

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

English as a Second Language – Grade 2

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

Unit 1: Literary Text (Fiction)

Unit Overview: This unit will establish the routines and practices that will help students develop their listening, speaking, reading, and writing skills. The [First 25 Days Launch](#) will be used during the Spanish Language Arts class to set the foundation for guided reading routines and practices. Apply these guided reading routines during the days assigned to guided reading in the ESL/ELD Block. Scholars will consume a variety of **fictional texts** with special emphasis on **realistic fiction** (i.e., stories about imaginary people who could exist and events that could happen in real life) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words, and identifying, using, and explaining the meaning of antonyms, synonyms, idioms, homographs, and homophones in a text. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will describe the main character’s internal and external traits, describe and understand the plot elements (e.g., main events, conflict-resolution), and describe the importance of the setting. Scholars will identify the use of first- or third-person in the text. Students will respond to text by describing personal connections, retelling, and paraphrasing while maintaining meaning and logical order, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose stories using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as sentences with subject-verb agreement, verb tense, and nouns.

<u>Unit 1</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Text (Fiction)	<p>3 Weeks Aug. 26 – Sept. 12</p> <p>Extend Review Assess Reteach Sept. 13</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Labor Day Sept. 2</p> <p>Benchmark Running Records BOY Sept. 3-30</p> <p>Renaissance Learning 360 Screener BOY Sept. 3-20</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.

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

Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
		<p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 2.C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.

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	Aug. 26 – Oct. 18, 2019	
		<p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
<u>Unit 2: Literary Nonfiction</u>		
<p>Unit Overview: Continue applying the guided reading routines that are being introduced during the Spanish Language Arts class with the First 25 Days Launch in the ESL/ELD Block. Scholars will consume a variety of biographies (i.e., stories of a real person’s life, written by another person) and autobiographies (i.e., stories of a real person’s life, written by that person) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types, words with prefixes and inflectional endings, and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words, and identifying, using, and explaining the meaning of words with affixes. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discuss topics and determine theme using text evidence (with adult assistance), describe the main character’s internal and external traits, describe and understand the plot elements (e.g., main events, conflict-resolution), and demonstrate knowledge of distinguishing characteristics of children’s literature. Scholars will identify the use of first- or third-person in the text. Students will respond to text describing personal connections, retelling and paraphrasing while maintaining meaning and logical order, and using text evidence to support their response. Scholars will compose stories using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as nouns and adjectives.</p>		
<u>Unit 2</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Nonfiction	<p>2 Weeks Sept. 16-26</p> <p>Extend Review Assess Reteach Sept. 27</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Early Dismissal Sept. 27</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions.

Cycle 1	38 Days	<p>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</p>
	Aug. 26 – Oct. 18, 2019	
		<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.F Use accessible language and learn new and essential language in the process. ◆ ELPS 1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

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	Aug. 26 – Oct. 18, 2019	
		<p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
<u>Unit 3: Informational Text</u>		
<p>Unit Overview: Scholars will consume a variety of informational texts to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types, contractions, and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words, and identifying, using, and explaining the meaning of words with affixes. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Students will recognize the characteristics and structures of informational text (e.g., central idea with supporting evidence, organizational patterns, text, and graphic features), discuss the author’s purpose and how the author’s use of print and graphic features help achieve his/her purpose. Students will respond to text describing personal connections, writing brief comments that demonstrate understanding, and using text evidence to support their response. Scholars will compose informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as prepositions/prepositional phrases, punctuation marks (apostrophes in contractions).</p>		

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Unit 3	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Informational Text	<p>3 Weeks Sept. 30 – Oct. 17</p> <p>Extend Review Assess Reteach Oct. 18</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Fall Holiday Oct. 9 (students only)</p> <p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p> <p>Early Dismissal Oct. 18</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

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

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

Unit 4: Informational and Procedural Text

Unit Overview: Scholars will consume a variety of **informational** and **procedural texts** to cultivate an in-depth understanding of these genres. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words, and identifying, using, and explaining the meaning of antonyms, synonyms, idioms, and homographs in context.

Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will recognize the characteristics and structures of informational text (e.g., central idea with supporting evidence, organizational patterns, text, and graphic features), discuss the author’s purpose and how the author’s use of print and graphic features help achieve his/her purpose. Students will respond to text describing personal connections, writing brief comments that demonstrate understanding, and using text evidence to support their response. Scholars will compose informational and procedural texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as nouns, capitalization of months and days of the week, and coordination conjunctions.

<u>Unit 4</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Informational and Procedural Text	<p><u>3 Weeks</u> Oct. 21 – Nov. 7</p> <p>Extend Review Assess Reteach Nov. 8</p> <p><i>*Check for Understanding (Available in the unit folder on the HUB)</i></p> <p>High Frequency Word Evaluation BOY Nov. 4-15</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.



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

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	Oct. 21 – Dec. 19, 2019	
		<p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Unit 5: Literary Text (Fiction)		
<p>Unit Overview: Scholars will consume a variety of fictional texts to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types, words with prefixes and inflectional endings, and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words, and identifying the meaning of and using words with affixes. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will determine the theme using text evidence, describe the main character’s internal and external traits, describe and understand the plot elements (e.g., main events, conflict-resolution), and describe the importance of the setting. Scholars will discuss the use of descriptive, literal, and figurative language. Students will respond to text describing personal connections, retelling and paraphrasing while maintaining meaning and logical order, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose stories using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as pronouns (subjective, objective, and possessive) and adjectives (including articles).</p>		
Unit 5	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Text (Fiction)	<p>3 Weeks Nov. 11 – Dec. 5</p> <p>Extend Review Assess Reteach Dec. 6</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Thanksgiving Holiday Nov. 25-29</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. ◆ ELPS 3.E Share information in cooperative learning interactions.

Cycle 2	39 Days Oct. 21 – Dec. 19, 2019	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
		<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.F Use accessible language and learn new and essential language in the process. ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of

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	Oct. 21 – Dec. 19, 2019	
		<p>supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</p> <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Unit 6: Literary Text (Poetry)

Unit Overview: Scholars will consume a variety of **poetry** (i.e., the arrangement of words in lines that have rhythm, or a regularly repeated accent, and often rhyme) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types, words with prefixes and inflectional endings, and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words and using print or digital resources to determine the meaning and pronunciation of unknown words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will explain the visual patterns and structures in a variety of poems and discuss the use of descriptive, literal, and figurative language. Students will respond to text describing personal connections, interacting with poems in a meaning way (illustrating), demonstrating understanding of poem, and using text evidence to support their response. Scholars will compose poems using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and editing using conventions, such as verb tenses, adverbs (time and place), and prepositions and prepositional phrases.



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
Unit 6	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Text (Poetry)	<p>2 Weeks Dec. 9-19</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p>Teacher Preparation Day Dec. 20</p> <p>Winter Break Dec. 23 – Jan. 3</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations. ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods.

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

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
		<p>◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p> <p>◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	

Unit 7: Traditional Literature

Unit Overview: Scholars will consume a variety of **traditional children’s literature** (e.g., **folktales, fables, and fairy-tales**) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types, words with prefixes and inflectional endings, abbreviations, and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words and identifying the meaning of and using words with affixes.

Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will determine the theme using text evidence (with adult assistance), describe the main character’s internal and external traits, describe and understand the plot elements (e.g., main events, conflict-resolution), and describe the importance of the setting. Scholars will discuss the use of descriptive, literal, and figurative language. Students will respond to text describing personal connections, retelling and paraphrasing while maintaining meaning and logical order, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose letters and stories using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as prepositions/prepositional phrases and time adverbs.

Unit 7	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Traditional Literature	<p style="text-align: center;">4 Weeks Jan. 6-30</p> <p style="text-align: center;">Extend Review Assess Reteach Jan. 31</p> <p style="text-align: center; color: #008000;">*Check for Understanding (Available in the unit folder on the HUB)</p> <p style="text-align: center;">Renaissance Learning 360 Screener MOY Jan. 6-24</p> <p style="text-align: center;">Early Dismissal Jan. 17</p> <p style="text-align: center;">MLK Jr. Day Jan. 20</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
		<p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 3.H Narrate, describe, and explain with increasing specificity and detail as more English is acquired. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
		<p>◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p>Strand 6: Composition—Writing Process and Genres</p> <p>◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</p> <p>◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</p> <p>◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p> <p>◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>
<u>Unit 8: Literary Nonfiction</u>		
<p>Overview: Scholars will consume a variety of biographies (i.e., stories of a real person’s life, written by another person) and autobiographies (i.e., stories of a real person’s life, written by that person) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types, contractions, and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words, and identifying, using, and explaining the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discuss topics and determine theme using text evidence (with adult assistance), describe the main character’s internal and external traits, describe and understand the plot elements (e.g., main events, conflict-resolution), and demonstrate knowledge of distinguishing characteristics of children’s literature. Scholars will identify the use of first- or third-person in the text and discuss the author’s use of print and graphic features to achieve specific purposes. Students will respond to text describing personal connections, retelling and paraphrasing while maintaining meaning and logical order, and using text evidence to support their response. Scholars will compose letters and stories using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as adjectives (including articles), time adverbs, and ending punctuation.</p>		
<u>Unit 8</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Nonfiction	<p>4 Weeks Feb. 3-27</p> <p>Extend Review Assess Reteach Feb. 28</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</p> <p>◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts,</p>

Cycle 3	49 Days Jan. 6 – Mar. 13, 2020	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	<p>High Frequency Word Evaluation MOY Feb. 3-7</p> <p>Early Dismissal Feb. 14</p>	<p>to using abstract and content-based vocabulary during extended speaking assignments.</p> <ul style="list-style-type: none"> ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.A Use prior knowledge and experiences to understand meanings in English. ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
		<p>supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</p> <p>Strand 3: Response Skills</p> <p>◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.</p> <p>◆ ELPS 3.G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.</p> <p>◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</p> <p>◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p>Strand 6: Composition—Writing Process and Genres</p> <p>◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</p> <p>◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</p> <p>◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p> <p>◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>

Unit 9: Literary Text (Poetry)

Unit Overview: Scholars will consume a variety of **poetry** (i.e., the arrangement of words in lines that have rhythm, or a regularly repeated accent, and often rhyme) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words and using print or digital resources to determine the meaning and pronunciation of unknown words.

Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will explain the visual patterns and structures in a variety of poems and discuss the use of descriptive, literal, and figurative language. Students will respond to text describing personal connections, interacting with poems in a meaning way (illustrating), demonstrating understanding of poem, and using text evidence to support their response. Scholars will compose poems using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and editing using conventions, such as adverbs (time and place), adjectives (including articles), and end punctuation.



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Unit 9	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Text (Poetry)	<u>2 Weeks</u> Mar. 2-12	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations. ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.F Use accessible language and learn new and essential language in the process. ◆ ELPS 1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods.
	<p>Extend Review Assess Reteach Mar. 13</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Spring Break Mar. 16-20</p>	

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
		<p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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

Unit 10: Informational and Procedural Text

Unit Overview: Scholars will consume a variety of **informational** and **procedural texts** to cultivate an in-depth understanding of these genres. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words and identifying the meaning of and using words with affixes.

Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will discuss topics, recognize the characteristics and structures of informational text (e.g., central idea with supporting evidence, organizational patterns, text, and graphic features), discuss the author’s purpose and how the author’s use of print and graphic features help achieve his/her purpose. Students will respond to text describing personal connections, writing brief comments that demonstrate understanding, and using text evidence to support their response. Scholars will compose informational and procedural texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as complete sentences with subject-verb agreement, pronouns (subjective, objective, and possessive), prepositions/prepositional phrases, and end punctuation.

<u>Unit 10</u>	<u>Suggested Pacing</u>	<u>English Language Proficiency Standards (ELPS)</u> <u>The student will:</u>
Informational and Procedural Text	<p style="text-align: center;">4 Weeks Mar. 23 – Apr. 16</p> <p style="text-align: center;">Extend Review Assess Reteach Apr. 17</p> <p style="text-align: center;">*Check for Understanding <i>(Available in the unit folder on the HUB)</i></p> <p style="text-align: center;"><i>Chávez/Huerta Day</i> Mar. 30</p> <p style="text-align: center;"><i>Spring Holiday</i> Apr. 10</p> <p style="text-align: center;">High Frequency Word Evaluation EOY Apr. 13-17</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
		<p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.

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	Mar. 23 – May 29, 2020	
		<ul style="list-style-type: none"> ◆ ELPS 3.G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Unit 11: Informational and Persuasive Text

Unit Overview: Scholars will consume a variety of **informational** and **persuasive texts** to cultivate an in-depth understanding of these genres. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types, contractions and abbreviations, and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words, and identifying, using, and explaining the meaning of words with affixes.

Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will recognize the characteristics and structures of informational text (e.g., central idea with supporting evidence, organizational patterns, text and graphic features) and persuasive texts (e.g., stating what the author is trying to persuade the reader to think or do, distinguishing facts from opinions) and multimodal and digital text, discuss the author’s purpose and how the author’s use of print and graphic features help achieve his/her purpose. Students will respond to text describing personal connections, retelling or rephrasing, writing brief comments that demonstrate understanding, and using text evidence to support their response. Scholars will compose informational, persuasive texts, and letters using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as verb tenses, time adverbs, and punctuation marks (apostrophes in contractions, commas in dates).



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
Unit 11	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Informational Text (Persuasive)	<p>3 Weeks Apr. 20 – May 7</p> <p>Extend Review Assess Reteach May 8</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p> <p>Benchmark Running Records EOY May 1-29</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations. ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 1.F Use accessible language and learn new and essential language in the process. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
		<p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 3.H Narrate, describe, and explain with increasing specificity and detail as more English is acquired. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

English as a Second Language – Grade 2

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

◆ **ELPS 5.G** Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Unit 12: Literary Text (Drama)

Unit Overview: Scholars will consume a variety of **drama** (i.e., plays, or stories written to be performed by actors for an audience) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell multisyllabic words with a variety of syllable types and high-frequency words. Students will develop their vocabulary by using context to determine the meaning of unfamiliar words, and identifying, using, and explaining the meaning of antonyms, synonyms, idioms, and homographs in a text.

Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will discuss elements of drama (e.g., characters, dialogue, setting), describe the main character's internal and external traits, and describe the importance of the setting. Scholars will determine the theme using text evidence (with adult assistance) and discuss the use of descriptive, literal, and figurative language and repetition. Students will respond to text describing personal connections, retelling and paraphrasing while maintaining meaning and logical order, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose stories using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice and edit using conventions, such as adverbs and prepositions/prepositional phrases.

<u>Unit 12</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Literary Text (Drama)	<p>3 Weeks May 11-28</p> <p>Extend Review Assess Reteach May 29</p> <p><i>Memorial Day</i> May 25</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <p>◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</p> <p>◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>◆ ELPS 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</p> <p>◆ ELPS 3.E Share information in cooperative learning interactions.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <p>◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</p> <p>◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</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

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



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
		<p>questions, and taking notes commensurate with content area and grade level needs.</p> <p>◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p>Strand 6: Composition—Writing Process and Genres</p> <p>◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.</p> <p>◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</p> <p>◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.</p> <p>◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>

