Nov. 25-29</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <p>◆ <b>ELPS 2.D</b> Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</p> <p>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>◆ <b>ELPS 3.F</b> Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts,</p>



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		<p>◆ <b>ELPS 4.K</b> Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</p> <p>◆ <b>ELPS 4.J</b> Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</p> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <p>◆ <b>ELPS 4.I</b> Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <p>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</p> <p><b>Strand 3: Response Skills</b></p> <p>◆ <b>ELPS 3.J</b> Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.</p> <p>◆ <b>ELPS 4.G</b> Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</p> <p>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <p>◆ <b>ELPS 5.D</b> Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</p> <p>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</p> <p>◆ <b>ELPS 5.F</b> Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p> <p>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>
<b><u>Unit 6: Planet Earth, My Home</u></b>		
<p><b>Unit Overview:</b> In this unit, scholars will read and listen to a variety of texts to explore planet Earth by learning about its continents and oceans (land and water formations), and different ways to conserve our planet and its natural resources for the future. Scholars will manipulate phonemes within base words, blend phonemes into words, and distinguish between short and long vowel sounds in one-syllable words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and high-frequency words. Students</p>		

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will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, using illustrations and texts to learn or clarify word meanings, and using a resource (picture dictionary or digital resource) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns), and multimodal and digital texts. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary texts (stories) and informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as prepositions/ prepositional phrases and punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

<u>Unit 6</u>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS) The student will:</b>
<b>Exploration of Planet Earth (landforms and bodies of water)</b>  <b>Conservation of Planet Earth</b>	<p><b>2 Weeks</b> Dec. 9-19</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p>Teacher Preparation Day Dec. 20</p> <p>Winter Break Dec. 23 – Jan. 3</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.G</b> Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations.</li> <li>◆ <b>ELPS 2.E</b> Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</li> <li>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ <b>ELPS 3.D</b> Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.A</b> Distinguish sounds and intonation patterns of English with increasing ease.</li> <li>◆ <b>ELPS 2.B</b> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</li> <li>◆ <b>ELPS 4.A</b> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</li> </ul>



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



<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	
		<p>questions, and taking notes commensurate with content area and grade level needs.</p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>



<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	

### Unit 7: Working in My Community

**Unit Overview:** In this unit, scholars will read and listen to a variety of texts to acquire a better understanding about careers and professions of the people whose jobs make our community a better place. Students will learn about the characteristics and requirements of different jobs, and whether or how technology has changed the way people work. Scholars will manipulate phonemes within base words, blend phonemes into words, recognize the change in words when a phoneme is added, changed, or removed, and distinguish between short and long vowel sounds in one-syllable words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, high-frequency words, and contractions. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations, using illustrations and texts to learn or clarify word meanings, and using a resource (picture dictionary or digital resource) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will describe the main characters and the reasons for their actions and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns). Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose letters, literary texts (poems), and informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as prepositions/prepositional phrases, adverbs that convey time, and complete sentences with subject-verb agreement.

<u>Unit 7</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
<p><b>People Who are Entrepreneurs</b></p> <p><b>People Who Help and Serve</b></p> <p><b>People Who Educate, Invent, and Explore</b></p> <p><b>People Who Care for the Earth</b></p>	<p style="text-align: center;"><b>4 Weeks</b> Jan. 6-31</p> <p style="color: #0070C0; font-size: small;">*Check for Understanding (Available in the unit folder on the HUB)</p> <p style="text-align: center;">Renaissance Learning 360 Screener MOY Jan. 6-24</p> <p style="text-align: center;">Early Dismissal Jan. 17</p> <p style="text-align: center;">MLK Jr. Day Jan. 20</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.D</b> Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</li> <li>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ <b>ELPS 3.C</b> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.A</b> Distinguish sounds and intonation patterns of English with increasing ease.</li> <li>◆ <b>ELPS 2.B</b> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</li> </ul>



<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	
		<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</li> <li>◆ <b>ELPS 4.A</b> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.B</b> Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.</li> <li>◆ <b>ELPS 4.F</b> Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.</li> <li>◆ <b>ELPS 4.K</b> Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</li> <li>◆ <b>ELPS 4.J</b> Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</li> </ul>

<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	
		<p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.B</b> Monitor oral and written language production and employ self-corrective techniques or other resources.</li> <li>◆ <b>ELPS 3.H</b> Narrate, describe, and explain with increasing specificity and detail as more English is acquired.</li> <li>◆ <b>ELPS 4.G</b> Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>
<b><u>Unit 8: Changes All Around Me</u></b>		
<p><b>Unit Overview:</b> In this unit, scholars will read and listen to a variety of texts to investigate the different types of weather and the changes in weather throughout the seasons. Scholars will blend phonemes into words, segment words into phonemes, and recognize the change in words when a phoneme is added, changed, or removed. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and knowledge of base words to decode compound words, and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations; and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of <b>Book, Head, Heart</b> (Beers and Probst). Scholars will describe the plot (e.g., the main events, problem-resolution), and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns), and multimodal and digital texts, discuss how the author uses words that help the reader visualize. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary texts (stories), and informational texts using genre characteristics and craft learned from mentor texts with the <b>Notice and Name</b> (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as adjectives (including articles), adverbs that convey time, and complete sentences with subject-verb agreement.</p>		

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Unit 8	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
<b>Weather</b>  <b>Seasons</b>  <b>Celestial Patterns</b>	<p><b>3 Weeks</b> Feb. 3-21</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>High Frequency Word Evaluation MOY Feb. 3-7</p> <p>Early Dismissal Feb. 14</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</li> <li>◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.</li> <li>◆ ELPS 3.E Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease.</li> <li>◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</li> <li>◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</li> <li>◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</li> <li>◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and</li> </ul>



<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	
		<p>background knowledge needed to comprehend increasingly challenging language.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b>              ◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</p> <p><b>Strand 2: Comprehension Skills</b>              ◆ <b>ELPS 4.D</b> Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.              ◆ <b>ELPS 4.K</b> Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.              ◆ <b>ELPS 4.J</b> Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</p> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b>              ◆ <b>ELPS 4.I</b> Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</p> <p><b>Strand 5: Author’s Purpose and Craft</b>              ◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</p> <p><b>Strand 3: Response Skills</b>              ◆ <b>ELPS 2.G</b> Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.              ◆ <b>ELPS 3.G</b> Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.              ◆ <b>ELPS 4.G</b> Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.              ◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p><b>Strand 6: Composition—Writing Process and Genres</b>              ◆ <b>ELPS 5.D</b> Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.              ◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</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	
		<ul style="list-style-type: none"> <li>◆ <b>ELPS 5.F</b> Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>
<b>Unit 9: Exploring Organisms in My Environment</b>		
<p><b>Unit Overview:</b> In this unit, scholars will read and listen to a variety of texts to discover the similarities and differences between living and nonliving things. Scholars will segment words into phonemes and manipulate phonemes within base words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations; and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of <b>Book, Head, Heart</b> (Beers and Probst). Scholars will describe the plot (e.g., the main events, problem-resolution), and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns), discuss topics and determine the them using text evidence, and discuss how the author uses print and graphic features to achieve specific purposes. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose informational texts using genre characteristics and craft learned from mentor texts with the <b>Notice and Name</b> (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as prepositions/ prepositional phrases, adverbs that convey time, and complete sentences with subject-verb agreement.</p>		
<b>Unit 9</b>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS) The student will:</b>
<b>Living and Nonliving Organisms</b>	<p><b>3 Weeks</b> Feb. 24 – Mar. 13</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Spring Break Mar. 16-20</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.G</b> Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations.</li> <li>◆ <b>ELPS 2.E</b> Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</li> <li>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ <b>ELPS 3.D</b> Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.A</b> Distinguish sounds and intonation patterns of English with increasing ease.</li> </ul>

<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	
		<p>◆ <b>ELPS 2.B</b> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</p> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <p>◆ <b>ELPS 3.A</b> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</p> <p>◆ <b>ELPS 4.A</b> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</p> <p>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</p> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <p>◆ <b>ELPS 1.F</b> Use accessible language and learn new and essential language in the process.</p> <p>◆ <b>ELPS 1.E</b> Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.</p> <p>◆ <b>ELPS 4.F</b> Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</p> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p>◆ <b>ELPS 4.D</b> Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.</p> <p>◆ <b>ELPS 4.K</b> Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</p> <p>◆ <b>ELPS 4.J</b> Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</p> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <p>◆ <b>ELPS 4.I</b> Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
		<p>supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.J</b> Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.</li> <li>◆ <b>ELPS 4.G</b> Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>

<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	

**Unit 10: Making a Spring Garden**

**Unit Overview:** In this unit, scholars will read and listen to a variety of texts to explore the world of plants: the plant life cycle, the parts of a plant, different varieties of plants, and plant needs. Scholars will recognize the change in words when a phoneme is added, changed, or removed, blend phonemes into words, and manipulate phonemes within base words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and high-frequency words and contractions. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations; using illustrations and texts to learn or clarify word meanings and using a resource (picture dictionary or digital resource) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will describe the plot (e.g., the main events, problem-resolution), describe the main characters and the reasons for their actions, and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns), discuss topics and determine the them using text evidence, and discuss how the author uses print and graphic features to achieve specific purposes. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, adjectives (including articles), and punctuation marks at the end of declarative, exclamative, and interrogative sentences.

<u>Unit 10</u>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> The student will:
<b>Exploring Plants</b>  <b>Plants Need...</b>  <b>Characteristics of a Plant</b>	<p><b>3 Weeks</b> Mar. 23 – Apr. 9</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Chávez/Huerta Day Mar. 30</p> <p>Spring Holiday Apr. 10</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.D</b> Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</li> <li>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ <b>ELPS 3.F</b> Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.A</b> Distinguish sounds and intonation patterns of English with increasing ease.</li> <li>◆ <b>ELPS 2.B</b> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</li> </ul>



<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	
		<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</li> <li>◆ <b>ELPS 4.A</b> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.C</b> Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</li> <li>◆ <b>ELPS 3.B</b> Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.</li> <li>◆ <b>ELPS 4.F</b> Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.</li> <li>◆ <b>ELPS 4.K</b> Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</li> <li>◆ <b>ELPS 4.J</b> Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</li> </ul>

<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	
		<p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.B</b> Monitor oral and written language production and employ self-corrective techniques or other resources.</li> <li>◆ <b>ELPS 2.G</b> Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.</li> <li>◆ <b>ELPS 3.G</b> Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.</li> <li>◆ <b>ELPS 4.G</b> Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>

### Unit 11: A Journey Through the Animal Kingdom

**Unit Overview:** In this unit, scholars will read and listen to a variety of texts to explore the animal world: how animals grow and change, animal families, their habitats, needs, and diets. Scholars will produce series of rhyming words and recognize alliterations, distinguish between short and long vowel sounds in one-syllable words, segment words into phonemes, blend phonemes into words, and manipulate phonemes within base words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and high-frequency words, and use knowledge of base words to decode compound words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will demonstrate knowledge of distinguishing characteristics of children’s literature (e.g., folktales, fables, fairy-tales, and nursery rhymes), discuss rhyme, rhythm, repetition, and alliteration in poems; discuss how the author uses words that help the reader visualize; describe the main characters and the reasons for their actions; and recognize the characteristics and structures of informational texts (e.g., the central idea and supporting evidence, text and graphic features, organizational patterns); and discuss topics and determine the theme using text evidence. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text

### GLOBAL GRADUATE



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

<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.
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evidence to support their responses. Scholars will dictate or compose letters, literary (stories and poems) and informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as present and past verb tense, prepositions/prepositional phrases, time adverbs, pronouns (subjective, objective, and possessive), and punctuation marks at the end of declarative, exclamative, and interrogative sentences.

<u>Unit 11</u>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> <b>The student will:</b>
<b>Animal Differences</b>  <b>Mammals</b> <b>Birds and Insects</b>  <b>Reptiles and Amphibians</b>  <b>Water Animals</b>	<p><b>5 Weeks</b> Apr. 8 – May 15</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>High Frequency Word Evaluation EOY Apr. 13-17</p> <p>Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p> <p>Benchmark Running Records EOY May 1-29</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.D</b> Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</li> <li>◆ <b>ELPS 2.E</b> Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</li> <li>◆ <b>ELPS 1.G</b> Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations.</li> <li>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ <b>ELPS 3.C</b> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.A</b> Distinguish sounds and intonation patterns of English with increasing ease.</li> <li>◆ <b>ELPS 2.B</b> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</li> <li>◆ <b>ELPS 4.A</b> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul>



<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	
		<p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.C</b> Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</li> <li>◆ <b>ELPS 1.F</b> Use accessible language and learn new and essential language in the process.</li> <li>◆ <b>ELPS 4.F</b> Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.A</b> Use prior knowledge and experiences to understand meanings in English.</li> <li>◆ <b>ELPS 4.D</b> Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.</li> <li>◆ <b>ELPS 4.K</b> Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</li> <li>◆ <b>ELPS 4.J</b> Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</li> </ul> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.B</b> Monitor oral and written language production and employ self-corrective techniques or other resources.</li> <li>◆ <b>ELPS 3.H</b> Narrate, describe, and explain with increasing specificity and detail as more English is acquired.</li> <li>◆ <b>ELPS 4.G</b> Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</li> </ul>

<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	
		<ul style="list-style-type: none"> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>
<b><u>Unit 12: A Look Back</u></b>		
<p><b>Unit Overview:</b> In this unit, scholars will have the opportunity to reread their favorite texts and reflect on their year in first grade. Scholars will recognize the change in words when a phoneme is added, changed, or removed; and blend phonemes into words. Students are expected to decode and spell words applying letter-sound correspondence and common syllabication patterns, and high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, categories, and locations and using illustrations and texts to learn or clarify word meanings. Students will use metacognitive skills to develop and deepen comprehension through the strategy of <b>Book, Head, Heart</b> (Beers and Probst). Scholars will demonstrate knowledge of distinguishing characteristics of children’s literature (e.g., folktales, fables, fairy-tales, and nursery rhymes), describe the plot elements, and discuss topics and determine the theme using text evidence. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, retelling in ways that maintain meaning, and using text evidence to support their responses. Scholars will dictate or compose literary (stories) and informational texts using genre characteristics and craft learned from mentor texts with the <b>Notice and Name</b> (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as present and past verb tense, adjectives (including articles), pronouns (subjective, objective, and possessive), and time adverbs.</p>		
<b><u>Unit 12</u></b>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> The student will:
<b>First Grade Memories</b>	<p><b>2 Weeks</b> May 18-29</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Memorial Day May 25</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.E</b> Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</li> <li>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</li> <li>◆ <b>ELPS 3.D</b> Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul>

<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	
		<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.A</b> Distinguish sounds and intonation patterns of English with increasing ease.</li> <li>◆ <b>ELPS 2.B</b> Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</li> <li>◆ <b>ELPS 4.A</b> Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.B</b> expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</li> <li>◆ <b>ELPS 4.F</b> Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.</li> <li>◆ <b>ELPS 4.K</b> Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</li> <li>◆ <b>ELPS 4.J</b> Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting</li> </ul>

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

