

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

Unit 1: Literary Text (Fiction)

Unit Overview: This unit will establish the routines and practices that will help students develop their listening, speaking, reading, and writing skills. The [First 25 Day Launch](#) will be used during the Spanish Language Arts class to set the foundation for guided reading routines and practices. Apply these guided-reading routines during the days assigned to guided reading in the ESL/ELD Block. Scholars will consume a variety of **fictional texts** to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar, multiple-meaning words, and identifying, using, and explaining the meaning of antonyms, synonyms, homographs, and homophones in a text. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will infer the theme, distinguishing theme from topic, explain the relationships among major and minor characters, analyze plot elements (e.g., sequence of events, conflict-resolution), and explain the influence of the setting on the plot. Scholars will identify the use of literary devices (first- or third-person point of view). Students will respond to text describing personal connections, retelling and paraphrasing while maintaining meaning and logical order, demonstrating understanding, and using text evidence to support their response. Scholars will compose personal narratives using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as sentences with subject-verb agreement, verb tense, and nouns.

Unit 1	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Text (Fiction)	<p style="text-align: center;">3 Weeks Aug. 26 – Sept. 12</p> <p style="text-align: center;">Extend Review Assess Reteach Sept. 13</p> <p style="text-align: center;">*Check for Understanding <i>(Available in the unit folder on the HUB)</i></p> <p style="text-align: center;">Labor Day Sept. 2</p> <p style="text-align: center;">Benchmark Running Records BOY Sept. 3-30</p> <p style="text-align: center;">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>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.



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		<p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 2.C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

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		<p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Unit 2: Literary Nonfiction		
<p>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. Scholars will consume a variety of biographies (i.e., stories of a real person’s life, written by another person) and autobiographies (i.e., stories of a real person’s life, written by that person) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words, high-frequency words, and compound words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar, multiple-meaning words, and using print or digital resources to determine meaning, syllabication, and pronunciation.</p> <p>Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will infer the theme, distinguishing theme from topic, explain the relationships among major and minor characters, and explain the influence of the setting in the subject’s life. Scholars will identify the use of literary devices (first- or third-person point of view). Students will respond to text describing personal connections, discussing ideas in the text that are important to the meaning, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose personal narratives using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as sentences with subject-verb agreement and adjectives.</p>		
Unit 2	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Nonfiction	<p>2 Weeks Sept. 16-26</p> <p>Extend Review Assess Reteach Sept. 27</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Early Dismissal Sept. 27</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions.

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

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		<p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Unit 3: Informational Text

Unit Overview: Scholars will consume a variety of **informational texts** to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words, high-frequency words, and contractions. Students will develop their vocabulary by using context to determine the meaning of unfamiliar, multiple-meaning words, and identifying the meaning of and using words with a variety of affixes. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will recognize characteristics and structures of informational text (e.g., text features, central idea with supporting evidence, organizational patterns), and explain the author’s purpose, analyze the author’s use of print and graphic features. Students will respond to text interacting with sources (e.g., illustrating, freewriting, annotating, notetaking), retelling, paraphrasing, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose compositions using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and edit using conventions, such as adverbs, prepositions and prepositional phrases, and punctuation marks (apostrophes).



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Unit 3	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Informational Text	<p>3 Weeks Sept. 30 – Oct. 17</p> <p>Extend Review Assess Reteach 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>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

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	Oct. 21 – Dec. 19, 2019	

Unit 4: Informational and Procedural Text

Unit Overview: Scholars will consume a variety of **informational** and **procedural texts** to cultivate an in-depth understanding of these genres. Scholars are expected to decode and spell multisyllabic words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar, multiple-meaning words, identifying the meaning of and using words with a variety of affixes, and using print or digital resources to determine meaning, syllabication, and pronunciation.

Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will recognize characteristics and structures of informational text (e.g., text features, central idea with supporting evidence, organizational patterns), and explain the author’s purpose, analyze the author’s use of print and graphic features. Students will respond to text interacting with sources (e.g., illustrating, freewriting, annotating, notetaking), retelling, paraphrasing, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose compositions using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and edit using conventions, such as simple and compound sentences with the correct subject-verb agreement, and coordinating conjunctions to form compound subjects, predicates, and sentences.

<u>Unit 4</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Informational and Procedural Text	<p>5 Weeks Oct. 21 – Nov. 20</p> <p>Extend Review Assess Reteach Nov. 21-22</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Early Dismissal Nov. 8</p> <p>Thanksgiving Holiday Nov. 25-29</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.



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

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

Unit 5: Literary Text (Poetry)

Unit Overview: Scholars will consume a variety of **poetry** (i.e., the arrangement of words in lines that have rhythm, or a regularly repeated accent, and often rhyme) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell using their knowledge of prefixes and suffixes, and a variety of syllabication patterns. Students will develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words and explaining the meaning of antonyms, synonyms, homographs, and homophones in a text. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will explain the rhyme scheme, sound devices, and structural elements (e.g., stanzas) in a variety of poems, and describe how the author’s use of imagery, literal and figurative language (e.g., simile), and sound devices (e.g., onomatopoeia) help achieve specific purposes. Students will respond to text describing personal connections, discussing ideas in the poem that are important to its meaning, demonstrating understanding of poem, and using text evidence to support their response. Scholars will compose poems using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and edit using conventions, such as comparative and superlative adjectives and pronouns (e.g., subjective, objective, and possessive).

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Unit 5	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Text (Poetry)	<p>3 Weeks Dec. 2-18</p> <p>Extend Review Assess Reteach Dec. 19</p> <p><i>*Check for Understanding (Available in the unit folder on the HUB)</i></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>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.F Use accessible language and learn new and essential language in the process. ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
		<p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.



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 6: Informational Text

Unit Overview: Scholars will consume a variety of **informational texts** to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words using their knowledge of prefixes and suffixes, and homophones. Students will develop their vocabulary by using context to determine the meaning of unfamiliar, multiple-meaning words, and identifying the meaning of and using words with a variety of affixes. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will recognize characteristics and structures of informational text (e.g., text features, central idea with supporting evidence, organizational patterns), and explain the author’s purpose, analyze the author’s use of print and graphic features. Students will respond to text interacting with sources (e.g., illustrating, freewriting, annotating, notetaking), retelling, paraphrasing, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose compositions using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and edit using conventions, such as adjectives, prepositions and prepositional phrases, and coordinating conjunctions.

<u>Unit 6</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Informational Text	<p>3 Weeks Jan. 6-23</p> <p>Extend Review Assess Reteach Jan. 24</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Renaissance Learning 360 Screener MOY Jan. 6-24</p> <p>Early Dismissal Jan. 17</p> <p>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>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations. ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.



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>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. ◆ ELPS 3.G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.

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	
		<ul style="list-style-type: none"> ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
<u>Unit 7: Literary Text (Realistic Fiction and Traditional Children’s Literature)</u>		
<p>Unit Overview: Scholars will consume a variety of realistic fiction and traditional children’s literature (e.g., folktales, fables, fairy-tales, legends, and myths) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with common patterns. Students will develop their vocabulary by using context to determine the meaning of unfamiliar, multiple-meaning words, and identifying, using, and explaining the meaning of antonyms, synonyms, homographs, and homophones in a text. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will infer the theme (distinguishing theme from topic), explain the relationships among major and minor characters, analyze plot elements (e.g., sequence of events, conflict-resolution), and explain the influence of the setting on the plot. Scholars will identify the use of literary devices (first- or third-person point of view). Students will respond to text describing personal connections, retelling and paraphrasing while maintaining meaning and logical order, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose personal narratives and stories using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as adverbs, pronouns (e.g., subjective, objective, and possessive) and coordinating conjunctions.</p>		
<u>Unit 7</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Text (Realistic Fiction and Traditional Children’s Literature)	<p style="text-align: center;"><u>5 Weeks</u> Jan. 27 – Feb. 27</p> <p style="text-align: center;">Extend Review Assess Reteach Feb. 28</p> <p style="text-align: center; color: green;">*Check for Understanding (Available in the unit folder on the HUB)</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

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><i>Early Dismissal Feb. 14</i></p>	<p> ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions. </p> <p> Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge) ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. </p> <p> Strand 1: Foundational Language Skills—Vocabulary ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. </p> <p> Strand 1: Foundational Language Skills—Self-Sustained Reading ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. </p> <p> Strand 2: Comprehension Skills ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. </p> <p> Strand 4: Multiple Genres—Literary Elements and Genres ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of </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>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 3.H Narrate, describe, and explain with increasing specificity and detail as more English is acquired. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Unit 8: Literary Text (Poetry)

Unit Overview: Scholars will consume a variety of **poetry** (i.e., the arrangement of words in lines that have rhythm, or a regularly repeated accent, and often rhyme) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllabication patterns, and contractions. Students will develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words and explaining the meaning of antonyms, synonyms, homographs, and homophones in a text.

Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will explain the rhyme scheme, sound devices, and structural elements (e.g., stanzas) in a variety of poems, and describe how the author’s use of imagery, literal and figurative language (e.g., simile), and sound devices (e.g., onomatopoeia) help achieve specific purposes. Students will respond to text describing personal connections, discussing ideas in the poem that are important to its meaning, demonstrating understanding of poem, and using text evidence to support their response. Scholars will compose poems using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and edit using conventions, such as verb tenses and adjectives.



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:
Literary Text (Poetry)	<p>2 Weeks Mar. 2-12</p> <p>Extend Review Assess Reteach Mar. 13</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Spring Break Mar. 16-20</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.I Adapt spoken language appropriately for formal and informal purposes. ◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods.

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>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. ◆ ELPS 3.G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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

Unit 9: Literary Nonfiction

Unit Overview: Scholars will consume a variety of **biographies** (i.e., stories of a real person’s life, written by another person) and **autobiographies** (i.e., stories of a real person’s life, written by that person) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllabic patterns and homophones. Students will develop their vocabulary by using context to determine the meaning of unfamiliar, multiple-meaning words, and identifying, using, and explaining the meaning of antonyms, synonyms, idioms, homophones, and homographs.

Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will infer the theme, distinguishing theme from topic, explain the relationships among major and minor characters, and explain the influence of the setting in the subject’s life. Scholars will identify the use of literary devices (first- or third-person point of view). Students will respond to text describing personal connections, discussing ideas in the text that are important to the meaning, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose personal narratives and thank-you notes/letters using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as verb tenses, adverbs, and pronouns (e.g., subjective, objective, and possessive).

<u>Unit 9</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Nonfiction	<p>4 Weeks Mar. 23 – Apr. 16</p> <p>Extend Review Assess Reteach Apr. 17</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><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations. ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
		<p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.F Use accessible language and learn new and essential language in the process. ◆ ELPS 1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
		<p>◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p>Strand 6: Composition—Writing Process and Genres</p> <p>◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</p> <p>◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</p> <p>◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p> <p>◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>
<u>Unit 10: Informational and Argumentative Text</u>		
<p>Unit Overview: Scholars will consume a variety of informational texts and argumentative texts to cultivate an in-depth understanding of these genres. Scholars are expected to decode and spell multisyllabic words with a variety of syllabic patterns. Students will develop their vocabulary by using context to determine the meaning of unfamiliar, multiple-meaning words, and identifying the meaning of and using words with a variety of affixes. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will recognize characteristics and structures of informational text (e.g., text features, central idea with supporting evidence, organizational patterns), and argumentative text (e.g., the claim, fact and opinion, intended audience). Students will explain the author’s purpose, analyze the author’s use of print and graphic features. Students will respond to text interacting with sources (e.g., illustrating, freewriting, annotating, notetaking), retelling, paraphrasing, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose compositions using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and edit using conventions, such as nouns, coordinating conjunctions, and sentences with subject-verb agreement.</p>		
<u>Unit 10</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Informational and Argumentative Text	<p>3 Weeks Apr. 20 – May 7</p> <p>Extend Review Assess Reteach May 8</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</p> <p>◆ 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.</p> <p>◆ 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,</p>

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	<p>Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p> <p>Benchmark Running Records EOY May 1-29</p>	<p>to using abstract and content-based vocabulary during extended speaking assignments.</p> <ul style="list-style-type: none"> ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

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

Unit 11: Literary Text (Drama)

Unit Overview: Scholars will consume a variety of **drama** (i.e., plays, or stories written to be performed by actors for an audience) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell words with syllabication patterns and homophones. Students will develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words, and identifying, using, and explaining the meaning of antonyms, synonyms, homographs, and homophones in a text. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will infer the theme (distinguishing theme from topic), explain the relationships among major and minor characters, and discuss the elements of drama (e.g., characters, dialogue, setting, and acts).



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Scholars will describe how the author’s use of imagery, literal, and figurative language (e.g., simile, hyperbole), and sound devices help achieve specific purposes. Students will respond to text describing personal connections, retelling and paraphrasing while maintaining meaning and logical order, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose personal narratives and stories using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as prepositions/prepositional phrases and coordinating conjunctions.

<u>Unit 11</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Text (Drama)	<p>3 Weeks May 11-28</p> <p>Extend Review Assess Reteach May 29</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Memorial Day May 25</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 1.F Use accessible language and learn new and essential language in the process.



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		<p>◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods.</p> <p>Strand 2: Comprehension Skills</p> <p>◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.</p> <p>◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</p> <p>◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</p> <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <p>◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</p> <p>Strand 3: Response Skills</p> <p>◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources.</p> <p>◆ ELPS 3.H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.</p> <p>◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</p> <p>◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p>Strand 6: Composition—Writing Process and Genres</p> <p>◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</p>



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		<ul style="list-style-type: none"> ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

