

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

Spanish Language Arts – Grade 2

Cycle 1	38 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	

Unit 1: Realistic Fiction

Unit Overview: In this unit, students will **Consume and Critique** realistic fiction and **Produce** (O’Flahavan) personal narratives utilizing the literary elements found in mentor text. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore realistic fiction to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to literary texts through **Quickwrites** (Rief), which will provide the seeds for composing personal narratives. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of nouns, verbs, punctuation, and subject-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block. Throughout this unit, you will integrate the instructional practices in the Unit 1 planning guide with the [First 25 Days of Reading](#) and the [First 25 Day Writing Workshop](#) which will set the foundation for guided reading routines, writing workshop and practices.

Essential Question: How can we use experiences to connect our communities?

Unit 1	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Realistic Fiction	<p>14 lessons</p> <p>Suggested Pacing: Aug. 26 – Sept. 13</p> <p>Part 1 Aug. 26-30</p> <p><i>Labor Day</i> <i>Sept. 2</i></p> <p>Part 2 Sept. 3-6</p> <p>Part 3 Sept. 9-13</p> <p>Benchmark Running Records BOY Sept. 3-30</p> <p>Renaissance Learning 360 Screener BOY Sept. 3-20</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words. SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x. SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words. SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words. SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words. SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>Strand 1: Foundational Language Skills—Fluency SLA.2.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6A Establish purpose for reading assigned and self-selected texts.</p>

GLOBAL GRADUATE



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

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	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	
		<p>SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6G Evaluate details read to determine key ideas.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>SLA.2.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>Strand 3: Response Skills</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>SLA.2.8D Describe the importance of the setting.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p>

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	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	

		<p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between ser and estar.</p> <p>SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.</p> <p>SLA.2.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter.</p> <p>SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences.</p> <p>SLA.2.11D.xi Correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.2.11E Publish and share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
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Unit 2: Traditional Tales

Unit Overview: In this unit, students will **Consume, Critique, and Produce** (O’Flahavan) traditional tales. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to literary texts through **Quickwrites** (Rief), which will provide the seeds for composing traditional tales. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of adjectives, pronouns, punctuation, and subject-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block. Throughout this unit, you will integrate the instructional



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	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	

practices in the Unit 1 planning guide with the [First 25 Days of Reading](#) and the [First 25 Day Writing Workshop](#) which will set the foundation for guided reading routines, writing workshop and practices.

Essential Question: How can we use experiences to connect our communities?

Unit 2	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Traditional Tales	<p>8 lessons</p> <p>Suggested Pacing: Sept. 16-27</p> <p>Part 1 Sept. 16-20</p> <p>Part 2 Sept. 23-27</p> <p><i>Early Dismissal</i> Sept. 27</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words .</p> <p>SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p>



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	Aug. 26 – Oct. 18, 2019	
Guided Reading Level: J–K DRA Level: 18–20		
		<p>Strand 3: Response Skills</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9A demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place.</p> <p>SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p>

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	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	

SLA.2.13D Identify primary and secondary sources.
SLA.2.13E Demonstrate understanding of information gathered.
SLA.2.13F Cite sources appropriately.
SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

[Ongoing TEKS](#)

Unit 3: Poetry

Unit Overview: In this unit, students will **Consume, Critique, and Produce** (O’Flahavan) poetry. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore and explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to poetry through **Quickwrites** (Rief), which will provide the seeds for composing poetry. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of prepositions, pronouns, coordinating conjunctions, and subject-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we use experiences to connect our communities?

<u>Unit 3</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>13 lessons</p> <p>Suggested Pacing: Sept. 30 – Oct. 18</p> <p>Part 1 Sept. 30 – Oct. 4</p> <p>Part 2 Oct. 7-11</p> <p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p>Part 3 Oct. 14-18</p> <p><i>Early Dismissal</i> Oct. 18</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words .</p> <p>SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p>



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	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	
	<p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p>	<p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.2.6D Create mental images to deepen understanding. SLA.2.6E Make connections to personal experiences, ideas in other texts, and society. SLA.2.6F Make inferences and use evidence to support understanding. SLA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text. SLA.2.7C Use text evidence to support an appropriate response. SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance. SLA.2.8B Describe the main character’s (characters’) internal and external traits. SLA.2.8 C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently. SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.2.9B explain visual patterns and structures in a variety of poems.</p> <p>Strand 5: Author’s Purpose and Craft SLA.2.10A Discuss the author’s purpose for writing text. SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes. SLA.2.10D Discuss the use of descriptive, literal, and figurative language. SLA.2.10E Identify the use of first or third person in a text. SLA.2.10F Identify and explain the use of repetition.</p>

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	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level: J–K DRA Level: 18–20	
		<p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates.</p> <p>Strand 6: Composition—Genres</p> <p>SLA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>SLA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>



Cycle 2	39 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K-L DRA Level: 20-24	

[Unit 4: Informational/Literary Nonfiction](#)

Unit Overview: In this unit, Students will explore the genre of **Informational/Literary Nonfiction** which is composed of biographies, autobiographies, and memoirs. While interacting with these texts, students will analyze how authors present major events in a person’s life, recognize characteristics of informational texts including features, organizational patterns and determine the central idea. The teacher will model by writing alongside the students and highlighting their use of pronouns, coordinating conjunctions and correct capitalization for months, days of the week, salutations and conclusions. Students will understand how to effectively revise a composition by adding, deleting, or rearranging words, phrases, and sentences. Foundational Language Skills such as oral language, word study and vocabulary are embedded in reading and writing lessons and the Fluid Literacy Block.

Essential Question: How have ideas from the past influenced actions of the present?

<u>Unit 4</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational /Literary Nonfiction	8 lessons	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words. SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x. SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words . SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words. SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.2.6D Create mental images to deepen understanding. SLA.2.6E Make connections to personal experiences, ideas in other texts, and society. SLA.2.6F Make inferences and use evidence to support understanding. SLA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text. SLA.2.7C Use text evidence to support an appropriate response.</p>
	Suggested Pacing: Oct. 21 – Nov. 1	
	Part 1 Oct. 21-25	
	Part 2 Oct. 28 – Nov. 1	
	<p>Snapshot 1 Reading and Writing Suggested Window: Oct. 28 – Nov. 1</p> <p>See Outline for TEKS Details.</p>	



Cycle 2	39 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K-L DRA Level: 20-24	
		<p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>SLA.2.9D.ii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</p> <p>SLA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</p> <p>SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11D.ii Edit drafts using standard Spanish conventions, including past, present, and future verb tense, including the difference between ser and estar.</p> <p>SLA.2.11D.iii Edit drafts using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender- specific articles.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.2.11D(ix) Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>SLA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p>



Cycle 2	39 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K-L DRA Level: 20-24	

SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

[Ongoing TEKS](#)

[Unit 5: Informational Text](#)

Unit Overview: In this genre study, students will **Consume, Critique, and Produce** (O’Flahavan) informational texts. Students will explore and recognize characteristics and structures of informational text including central idea and features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding reading comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to informational texts through **Quickwrites** (Rief), which will provide the seeds for composing informational texts. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce their own informational texts. The teacher will model this process by writing alongside the students highlighting their use of adverbs, adjectives and punctuation marks. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can exploration of our world lead to new discoveries?

<u>Unit 5</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	<p style="text-align: center;">13 lessons</p> <p style="text-align: center;">Suggested Pacing: Nov. 4-22</p> <p style="text-align: center;">Part 1 Nov. 4-8</p> <p style="text-align: center;"><i>Early Dismissal</i> Nov. 8</p> <p style="text-align: center;">Part 2 Nov. 11-15</p> <p style="text-align: center;">Part 3 Nov. 18-22</p> <p style="text-align: center;"><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p style="text-align: center;">High Frequency Word Evaluation BOY</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5A Self-select text and read independently for a sustained period of time.</p>



Cycle 2	39 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K-L DRA Level: 20-24	
	Nov. 4-15	<p>Strand 2: Comprehension Skills</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>SLA.2.9D.ii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</p> <p>SLA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</p> <p>SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place.</p> <p>SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12B Compose informational texts, including procedural texts and reports.</p>



Cycle 2	39 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K-L DRA Level: 20-24	
		<p>Strand 7: Inquiry and Research</p> <p>SLA.2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
<u>Unit 6: Persuasive Text</u>		
<p>Unit Overview: In this genre study, students will Consume, Critique, and Produce (O’Flahavan) persuasive texts. Students will explore and recognize characteristics and structures of argumentative text identifying the claim, distinguishing facts from opinions, analyzing the intended audience, and recognizing characteristics of multimodal and digital texts to support understanding reading comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will respond to persuasive texts through Quickwrites (Rief), which will provide the seeds for composing argumentative texts. As students consume texts in the genre, they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre Must Have, Might Have, and Won’t Have (Katie Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce their own argumentative texts. The teacher will model this process by writing alongside the students highlighting their use of prepositions, pronouns, and coordinating conjunctions. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p>		
<p>Essential Question: How can exploration of our world lead to new discoveries?</p>		
<u>Unit 6</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Persuasive Text	13 lessons	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words .</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p>
	Suggested Pacing: Dec. 2-19	
	Part 1 Dec. 2-6	
	Part 2 Dec. 9-13	
	Snapshot 2	

Cycle 2	39 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K-L DRA Level: 20-24	
	<p>Suggested Window: Dec. 9-13</p> <p>See Outline for TEKS Details.</p> <hr/> <p>District-Level Assessment Writing Suggested Window: Dec. 9-13</p> <p>See Blueprint for TEKS Details</p> <hr/> <p>Part 3 Dec. 16-19</p> <p>Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>SLA.2.9D.ii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</p> <p>SLA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</p> <p>SLA.2.9E.i Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.</p> <p>SLA.2.9E.ii Recognize characteristics of persuasive text, including distinguishing facts from opinion.</p> <p>SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p>



Cycle 2	39 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: K-L DRA Level: 20-24	
		<p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language. SLA.2.10E Identify the use of first or third person in a text. SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases. SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú. SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates.</p> <p>Strand 6: Composition—Genres SLA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>Strand 7: Inquiry and Research SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance. SLA.2.13 B Develop and follow a research plan with adult assistance. SLA.2.13C Identify and gather relevant sources and information to answer the questions. SLA.2.13D Identify primary and secondary sources. SLA.2.13E Demonstrate understanding of information gathered. SLA.2.13F Cite sources appropriately. SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>

Cycle 3	49 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K-M DRA Level: 24-28	

Unit 7: Drama

Unit Overview: In this unit, students will **Consume, Critique, and Produce** (O’Flahavan) drama (plays). As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore elements of drama such as characters, dialogue, setting, and acts to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to dramas through **Quickwrites** (Rief), which will provide the seeds for composing dramas. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of adjectives and adverbs. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we connect with and celebrate diversity?

Unit 7	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	13 lessons Suggested Pacing: Jan. 6-24 Part 1 Jan. 6-10 Part 2 Jan. 13-17 Renaissance Learning 360 Screener MOY Jan. 6-24 <i>Early Dismissal</i> Jan. 17 <i>MLK Jr. Day</i> Jan. 20 Part 3 Jan. 21-24	Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words. SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x. SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words . SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes. SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words. Strand 1: Foundational Language Skills—Vocabulary SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words. SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words. SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context. SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien. Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5A Self-select text and read independently for a sustained period of time.



Cycle 3	49 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K-M DRA Level: 24-28	
		<p>Strand 2: Comprehension Skills</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>SLA.2.8 C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales.</p> <p>SLA.2.9C Discuss elements of drama such as characters, dialogue, and setting.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place.</p>

Cycle 3	49 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K-M DRA Level: 24-28	
		<p>Strand 6: Composition—Genres SLA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance. SLA.2.13 B Develop and follow a research plan with adult assistance. SLA.2.13C Identify and gather relevant sources and information to answer the questions. SLA.2.13D Identify primary and secondary sources. SLA.2.13E Demonstrate understanding of information gathered. SLA.2.13F Cite sources appropriately. SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
<u>Unit 8: Poetry</u>		
<p>Unit Overview: In this unit, students will Consume, Critique, and Produce (O’Flahavan) poetry. As students consume and critique mentor texts, they will notice what this genre Must Have, Might Have, and Won’t Have (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore and explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems to develop their comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will respond to poetry through Quickwrites (Rief), which will provide the seeds for composing poetry. As students consume texts in the genre, they will Notice and Name (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of prepositions and pronouns. Foundational Language Skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p> <p>Essential Question: How can we connect with and celebrate diversity?</p>		
<u>Unit 8</u>	Suggested Pacing	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>13 lessons</p> <p>Suggested Pacing: Jan. 27 – Feb. 14</p> <p>Part 1 Jan. 27-31</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words. SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x. SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words. SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes. SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p>

Cycle 3	49 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Guided Reading Level: K-M DRA Level: 24-28		
	<p style="text-align: center;">Snapshot 2 Writing Suggested Window: Jan. 27-31</p> <p style="text-align: center;">See Outline for TEKS Details</p>	<p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p>
	<p style="text-align: center;">Snapshot 3 Reading Suggested Window: Jan. 27-31</p> <p style="text-align: center;">See Outline for TEKS Details.</p>	<p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p>
	<p style="text-align: center;">Part 2 Feb. 3-7</p> <p style="text-align: center;">Part 3 Feb. 10-14</p> <p style="text-align: center;"><i>Early Dismissal</i> Feb. 14</p> <p style="text-align: center;">High Frequency Word Evaluation MOY Feb. 3-7</p>	<p>Strand 3: Response Skills</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>SLA.2.8 C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9B Explain visual patterns and structures in a variety of poems.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p>

Cycle 3	49 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K-M DRA Level: 24-28	
		<p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>Strand 6: Composition—Genres</p> <p>SLA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>

Cycle 3	49 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K-M DRA Level: 24-28	

Unit 9: Informational/Literary Nonfiction

Unit Overview: In this unit, Students will explore the genre of **Informational/Literary Nonfiction** which is composed of biographies, autobiographies, and memoirs. While interacting with these texts, students will analyze how authors present major events in a person’s life, recognize characteristics of informational texts including features, organizational patterns and determine the central idea. The teacher will model by writing alongside the students and highlighting their use of pronouns, coordinating conjunctions and correct capitalization for months, days of the week, salutations and conclusions. Students will understand how to effectively revise a composition by adding, deleting, or rearranging words, phrases, and sentences. Foundational Language Skills such as oral language, word study and vocabulary are embedded in reading and writing lessons and the Fluid Literacy Block.

Essential Question: How can we connect with and celebrate diversity?

<u>Unit 9</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational /Literary Nonfiction	<p style="text-align: center;">17 lessons</p> <p>Suggested Pacing: Feb. 17 – Mar. 13</p> <p style="text-align: center;"><u>Part 1</u> Feb. 17-21</p> <p style="text-align: center;"><u>Part 2</u> Feb. 24-28</p> <p style="text-align: center;"><u>Part 3</u> Mar. 2-6</p> <p style="text-align: center;"><u>Part 4</u> Mar. 9-13</p> <p style="text-align: center;"><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p>



Cycle 3	49 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Guided Reading Level: K-M DRA Level: 24-28		
		<p>Strand 3: Response Skills</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>SLA.2.9D.ii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</p> <p>SLA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates.</p> <p>SLA.2.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>SLA.2.12C Compose correspondence such as thank you notes or letters.</p>

Cycle 3	49 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: K-M DRA Level: 24-28	
		<p>Strand 7: Inquiry and Research</p> <p>SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>



Cycle 4	47 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	

[Unit 10: Informational Text](#)

Unit Overview: In this genre study, students will **Consume, Critique, and Produce** (O’Flahavan) informational texts. Students will explore and recognize characteristics and structures of informational text including central idea and features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding reading comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to informational texts through **Quickwrites** (Rief), which will provide the seeds for composing informational texts. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will apply what they learned from this genre study as they produce their own informational texts. The teacher will model this process by writing alongside the students highlighting their use of verbs, conjunctions, punctuation, and subjective-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can change and transition lead to something new?

<u>Unit 10</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	<p>13 lessons</p> <p>Suggested Pacing: Mar. 23 – Apr. 9</p> <p>Part 1 Mar. 23-27</p> <p>District-Level Assessment Writing Suggested Window: Mar. 23-27</p> <p>See Blueprint for TEKS Details</p> <p>Snapshot 4 Reading Suggested Window: Mar. 23-27</p> <p>See Outline for TEKS Details</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p> <p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</p> <p>SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words .</p> <p>SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p>



Cycle 4	47 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	
<p><i>Chávez/Huerta Day</i> <i>Mar. 30</i></p> <p style="text-align: center;">Part 2</p> <p>Mar. 31 – Apr. 3</p> <p style="text-align: center;">Part 3</p> <p>Apr. 6-9</p> <p style="text-align: center;"><i>Spring Holiday</i> <i>Apr. 10</i></p> <p>High Frequency Word Evaluation EOY Apr. 13-17</p>	<p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures. SLA.2.6D Create mental images to deepen understanding. SLA.2.6E Make connections to personal experiences, ideas in other texts, and society. SLA.2.6F Make inferences and use evidence to support understanding. SLA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text. SLA.2.7C Use text evidence to support an appropriate response. SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Genres SLA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. SLA.2.9D.ii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding. SLA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</p> <p>Strand 5: Author’s Purpose and Craft SLA.2.10A Discuss the author’s purpose for writing text. SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose. SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes. SLA.2.10D Discuss the use of descriptive, literal, and figurative language. SLA.2.10E Identify the use of first or third person in a text. SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process SLA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming. SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure. SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p>	



Cycle 4	47 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	

		<p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>SLA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p> <p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>
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Unit 11: Fiction and Traditional Tales

Unit Overview: In this unit, students will **Consume, Critique, and Produce** (O’Flahavan) fiction and traditional tale. As students consume and critique mentor texts, they will notice what this genre **Must Have, Might Have, and Won’t Have** (Katie Wood Ray), including genre characteristics and author’s craft. Students will explore realistic fiction and traditional tales to develop their comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to literary texts through **Quickwrites** (Rief), which will provide the seeds for composing fictional story. As students consume texts in the genre, they will **Notice and Name** (Wood Ray) author’s craft, which they will later apply to their writing. The teacher will model this process by writing alongside the students highlighting their use of nouns, verbs, punctuation, and subjective-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can change and transition lead to something new?

Unit 11	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fiction and Traditional Tales	13 lessons Suggested Pacing:	Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.



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

Cycle 4	47 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
Guided Reading Level: M DRA Level: 28–30		
	<p>Apr. 13 – May 1</p> <p style="text-align: center;">Part 1</p> <p>Apr. 13-17</p> <p style="text-align: center;">Part 2</p> <p>Apr. 20-24</p> <p style="text-align: center;">Part 3</p> <p>Apr. 27 – May 1</p> <p>Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p>	<p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p> <p>SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</p> <p>SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</p> <p>SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words.</p> <p>SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.</p> <p>SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.</p> <p>SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements</p>

Cycle 4	47 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	
		<p>SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>SLA.2.8 C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy-tales.</p> <p>SLA.2.9B Explain visual patterns and structures in a variety of poems.</p> <p>SLA.2.9C Discuss elements of drama such as characters, dialogue, and setting.</p> <p>SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.i Edit drafts using standard Spanish conventions, including complete sentences with subject-verb agreement.</p> <p>SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>Strand 6: Composition—Genres</p> <p>SLA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>SLA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>SLA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p>

Cycle 4	47 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	

SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance.
SLA.2.13 B Develop and follow a research plan with adult assistance.
SLA.2.13C Identify and gather relevant sources and information to answer the questions.
SLA.2.13D Identify primary and secondary sources.
SLA.2.13E Demonstrate understanding of information gathered.
SLA.2.13F Cite sources appropriately.
SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

[Ongoing TEKS](#)

Unit 12: Thematic Unit

Unit Overview: In this unit, students will explore a thematic unit of study. Students analyze multiple genres and make connections between texts through that allow them to reflect upon the theme-based focus of this unit. Students will determine the roles various characters play in the conflict and resolution of the plot, as well as analyze major and minor character relationships, in order to make inferences about them and provide evidence to support theme. Students will respond to literary and informational texts through **Quickwrites** (Rief), which will provide the seeds for composing poetry, personal narratives and informational essays. The teacher will model this process by writing alongside the students highlighting their use of adjectives, conjunctions, adverbs, punctuation, and subject-verb agreement. **Foundational Language Skills** such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block. Ongoing TEKS can be referenced in the Scope and Sequence here.

Essential Question: How can change and transition lead to something new?

<u>Unit 12</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Thematic Unit	17 lessons Suggested Pacing: May 4-29 <u>Part 1</u> May 4-8 <u>Part 2</u> May 11-15 <u>Part 3</u> May 18-22 <i>Memorial Day</i> May 25 <u>Part 4</u>	Strand 1: Foundational Language Skills—Beginning Reading and Writing SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words. SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x. SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations. SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes. SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words . SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations. SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes. SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words. Strand 1: Foundational Language Skills—Vocabulary



Cycle 4	47 Days	The recommended number of days/lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: M DRA Level: 28–30	
	<p>May 26-29</p> <p>Benchmark Running Records EOY</p> <p>May 1-29</p>	<p>SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.</p> <p>SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>SLA.2.5A Self-select text and read independently for a sustained period of time.</p> <p>Strand 2: Comprehension Skills</p> <p>SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>SLA.2.6D Create mental images to deepen understanding.</p> <p>SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.</p> <p>SLA.2.6F Make inferences and use evidence to support understanding.</p> <p>SLA.2.6H Synthesize information to create new understanding.</p> <p>Strand 3: Response Skills</p> <p>SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.</p> <p>SLA.2.7C Use text evidence to support an appropriate response.</p> <p>SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.</p> <p>SLA.2.8B Describe the main character’s (characters’) internal and external traits.</p> <p>SLA.2.8 C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>SLA.2.8D Describe the importance of the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.2.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy-tales.</p> <p>SLA.2.9B Explain visual patterns and structures in a variety of poems.</p> <p>SLA.2.9C Discuss elements of drama such as characters, dialogue, and setting</p> <p>SLA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>SLA.2.9D.ii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.</p> <p>SLA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.</p>

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		<p>SLA.2.9E.i Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.</p> <p>SLA.2.9E.ii Recognize characteristics of persuasive text, including distinguishing facts from opinion.</p> <p>SLA.2.9F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.2.10A Discuss the author’s purpose for writing text.</p> <p>SLA.2.10B Discuss how the use of text structure contributes to the author’s purpose.</p> <p>SLA.2.10C Discuss the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.2.10D Discuss the use of descriptive, literal, and figurative language.</p> <p>SLA.2.10E Identify the use of first or third person in a text.</p> <p>SLA.2.10F Identify and explain the use of repetition.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.</p> <p>SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.</p> <p>SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.</p> <p>SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>Strand 6: Composition—Genres</p> <p>SLA. 2.12A Compose literary texts, including personal narratives and poetry.</p> <p>SLA.2.12B Compose informational texts, including procedural texts and reports.</p> <p>SLA.2.12C Compose correspondence such as thank you notes or letters.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.2.13 B Develop and follow a research plan with adult assistance.</p> <p>SLA.2.13C Identify and gather relevant sources and information to answer the questions.</p> <p>SLA.2.13D Identify primary and secondary sources.</p> <p>SLA.2.13E Demonstrate understanding of information gathered.</p> <p>SLA.2.13F Cite sources appropriately.</p>

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		<p>SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>



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INSPIRING TEACHING, IGNITING LITERACY & LEARNING.
2019-2020 Scope and Sequence
Spanish Language Arts – Grade 2

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

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

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

Strand 1: Foundational Language Skills—Oral Language

SLA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

SLA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.

SLA.2.1C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

SLA.2.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

SLA.2.1E Develop social communication such as distinguishing between asking and telling.

SLA.2.2D develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Strand 1: Foundational Language Skills—Vocabulary

SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words.

SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.

SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.

Strand 1: Foundational Language Skills—Fluency

SLA.2.4A Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Strand 1: Foundational Language Skills—Self-Sustained Reading

SLA.2.5A Self-select text and read independently for a sustained period of time.

Strand 2: Comprehension Skills

SLA.2.6A Establish purpose for reading assigned and self-selected texts.

SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

SLA.2.6D Create mental images to deepen understanding.

SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.

SLA.2.6F Make inferences and use evidence to support understanding.

SLA.2.6G Evaluate details read to determine key ideas.

SLA.2.6H Synthesize information to create new understanding.

SLA.2.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

Strand 3: Response Skills

SLA.2.7A Describe personal connections to a variety of sources.

SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.

SLA.2.7C Use text evidence to support an appropriate response.

SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.

SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing.

SLA.2.7F Respond using newly acquired vocabulary as appropriate.

Strand 6: Composition—Writing Process

SLA. 2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.

SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.

GLOBAL GRADUATE



1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres

5. Author's Purpose and Craft
6. Composition
7. Inquiry and Research

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

SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

SLA.2.11D Edit drafts using standard Spanish conventions.

SLA.2.11D.i Complete sentences with subject-verb agreement.

SLA.2.11D.x Punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences.

SLA.2.11D.xi Correct spelling of words with grade-appropriate orthographic patterns and rules.

SLA.2.11E Publish and share writing.

Strand 7: Inquiry and Research

SLA. 2.13A Generate questions for formal and informal inquiry with adult assistance.

SLA.2.13 B Develop and follow a research plan with adult assistance.

SLA.2.13C Identify and gather relevant sources and information to answer the questions.

SLA.2.13D Identify primary and secondary sources.

SLA.2.13E Demonstrate understanding of information gathered.

SLA.2.13F Cite sources appropriately.

SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

