

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

English Language Arts – Kindergarten

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	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	

Unit 1: Realistic Fiction

Unit Overview: In this unit, students will explore the characteristics of realistic fiction. Students will develop their reading comprehension skills through the strategy **Book, Head, Heart** (Beers and Probst). Students will describe the characters, plot, setting, and main events. Also, students will discuss topics, themes, and make predictions and inferences. Students will begin learning and implementing guided reading routines and practices ([First 25 Days Reading ELA K–G1](#); [First 25 Days Writing ELA K–G1](#)). As students listen and use mentor texts, they will notice what this genre through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray), including its characteristics and author's craft. As students are exposed to diverse fiction books, they will **Notice and Name** (Wood Ray) the author's craft, which will be later applied through shared writing. Students will plan drafts in oral and pictorial forms by organizing ideas. Students will add details in pictures or words. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

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

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>Part 2 Sept. 3-6</p> <p>Part 3 Sept. 9-13</p> <p>Extend Assess Review Reteach Sept. 12-13</p> <p><i>Labor Day</i> Sept. 2</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—Oral Language</p> <p>ELA.K.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>ELA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.</p> <p>ELA.K.1C* Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>ELA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>ELA.K.1E* Develop social communication such as introducing himself/herself, using common greetings and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.K.2A.i* Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>ELA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p> <p>ELA.K.2A.iv* Demonstrate phonological awareness by identifying syllables in spoken words.</p> <p>ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.</p> <p>ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>ELA.K.2D.ii Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep.</p> <p>ELA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</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 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	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
		<p>ELA.K.2D.v* Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>ELA.K.2E* Demonstrate print awareness by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings</p> <p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.K.4 Read grade level-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>ELA.K.5B Generate questions about text before, during and after reading to deepen understanding and gain information with adult assistance.</p> <p>ELA.K.5C Make and confirm predictions using text features and structures with adult assistance.</p> <p>ELA.K.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.K.5F* Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.K.5H* Synthesize information to create new understanding with adult assistance.</p> <p>Strand 3: Response Skills</p> <p>ELA.K.6A Describe personal connections to a variety of sources.</p> <p>ELA.K.6B* Provide an oral, pictorial, or written response to a text.</p> <p>ELA.K.6E* Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.</p> <p>ELA.K.7B Identify and describe the main character(s).</p> <p>ELA.K.7C* Describe the elements of plot development, including, the main events, the problem, and the resolution for texts read aloud with adult assistance.</p> <p>ELA.K.7D Describe the setting.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.K.9A* Discuss with adult assistance the author’s purpose for writing text.</p> <p>ELA.K.9D* Discuss with adult assistance how the author uses words that help the reader visualize.</p>



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	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
		<p>Strand 6: Composition—Writing Process</p> <p>ELA.K.10A* Plan by generating ideas for writing through class discussions and drawings.</p> <p>ELA.K.10B* Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>ELA.K.10C* Revise drafts by adding details in pictures or words.</p> <p>ELA.K.10D.iii Edit drafts with adult assistance using standard English conventions, including: singular and plural nouns.</p> <p>ELA.K.10D.vii* Edit drafts with adult assistance using standard English conventions, including: capitalization of the first letter in a sentence and name.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.K.11A* Dictate or compose literary texts, including personal narratives.</p> <p>Ongoing TEKS</p>

Unit 2: Fantasy

Unit Overview: In this unit, students will explore the characteristics of fantasy. Students will develop their reading comprehension skills through the strategy **Book, Head, Heart** (Beers and Probst). Students will describe the characters, plot, and setting. Also, students will create mental images, make predictions, and inferences. Students will continue learning and implementing guided reading routines and practices ([First 25 Days Reading ELA K–G1](#); [First 25 Days Writing ELA K–G1](#)). As students listen and use mentor texts, they will notice the characteristics of this genre through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). As students are exposed to fantasy texts, they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through shared writing. Students will continue to plan a draft by generation ideas through discussions and drawings. Also, students will revise and edit using correct use of nouns, verbs, capitalization, and punctuation for forming complete sentences. The teacher will model this process by writing using the strategies **Invitation to Notice and Invitation to Imitate** (Jeff Anderson). Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we develop our imagination by learning about fantasy?

<u>Unit 2</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fantasy	<p>15 lessons</p> <p>Suggested Pacing: Sept. 16 – Oct. 4</p> <p>Part 1 Sept. 16-20</p> <p>Part 2 Sept. 23-27</p> <p>Part 3 Sept. 30 – Oct. 4</p>	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>ELA.K.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p> <p>ELA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.</p> <p>ELA.K.1C* Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>ELA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>ELA.K.1E* Develop social communication such as introducing himself/herself, using common greetings and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.K.2A.i* Demonstrate phonological awareness by identifying and producing rhyming words.</p>



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	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
	<p>Extend Assess Review Reteach Oct. 4</p> <p><i>Early Dismissal</i> Sept. 27</p>	<p>ELA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p> <p>ELA.K.2A.iv* Demonstrate phonological awareness by identifying syllables in spoken words.</p> <p>ELA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p> <p>ELA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p> <p>ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>ELA.K.2B.ii* Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</p> <p>ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it -pit, tip, tap).</p> <p>ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.</p> <p>ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.</p> <p>ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>ELA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>ELA.K.2E* Demonstrate print awareness by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.K.4* Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.K.5D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.K.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.K.5F* Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.K.5G* Evaluate details to determine what is important with adult assistance.</p> <p>ELA.K.5H* Synthesize information to create new understanding with adult assistance.</p>

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	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
		<p>Strand 3: Response Skills</p> <p>ELA.K.6C Use text-evidence to support an appropriate response.</p> <p>ELA.K.6D* Retell texts in ways that maintain meaning.</p> <p>ELA.K.6E* Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.</p> <p>ELA.K.7B Identify and describe the main character(s).</p> <p>ELA.K.7C* Describe the elements of plot development, including, the main events, the problem, and the resolution for texts read aloud with adult assistance.</p> <p>ELA.K.7D Describe the setting.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.K.9A* Discuss with adult assistance the author’s purpose for writing text.</p> <p>ELA.K.9B Discuss with adult assistance how the use of text structure contributes to the author’s purpose.</p> <p>ELA.K.9D* Discuss with adult assistance how the author uses words that help the reader visualize.</p> <p>ELA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.K.10A* Plan by generating ideas for writing through class discussions and drawings.</p> <p>ELA.K.10B* Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>ELA.K.10C* Revise drafts by adding details in pictures or words.</p> <p>ELA.K.10D.i* Edit drafts with adult assistance using standard English conventions, including: complete sentences.</p> <p>ELA.K.10D.ii Edit drafts with adult assistance using standard English conventions, including: past and future tense verbs.</p> <p>ELA.K.10D.iii Edit drafts with adult assistance using standard English conventions, including: singular and plural nouns.</p> <p>ELA.K.10D.vii* Edit drafts with adult assistance using standard English conventions, including: capitalization of the first letter in a sentence and name.</p> <p>ELA.K.10D.viii* Edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences.</p> <p>ELA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.K.11A* Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.K.12A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.K.12B Develop and follow a research plan with adult assistance.</p> <p>Ongoing TEKS</p>



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	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	

[Unit 3: Poetry](#)

Unit Overview: In this unit, students will explore and identify and discuss the rhythm and rhyme of poetry through the strategy of **Book, Head, Heart** (Beers and Probst). As students listen to various mentor texts, they will notice what this genre **Must Have, Might Have, and Won't Have** (Katie Wood Ray), including its characteristics and author's craft. As students are exposed to the various poems, they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through shared and interactive writing. Students will continue to plan a draft by generation ideas through discussions and drawings. Also, students will revise and edit sentences by using the correct grammar, capitalization, and punctuation in declarative sentences. Students will dictate or independently compose short poems using the strategies from **Invitation to Notice and Invitation to Imitate** (Jeff Anderson) and **Notice and Name** (Wood Ray). Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

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

<u>Unit 3</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>9 lessons</p> <p>Suggested Pacing: Oct. 7-18</p> <p>Part 1 Oct. 7-11</p> <p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p>Part 2 Oct. 14-18</p> <p>Extend Assess Review Reteach Oct. 17-18</p> <p><i>Early Dismissal</i> Oct. 18</p> <p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p>	<p>Strand 1: Foundational Language Skills—Oral Language ELA.K.1C* Share information and ideas by speaking audibly and clearly using the conventions of language. ELA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns. ELA.K.1E* Develop social communication such as introducing himself/herself, using common greetings and expressing needs and wants.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.K.2A.i* Demonstrate phonological awareness by identifying and producing rhyming words. ELA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words. ELA.K.2A.vii* Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words. ELA.K.2A.viii* Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words. ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent. ELA.K.2B.ii* Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words. ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it -pit, tip, tap). ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list. ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC. ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns. ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p>



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	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
		<p>ELA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>ELA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>ELA.K.2E* Demonstrate print awareness by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.K.4* Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.K.5D Create mental images to deepen understanding with adult assistance.</p> <p>ELA.K.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>ELA.K.5F* Make inferences and use evidence to support understanding with adult assistance.</p> <p>ELA.K.5G* Evaluate details to determine what is important with adult assistance.</p> <p>ELA.K.5H* Synthesize information to create new understanding with adult assistance.</p> <p>ELA.K.5I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p>Strand 3: Response Skills</p> <p>ELA.K.6C Use text-evidence to support an appropriate response.</p> <p>ELA.K.6D* Retell texts in ways that maintain meaning.</p> <p>ELA.K.6E* Interact with sources in meaningful ways such as illustrating or writing.</p> <p>ELA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.K.8B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.K.9A* Discuss with adult assistance the author’s purpose for writing text.</p> <p>ELA.K.9B Discuss with adult assistance how the use of text structure contributes to the author’s purpose.</p> <p>ELA.K.9D* Discuss with adult assistance how the author uses words that help the reader visualize.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.K.10A* Plan by generating ideas for writing through class discussions and drawings.</p>



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	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
		<p>ELA.K.10B* Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>ELA.K.10C* Revise drafts by adding details in pictures or words.</p> <p>ELA.K.10D.i* Edit drafts with adult assistance using standard English conventions, including: complete sentences.</p> <p>ELA.K.10D.vii* Edit drafts with adult assistance using standard English conventions, including: capitalization of the first letter in a sentence and name.</p> <p>ELA.K.10D.viii* Edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences.</p> <p>ELA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.K.11A* Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.K.12A Generate questions for formal and informal inquiry with adult assistance.</p> <p>ELA.K.12B Develop and follow a research plan with adult assistance.</p> <p>ELA.K.12C Gather information from a variety of sources with adult assistance.</p> <p>ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

English Language Arts – Kindergarten

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	
	Guided Reading Level: A–C DRA Level: 1–4	

Unit 4: Multimodal-Digital Literacy (Types of Media)

Unit Overview: In this unit, students will explore and recognize the characteristics of multimodal and digital texts such as linguistic, visual, audio, or gestural through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). As students are exposed to multimodal and digital texts, they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through interactive or independent writing. Students will practice how to write different types of sentences with subject-verb agreement, nouns, adjectives, and using the correct capitalization, and punctuation. Students will follow the writing process to write brief compositions or responses based on multimodal-digital topics of interest. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we recognize multimodal and digital text?

Unit 4	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Multimodal	10 lessons Suggested Pacing: Oct. 21 – Nov. 1 Part 1 Oct. 21-25 Part 2 Oct. 28 – Nov. 1 Extend Assess Review Reteach Oct. 31 – Nov. 1	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.K.2A.i* Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>ELA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p> <p>ELA.K.2A.vii* Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words.</p> <p>ELA.K.2A.viii* Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.</p> <p>ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>ELA.K.2B.ii* Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</p> <p>ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it -pit, tip, tap).</p> <p>ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.</p> <p>ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.</p> <p>ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>ELA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</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 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	
	Guided Reading Level: A–C DRA Level: 1–4	
		<p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.K.4* Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills ELA.K.5D Create mental images to deepen understanding with adult assistance. ELA.K.5G* Evaluate details to determine what is important with adult assistance. ELA.K.5I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p>Strand 3: Response Skills ELA.K.6C Use text-evidence to support an appropriate response. ELA.K.6D* Retell texts in ways that maintain meaning.</p> <p>Strand 4: Multiple Genres—Genres ELA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft ELA.K.9B Discuss with adult assistance how the use of text structure contributes to the author’s purpose.</p> <p>Strand 6: Composition—Writing Process ELA.K.10D.i* Edit drafts with adult assistance using standard English conventions, including: complete sentences. ELA.K.10D.iv Edit drafts with adult assistance using standard English conventions, including: adjectives including articles. ELA.K.10D.vii* Edit drafts with adult assistance using standard English conventions, including: capitalization of the first letter in a sentence and name. ELA.K.10D.viii* Edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences. ELA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres ELA.K.11B* Dictate or compose informational texts.</p> <p>Strand 7: Inquiry and Research ELA.K.12A Generate questions for formal and informal inquiry with adult assistance. ELA.K.12B Develop and follow a research plan with adult assistance. ELA.K.12C Gather information from a variety of sources with adult assistance. ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance. ELA.K.12E 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 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: A–C DRA Level: 1–4	

Unit 5: Informational Text

Unit Overview: In this unit, students will explore and recognize the structure and characteristics of informational texts such as a central idea, tables of content, graphics, pictures, captions, bold print, and glossary through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). Students will explore reading comprehension through the strategy **Book, Head, Heart** (Beers and Probst). As students are exposed to informational texts, they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through interactive or independent writing. Also, students will respond to the informational text by dictating or composing a brief composition based on topics of interest that include articles and prior conventions. The teacher will model how to revise a text by adding details using words or pictures. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can we use informational text to learn more about our world?

Unit 5	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	<p>15 lessons</p> <p>Suggested Pacing: Nov. 4-22</p> <p>Part 1 Nov. 4-8</p> <p><i>Early Dismissal</i> Nov. 8</p> <p>Part 2 Nov. 11-15</p> <p>Part 3 Nov. 18-22</p> <p>Extend Assess Review Reteach Nov. 22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.K.2A.i* Demonstrate phonological awareness by identifying and producing rhyming words. ELA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound. ELA.K.2A.vii* Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words. ELA.K.2A.viii* Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent. ELA.K.2B.ii* Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words. ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it -pit, tip, tap). ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list. ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC. ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns. ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>Strand 1: Foundational Language Skills—Vocabulary ELA.K.3A Use a resource such as a picture dictionary or digital resource to find words. ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>



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	
	Guided Reading Level: A–C DRA Level: 1–4	
		<p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading ELA.K.4* Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills ELA.K.5D Create mental images to deepen understanding with adult assistance. ELA.K.5G* Evaluate details to determine what is important with adult assistance. ELA.K.5I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p> <p>Strand 4: Multiple Genres—Genres ELA.K.8D.i* Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. ELA.K.8D.ii Recognize characteristics and structures of informational text, including titles and simple graphics to gain information. ELA.K.8D.iii Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.</p> <p>Strand 5: Author’s Purpose and Craft ELA.K.9C Discuss with adult assistance the author’s use of print and graphic features to achieve specific purpose. ELA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process ELA.K.10D.iv Edit drafts with adult assistance using standard English conventions, including: adjectives including articles.</p> <p>Strand 6: Composition—Genres ELA.K.11B* Dictate or compose informational texts.</p> <p>Strand 7: Inquiry and Research ELA.K.12C Gather information from a variety of sources with adult assistance. ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance. ELA.K.12E 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 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: A–C DRA Level: 1–4	

[Unit 6: Persuasive Text](#)

Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of **Book, Head, Heart** (Beers and Probst) to explore and recognize the characteristics and structure of persuasive texts. Students will identify basic elements of persuasion like the message, medium, public, and effect. As students are exposed to persuasive texts, they will **Notice and Name** (Wood Ray) the author’s craft, which will be later be applied through interactive or independent writing. Also, students will respond to persuasive texts by dictating or composing a brief composition that includes prepositions and prior conventions. The teacher will model how to revise a text by adding details using words or pictures. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: Why does an author write a persuasive text?

<u>Unit 6</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Persuasive Text	<p>14 lessons</p> <p>Suggested Pacing: Dec. 2-19</p> <p>Part 1 Dec. 2-6</p> <p>Part 2 Dec. 9-13</p> <p>Part 3 Dec. 16-19</p> <p>Extend Assess Review Reteach Dec. 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>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.K.2A.vii* Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words.</p> <p>ELA.K.2A.viii* Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.</p> <p>ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>ELA.K.2B.ii* Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</p> <p>ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it -pit, tip, tap).</p> <p>ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.</p> <p>ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.</p> <p>ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>ELA.K.4* Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.K.5D Create mental images to deepen understanding with adult assistance.</p>



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	
	Guided Reading Level: A–C DRA Level: 1–4	
		<p>Strand 4: Multiple Genres—Literary Elements ELA.K.7A Discuss topics to determine the basic there using text evidence with adult assistance.</p> <p>Strand 4: Multiple Genres—Genres ELA.K.8E* Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.</p> <p>Strand 5: Author’s Purpose and Craft ELA.K.9C Discuss with adult assistance the author use of print and graphic features to achieve specific purpose. ELA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process ELA.K.10D.v Edit drafts with adult assistance using standard English conventions, including: prepositions.</p> <p>Strand 6: Composition—Genres ELA.K.11B* Dictate or compose informational text.</p> <p>Strand 7: Inquiry and Research ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance. ELA.K.12E 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 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: A–D DRA Level: 1–6	

Unit 7: Traditional Tales (Fairy-tales)

Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of **Book, Head, Heart** (Beers and Probst) to explore characteristics of fairy-tales, describe the characters, plot, setting, and magic moments. They will also learn about the structures and characteristics of the genre by describing the characters, plot, and setting through the strategy **Must Have, Might Have, and Won't Have** (Katie Wood Ray). Also, students will create mental images, gain an understanding of first- and third-person and make inferences to find the theme of the story. As students are exposed to fairy-tales, they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through interactive or independent writing. Students will respond to the various fairy-tales by writing either a brief response or personal narrative based on their topic of interest. Students are expected to apply their understanding of grammar conventions, orthographic spelling, capitalization, and punctuation as they follow the writing process. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: What are the characteristics of a fairy-tale?

<u>Unit 7</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fairy-tales	<p style="text-align: center;">14 lessons</p> <p>Suggested Pacing: Jan. 6-24</p> <p style="text-align: center;"><u>Part 1</u> Jan. 6-10</p> <p style="text-align: center;"><u>Part 2</u> Jan. 13-17</p> <p style="text-align: center;"><u>Part 3</u> Jan. 20-24</p> <p style="text-align: center;">Extend Assess Review Reteach Jan. 23-24</p> <p style="text-align: center;">Renaissance Learning 360 Screener MOY Jan. 6-24</p> <p style="text-align: center;"><i>Early Dismissal</i> Jan. 17</p> <p style="text-align: center;"><i>MLK Jr. Day</i> Jan. 20</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.K.2A.i* Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>ELA.K.2A.vii* Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words.</p> <p>ELA.K.2A.viii* Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.</p> <p>ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>ELA.K.2B.ii* Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</p> <p>ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it - pit, tip, tap).</p> <p>ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.</p> <p>ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.</p> <p>ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>Strand 2: Comprehension Skills</p> <p>ELA.K.5D Create mental images to deepen understanding with adult assistance.</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	
	Guided Reading Level: A–D DRA Level: 1–6	
		<p>Strand 3: Response Skills ELA.K.6A Describe personal connections to a variety of sources.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.K.7B Identify and describe the main character(s). ELA.K.7C* Describe the elements of plot development, including the main events, the problem, and the resolution of texts read aloud with adult assistance. ELA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres ELA.K.8A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, and nursery rhymes.</p> <p>Strand 6: Composition—Writing Process ELA.K.10D.vi Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases. ELA.K.10D.ix* Edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>Strand 6: Composition—Genres ELA.K.11A* Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance. ELA.K.12E Use an appropriate mode of delivery, whether written, oral or multimodal, to present results.</p> <p>Ongoing TEKS</p>

[Unit 8: Traditional Tales \(Fables and Folktales\)](#)

Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of **Book, Head, Heart** (Beers and Probst) to explore characteristics of fables and folktales, describe the characters, plot, setting, and magic moments. They will also learn about the structures and characteristics of the genre by describing the characters, plot, and setting through the strategy **Must Have, Might Have, and Won’t Have** (Katie Wood Ray). Students will explore. Also, students will apply their understanding of first- and third-person and determine the most important details that will help the reader identify the moral of the story. As students are exposed to various fables and folktales, they will **Notice and Name** (Wood Ray) the author’s craft, which will be later be applied through interactive and independent writing. Students will respond to various fables and folktales by writing either a brief response or personal narrative based on their topic of interest. Students are expected to apply their understanding of grammar conventions, orthographic spelling, capitalization, and punctuation as they follow the writing process. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

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



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	
	Guided Reading Level: A–D DRA Level: 1–6	
<u>Unit 8</u>	Suggested Pacing	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fables and Folktales	<p style="text-align: center;">20 lessons</p> <p>Suggested Pacing: Jan. 27 – Feb. 21</p> <p style="text-align: center;"><u>Part 1</u> Jan. 27-31</p> <p style="text-align: center;"><u>Part 2</u> Feb. 3-7</p> <p style="text-align: center;"><u>Part 3</u> Feb. 10-14</p> <p style="text-align: center;"><u>Part 4</u> Feb. 17-21</p> <p style="text-align: center;">Extend Assess Review Reteach Feb. 20-21</p> <p style="text-align: center;"><i>Early Dismissal</i> Feb. 14</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.K.2A.viii* Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.</p> <p>ELA.K.2A.x* Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes.</p> <p>ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>ELA.K.2B.ii* Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</p> <p>ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it -pit, tip, tap).</p> <p>ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.</p> <p>ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.</p> <p>ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>Strand 3: Response Skills</p> <p>ELA.K.6A Describe personal connections to a variety of sources.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.K.8A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, and nursery rhymes.</p> <p>Strand 6: Composition—Writing Process</p> <p>ELA.K.10D.ix* Edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.K.11A* Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance.</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	
	Guided Reading Level: A–D DRA Level: 1–6	

ELA.K.12E Use an appropriate mode of delivery, whether written, oral or multimodal, to present results.

[Ongoing TEKS](#)

[Unit 9: Dramas/Plays](#)

Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of **Book, Head, Heart** (Beers and Probst) to explore elements of dramas/plays. Students will explore the characteristics of dramas/plays, describe the characters, plot, setting, and narration. They will also learn how to make inferences to determine the theme. Students will use **Must Have, Might Have, and Won't Have** (Katie Wood Ray) to explore the genre. They will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through interactive or independent writing. Students will respond to the various dramas/plays by writing either a brief response or personal narrative based on their topic of interest. Students are expected to apply their understanding of grammar conventions, orthographic spelling, capitalization, and punctuation as they follow the writing process. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: Who are the characters in a drama/play?

<u>Unit 9</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Dramas	15 lessons Suggested Pacing: Feb. 24 – Mar. 13 Part 1 Feb. 24-28 Part 2 Mar. 2-6 Part 3 Mar. 9-13 Extend Assess Review Reteach Mar. 12-13 <i>Spring Break</i> <i>Mar. 16-20</i>	Strand 1: Foundational Language Skills—Beginning Reading and Writing ELA.K.2A.i* Demonstrate phonological awareness by identifying and producing rhyming words. ELA.K.2A.vii* Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words. ELA.K.2A.viii* Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words. ELA.K.2A.ix* Demonstrate phonological awareness by manipulating syllables within a multisyllabic word. ELA.K.2Ax Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes. ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent. ELA.K.2B.ii* Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words. ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it - pit, tip, tap). ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list. ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC. ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns. ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.



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	
	Guided Reading Level: A–D DRA Level: 1–6	
		<p>Strand 1: Foundational Language Skills—Vocabulary ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>Strand 4: Multiple Genres—Genres ELA.K.8C Discuss main characters in drama.</p> <p>Strand 6: Composition—Writing Process ELA.K.10D.ix* Edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>Strand 6: Composition—Genres ELA.K.11A* Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>



HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

English Language Arts – Kindergarten

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	
	Guided Reading Level: A–E DRA Level: 1–8	

Unit 10: Integrated Genres—Investigating the Natural World

Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of **Book, Head, Heart** (Beers and Probst) to apply their understanding of multiple genres based on the theme of investigating their natural world. **Must Have, Might Have, and Won't Have** (Katie Wood Ray) to explore the characteristics and elements of different genres, and will make connections and inferences related the theme or the central idea. As students are exposed to the integrated genres they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through independent writing. Also, students will respond to the various literary or informational texts by writing either a brief response, personal narrative, or informational composition based on their topic of interest. Students are expected to apply their understanding of grammar conventions, orthographic spelling, capitalization, and punctuation as they follow the writing process. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can fiction and nonfiction texts help us develop an understanding of the natural world?

<u>Unit 10</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Integrated Genres: Fiction/Informational	<p style="text-align: center;">18 lessons</p> <p>Suggested Pacing: Mar. 23 – Apr. 17</p> <p style="text-align: center;">Part 1 Mar. 23-27</p> <p style="text-align: center;">Part 2 Mar. 31 – Apr. 3</p> <p style="text-align: center;">Part 3 Apr. 6-9</p> <p style="text-align: center;">Part 4 Apr. 13-17</p> <p style="text-align: center;">Extend Assess Review Reteach Apr. 16-17</p> <p style="text-align: center;"><i>Chávez/Huerta Day</i> Mar. 30</p> <p style="text-align: center;"><i>Spring Holiday</i> Apr. 10</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.K.2A.i* Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>ELA.K.2A.viii* Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.</p> <p>ELA.K.2Ax Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes.</p> <p>ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>ELA.K.2B.ii* Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</p> <p>ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it - pit, tip, tap).</p> <p>ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.</p> <p>ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.</p> <p>ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.K.2E* Demonstrate print awareness by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</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	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	
	Guided Reading Level: A–E DRA Level: 1–8	
		<p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>Strand 3: Response Skills</p> <p>ELA.K.6A Describe personal connections to a variety of sources.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.</p> <p>ELA.K.7B Identify and describe the main character(s).</p> <p>ELA.K.7C* Describe the elements of plot development, including the main events, the problem, and the resolution of texts read aloud with adult assistance.</p> <p>ELA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.K.8D.i* Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>ELA.K.8D.ii Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.</p> <p>ELA.K.8D.iii Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>ELA.K.9C Discuss with adult assistance the author use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Genres</p> <p>ELA.K.11A* Dictate or compose literary texts, including personal narratives.</p> <p>ELA.K.11B* Dictate or compose informational texts.</p> <p>Strand 7: Inquiry and Research</p> <p>ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance.</p> <p>ELA.K.12E 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 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: A–E DRA Level: 1–8	

[Unit 11: Integrated Genres—Observable Patterns in Nature](#)

Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of **Book, Head, Heart** (Beers and Probst) to apply their understanding of multiple genres based on the different patterns that occur in nature. **Must Have, Might Have, and Won't Have** (Katie Wood Ray) will be used to explore the characteristics and elements of different genres, and will make connections and inferences related the theme or the central idea. As students are exposed to the integrated genres they will **Notice and Name** (Wood Ray) the author's craft, which will be later be applied through independent writing. Also, students will respond to the various literary or informational texts by writing either a brief response, personal narrative, or informational composition based on their topic of interest. Students are expected to apply their understanding of grammar conventions, orthographic spelling, capitalization, and punctuation as they follow the writing process. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.

Essential Question: How can fiction and nonfiction texts help us observe the different types of patterns in nature?

<u>Unit 11</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Integrated Genres: Fiction/Informational	<p style="text-align: center;">15 lessons</p> <p>Suggested Pacing: Apr. 20 – May 8</p> <p style="text-align: center;"><u>Part 1</u> Apr. 20-24</p> <p style="text-align: center;"><u>Part 2</u> Apr. 27 – May 1</p> <p style="text-align: center;"><u>Part 3</u> May 4-8</p> <p>Extend Assess Review Reteach May 7-8</p> <p>Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.K.2A.viii* Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.</p> <p>ELA.K.2A.ix* Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</p> <p>ELA.K.2Ax Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes.</p> <p>ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>ELA.K.2B.ii* Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</p> <p>ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it - pit, tip, tap).</p> <p>ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.</p> <p>ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.</p> <p>ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.K.2E* Demonstrate print awareness by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>



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	
Guided Reading Level: A–E DRA Level: 1–8		
	<p style="text-align: center;"><u>District Pre-Approved Assessment Suggested Window:</u> May 11-29</p> <p style="text-align: center;">See Blueprint for TEKS Details</p>	<p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>Strand 3: Response Skills ELA.K.6A Describe personal connections to a variety of sources.</p> <p>Strand 4: Multiple Genres—Literary Elements ELA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance. ELA.K.7B Identify and describe the main character(s). ELA.K.7C* Describe the elements of plot development, including the main events, the problem, and the resolution of texts read aloud with adult assistance. ELA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres ELA.K.8D.i* Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. ELA.K.8D.ii Recognize characteristics and structures of informational text, including titles and simple graphics to gain information. ELA.K.8D.iii Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.</p> <p>Strand 5: Author’s Purpose and Craft ELA.K.9C Discuss with adult assistance the author use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Genres ELA.K.11A* Dictate or compose literary texts, including personal narratives. ELA.K.11B* Dictate or compose informational texts.</p> <p>Strand 7: Inquiry and Research ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance.</p> <p style="text-align: center;">Ongoing TEKS</p>
<u>Unit 12: Integrated Genres—Investigating My World</u>		
<p>Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of Book, Head, Heart (Beers and Probst) to apply their understanding of multiple genres based on the theme of investigating the world around them. Must Have, Might Have, and Won’t Have (Katie Wood Ray) will be used to explore the characteristics and elements of different genres, and will make connections and inferences related the theme or the central idea. As students are exposed to the integrated genres they will Notice and Name (Wood Ray) the author’s craft, which will be later be applied through independent writing. Also, students will respond to the various literary or informational texts by writing either a brief response, personal narrative, or informational composition based on a topic of interest. Students are expected to apply their understanding of grammar conventions, orthographic spelling, capitalization, and punctuation as they follow the writing process. Foundational 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 nonfiction texts help us to investigate our world?</p>		

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	
	Guided Reading Level: A–E DRA Level: 1–8	
<u>Unit 12</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Integrated Genres: Fiction/Informational	<p style="text-align: center;">14 lessons</p> <p>Suggested Pacing: May 11–29</p> <p style="text-align: center;">Part 1 May 11-15</p> <p style="text-align: center;">Part 2 May 18-22</p> <p style="text-align: center;">Part 3 May 25-29</p> <p style="text-align: center;">Extend Assess Review Reteach May 29</p> <p style="text-align: center;">Benchmark Running Records EOY May 1-29</p> <p style="text-align: center;"><i>Memorial Day</i> May 25</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>ELA.K.2B.ii* Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</p> <p>ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it - pit, tip, tap).</p> <p>ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.</p> <p>ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.</p> <p>ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.</p> <p>ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</p> <p>ELA.K.2E* Demonstrate print awareness by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>ELA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p> <p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>Strand 3: Response Skills</p> <p>ELA.K.6A Describe personal connections to a variety of sources.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>ELA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.</p> <p>ELA.K.7B Identify and describe the main character(s).</p> <p>ELA.K.7C* Describe the elements of plot development, including the main events, the problem, and the resolution of texts read aloud with adult assistance.</p> <p>ELA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>ELA.K.8D.i* Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>ELA.K.8D.ii Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.</p> <p>ELA.K.8D.iii Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.</p>

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	
	Guided Reading Level: A–E DRA Level: 1–8	
		<p>Strand 5: Author’s Purpose and Craft ELA.K.9C Discuss with adult assistance the author use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Genres ELA.K.11A* Dictate or compose literary texts, including personal narratives. ELA.K.11B* Dictate or compose informational texts.</p> <p>Strand 7: Inquiry and Research ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>



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

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

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

Strand 1: Foundational Language Skills—Oral Language

ELA.K.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.

ELA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.

ELA.K.1C* Share information and ideas by speaking audibly and clearly using the conventions of language.

ELA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

ELA.K.1E* Develop social communication such as introducing himself/herself, using common greetings and expressing needs and wants.

Strand 1: Foundational Language Skills—Beginning Reading and Writing

ELA.K.2A.i* Demonstrate phonological awareness by identifying and producing rhyming words.

ELA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.

ELA.K.2A.iv* Demonstrate phonological awareness by identifying syllables in spoken words.

ELA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.

ELA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.

ELA.K.2A.vii* Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words.

ELA.K.2A.viii* Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.

ELA.K.2A.ix* Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.

ELA.K.2A.x* Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes.

ELA.K.2B.i* Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.

ELA.K.2B.ii* Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

ELA.K.2B.iii* Demonstrate and apply phonetic knowledge recognizing that new words are created when letters are changed, added, or deleted (e.g., it -pit, tip, tap).

ELA.K.2B.iv* Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

ELA.K.2C.i* Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

ELA.K.2C.ii* Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

ELA.K.2C.iii* Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

ELA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.

ELA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.

ELA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.

ELA.K.2D.v* Demonstrate print awareness by identifying all uppercase and lowercase letters.

ELA.K.2E* Demonstrate print awareness by accurately forming all uppercase and lowercase letters using appropriate directionality.

Strand 1: Foundational Language Skills—Vocabulary

ELA.K.3B* Use illustrations and texts the student is able to read or hear to learn or clarify word meanings

ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

Strand 1: Foundational Language Skills—Self-Sustained Reading

ELA.K.4* Self-select text and interact independently with text for increasing periods of time.

Strand 2: Comprehension Skills

ELA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.
2019-2020 Scope and Sequence
English Language Arts – Kindergarten

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.

ELA.K.5B Generate questions about text before, during and after reading to deepen understanding and gain information with adult assistance.

ELA.K.5C Make confirm predictions using text features and structures with adult assistance.

ELA.K.5D Create mental images to deepen understanding with adult assistance.

ELA.K.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.

ELA.K.5F* Make inferences and use evidence to support understanding with adult assistance.

ELA.K.5G Evaluate details to determine what is important with adult assistance.

ELA.K.5H* Synthesize information to create new understanding with adult assistance.

ELA.K.5I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.

Strand 3: Response Skills

ELA.K.6A Describe personal connections to a variety of sources.

ELA.K.6B* Provide an oral, pictorial, or written response to a text.

ELA.K.6C Use text-evidence to support an appropriate response.

ELA.K.6F Respond using newly acquired vocabulary as appropriate.

Strand 4: Multiple Genres—Literary Elements

ELA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.

ELA.K.7B Identify and describe the main character(s).

ELA.K.7C* Describe the elements of plot development, including, the main events, the problem, and the resolution for texts read aloud with adult assistance.

ELA.K.7D Describe the setting.

Strand 5: Author's Purpose and Craft

ELA.K.9A* Discuss with adult assistance the author purpose for writing text.

ELA.K.9B Discuss with adult assistance how the use of text structure contributes to the author purpose.

ELA.K.9C Discuss with adult assistance the author use of print and graphic features to achieve specific purposes.

ELA.K.9D* Discuss with adult assistance how the author uses words that help the reader visualize.

ELA.K.9E Listen to and experience first- and third-person texts.

Strand 6: Composition—Writing Process

ELA.K.10A* Plan by generating ideas for writing through class discussions and drawings.

ELA.K.10B* Develop drafts in oral, pictorial, or written form by organizing ideas.

ELA.K.10C* Revise drafts by adding details in pictures or words.

ELA.K.10D.i* Edit drafts with adult assistance using standard English conventions, including: complete sentences.

Strand 6: Composition—Genres

ELA.K.11A* Dictate or compose literary texts, including personal narratives.

ELA.K.11B* Dictate or compose informational texts.

Strand 7: Inquiry and Research

ELA.K.12A Generate questions for formal and informal inquiry with adult assistance.

ELA.K.12B Develop and follow a research plan with adult assistance.

ELA.K.12C Gather information from a variety of sources with adult assistance.

ELA.K.12D* Demonstrate an understanding of information gathered with adult assistance.

