

Cycle 1	27 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. 23 - Oct. 1, 2021	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	

Cycle Overview

Cycle 1 Units:

Unit 1 August 23 – September 10	Contemporary Fiction (Realistic Fiction and Fantasy)
Unit 2 September 13 – October 1	Traditional Tales (Folktales, Fairy Tales, Fables)

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **Realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems. **Historical fiction** focuses on the way people live in the past and the problems encountered in a particular historic time period.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will develop their reading comprehension skills by making predictions, creating mental images, and responding to questions related to the story. Students will describe the characters, plot, setting, and main events. Also, students will discuss topics, themes, and make connections and inferences. As students are exposed to diverse fiction books, they will identify the author’s craft and techniques, which will be later applied through writing. Also, students will plan and develop drafts in oral, pictorial, or written forms by organizing their ideas. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 1:

Green	Foundational TEKS for STAAR
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HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Kindergarten

Cycle 1	27 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. 23 - Oct. 1, 2021	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
Cycle Overview		
Type of Assessment		Assessment Windows
(BOY) TX-KEA BOY		August 30 – September 24
(BOY) Ren360 K Early Literacy (optional)		August 30 – September 24
English Language Development Assessment (ELD)		September 20 – October 15

Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
	The student will:
Contemporary Fiction (Realistic Fiction and Fantasy)	Strand 1: Foundational Language Skills—Oral Language
	SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses.
	SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.
	SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.
	SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.
	SLA.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
	SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.
	SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.
	SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.
	SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.
	SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.
	SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.
	SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words.
	SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables.
	SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.
	SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.
SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.	
SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.	
SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.	
SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.	
SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.	



Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings</p> <p>SLA.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>SLA.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>SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.</p> <p>SLA.K.5D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.K.5F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.K.5G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.K.5H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.K.6A Describe personal connections to a variety of sources.</p> <p>SLA.K.6B Provide an oral, pictorial, or written response to a text.</p> <p>SLA.K.6C Use text evidence to support an appropriate response.</p> <p>SLA.K.6D Retell texts in ways that maintain meaning.</p> <p>SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.</p> <p>SLA.K.7B Identify and describe the main character(s).</p> <p>SLA.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>

Unit 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.K.8A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, and nursery rhymes. SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9A Discuss with adult assistance the author’s purpose for writing text. SLA.K.9D Discuss with adult assistance how the author uses words that help the reader visualize. SLA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process SLA.K.10A Plan by generating ideas for writing through class discussions and drawings. SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas. SLA.K.10C Revise drafts by adding details in pictures or words. SLA.K.10D.ii Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar. SLA.K.10D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles. SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name. SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres SLA.K.11A Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research SLA.K.12A Generate questions for formal and informal inquiry with adult assistance. SLA.K.12B Develop and follow a research plan with adult assistance. SLA.K.12C Gather information from a variety of sources with adult assistance. SLA.K.12D Demonstrate understanding of information gathered with adult assistance. SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Traditional Tales (Folktales, Fairy Tales, Fables)</p>	<p>Strand 1: Foundational Language Skills—Oral Language SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses. SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions. SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language. SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns. SLA.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 SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words. SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds. SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence. SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words. SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words. SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables. SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words. SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables. SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word. SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent. SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV. SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/. SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted. SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations. SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV. SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book. SLA.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. SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word. SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters. SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Vocabulary SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words. SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings SLA.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 SLA.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 SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance. SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. SLA.K.5C Make and confirm predictions using text features and structures with adult assistance. SLA.K.5D Create mental images to deepen understanding with adult assistance. SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance. SLA.K.5F Make inferences and use evidence to support understanding with adult assistance. SLA.K.5G Evaluate details to determine what is most important with adult assistance. SLA.K.5H Synthesize information to create new understanding with adult assistance. SLA.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 SLA.K.6A Describe personal connections to a variety of sources. SLA.K.6B Provide an oral, pictorial, or written response to a text. SLA.K.6C Use text evidence to support an appropriate response. SLA.K.6D Retell texts in ways that maintain meaning. SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing. SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance. SLA.K.7B Identify and describe the main character(s). SLA.K.7C Describe the elements of plot development, including, the main events, the problem, and the resolution for texts read aloud with adult assistance. SLA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.K.8A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, and nursery rhymes. SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9A Discuss with adult assistance the author’s purpose for writing text. SLA.K.9E Listen to and experience first- and third-person texts.</p>

Unit 2	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 6: Composition—Writing Process</p> <p>SLA.K.10A Plan by generating ideas for writing through class discussions and drawings.</p> <p>SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>SLA.K.10C Revise drafts by adding details in pictures or words.</p> <p>SLA.K.10D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences.</p> <p>SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences.</p> <p>SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.K.11A Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.K.12A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.K.12B Develop and follow a research plan with adult assistance.</p> <p>SLA.K.12C Gather information from a variety of sources with adult assistance.</p> <p>SLA.K.12D Demonstrate understanding of information gathered with adult assistance.</p> <p>SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 2	29 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. 5 - Nov. 12, 2021	
	Guided Reading Level: A-B DRA Level: A-3	

Cycle Overview

Cycle 2 Units:

Unit 3 October 5 – 22	Drama
Unit 4 October 25 – November 12	Poetry

Description of the Genres:

Dramatic text structure is unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will develop their reading comprehension skills by making predictions, creating mental images, and responding to questions related to the text. Students will describe the characters, plot, setting, and main events. Also, students will discuss topics, themes, and make connections and inferences. As students are exposed to diverse fiction texts, they will identify the author’s craft and techniques, which will be later applied through shared writing. Also, students will plan and develop drafts in oral, pictorial, or written forms by organizing their ideas. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 2:

Green	Foundational TEKS for STAAR
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Type of Assessment	Assessment Windows
English Language Development Assessment (ELD)	September 20 – October 15
Universal GT: CogAT/Iowa-Logramos (gr. K & 5) PAPER ONLY	November 1 - 13



Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses.</p> <p>SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.</p> <p>SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>SLA.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>SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p> <p>SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.</p> <p>SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p> <p>SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p> <p>SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words.</p> <p>SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables.</p> <p>SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</p> <p>SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</p> <p>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p> <p>SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>

Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Vocabulary SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words. SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings SLA.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 SLA.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 SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance. SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. SLA.K.5C Make and confirm predictions using text features and structures with adult assistance. SLA.K.5D Create mental images to deepen understanding with adult assistance. SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance. SLA.K.5F Make inferences and use evidence to support understanding with adult assistance. SLA.K.5G Evaluate details to determine what is most important with adult assistance. SLA.K.5H Synthesize information to create new understanding with adult assistance. SLA.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 SLA.K.6A Describe personal connections to a variety of sources. SLA.K.6B Provide an oral, pictorial, or written response to a text. SLA.K.6C Use text evidence to support an appropriate response. SLA.K.6D Retell texts in ways that maintain meaning. SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing. SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance. SLA.K.7B Identify and describe the main character(s). SLA.K.7C Describe the elements of plot development, including, the main events, the problem, and the resolution for texts read aloud with adult assistance. SLA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.K.8C Discuss main characters in drama. SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9A Discuss with adult assistance the author’s purpose for writing text. SLA.K.9D Discuss with adult assistance how the author uses words that help the reader visualize. SLA.K.9E Listen to and experience first- and third-person texts.</p>

Unit 3	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 6: Composition—Writing Process SLA.K.10A Plan by generating ideas for writing through class discussions and drawings. SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas. SLA.K.10C Revise drafts by adding details in pictures or words. SLA.K.10D.v Edit drafts with adult assistance using standard Spanish conventions, including prepositions. SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú. SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres SLA.K.11A Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research SLA.K.12A Generate questions for formal and informal inquiry with adult assistance. SLA.K.12B Develop and follow a research plan with adult assistance. SLA.K.12C Gather information from a variety of sources with adult assistance. SLA.K.12D Demonstrate understanding of information gathered with adult assistance. SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses. SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions. SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language. SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns. SLA.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 SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words. SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds. SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence. SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words. SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words. SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables. SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words. SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables. SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</p>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</p> <p>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p> <p>SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings</p> <p>SLA.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>SLA.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>SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.</p> <p>SLA.K.5D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.K.5F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.K.5G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.K.5H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>

Unit 4	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 3: Response Skills SLA.K.6A Describe personal connections to a variety of sources. SLA.K.6B Provide an oral, pictorial, or written response to a text. SLA.K.6C Use text evidence to support an appropriate response. SLA.K.6D Retell texts in ways that maintain meaning. SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing. SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance. SLA.K.7B Identify and describe the main character(s). SLA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.K.8B Discuss rhyme and rhythm in nursery rhymes and a variety of poems. SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9A Discuss with adult assistance the author’s purpose for writing text. SLA.K.9B Discuss with adult assistance how the use of text structure contributes to the author’s purpose. SLA.K.9D Discuss with adult assistance how the author uses words that help the reader visualize. SLA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process SLA.K.10A Plan by generating ideas for writing through class discussions and drawings. SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas. SLA.K.10C Revise drafts by adding details in pictures or words. SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú. SLA.K.10D.ix Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres SLA.K.11A Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research SLA.K.12A Generate questions for formal and informal inquiry with adult assistance. SLA.K.12B Develop and follow a research plan with adult assistance. SLA.K.12C Gather information from a variety of sources with adult assistance. SLA.K.12D Demonstrate understanding of information gathered with adult assistance. SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>



Cycle 3	30 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.
	Nov. 15, 2021 - Jan. 14, 2022	
	Guided Reading Level: A-B DRA Level: A-3	

Cycle Overview

Cycle 3 Units:

Unit 5 November 15 – December 17	Informational
Unit 6 January 3 - 14	Persuasive

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Persuasive texts are a type of informational text written to persuade or convince the reader of something. Within these texts the author will use their truth and emotions on a topic to change the readers opinion on a particular topic. These texts use everything from advertisements, debates, to persuasive essays.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and recognize the structure and characteristics of informational and persuasive texts such as a central idea, titles, steps in a sequence and simple graphics. As students are exposed to informational and persuasive texts, they will notice the author’s craft, which will be later be applied through interactive or independent writing. Also, students will respond to text by dictating or composing a brief composition based on topics of interest that include all conventions learned. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 3:

Green	Foundational TEKS for STAAR
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Type of Assessment	Assessment Windows
GT Enrolled/Non-Enrolled Special Requests: CogAT/Iowa-Logramos (gr. K-12) PAPER ONLY	November 29 – December 11
English Language Development Assessment (ELD) Progress Monitoring	November 29 – January 28
(MOY) Ren360 K Early Literacy (optional)	January 10 - February 11
(MOY) TX KEA	January 14 - February 11
(Fall) HISD District Pre-Approved Assessments (DPAs)/District Performance Assessment Tasks (DPATs)	December 6 – January 14



Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses.</p> <p>SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.</p> <p>SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>SLA.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>SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p> <p>SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.</p> <p>SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p> <p>SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p> <p>SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words.</p> <p>SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables.</p> <p>SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</p> <p>SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</p> <p>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p> <p>SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>

Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Vocabulary SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words. SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings SLA.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 SLA.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 SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance. SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. SLA.K.5C Make and confirm predictions using text features and structures with adult assistance. SLA.K.5D Create mental images to deepen understanding with adult assistance. SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance. SLA.K.5F Make inferences and use evidence to support understanding with adult assistance. SLA.K.5G Evaluate details to determine what is most important with adult assistance. SLA.K.5H Synthesize information to create new understanding with adult assistance. SLA.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 SLA.K.6A Describe personal connections to a variety of sources. SLA.K.6B Provide an oral, pictorial, or written response to a text. SLA.K.6C Use text evidence to support an appropriate response. SLA.K.6D Retell texts in ways that maintain meaning. SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing. SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres SLA.K.8D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. SLA.K.8D.ii Recognize characteristics and structures of informational text, including titles and simple graphics to gain information. SLA.K.8D.iii Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance. SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9A Discuss with adult assistance the author’s purpose for writing text. SLA.K.9B Discuss with adult assistance how the use of text structure contributes to the author’s purpose. SLA.K.9C Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes. SLA.K.9E Listen to and experience first- and third-person texts.</p>

Unit 5	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 6: Composition—Writing Process</p> <p>SLA.K.10A Plan by generating ideas for writing through class discussions and drawings.</p> <p>SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>SLA.K.10C Revise drafts by adding details in pictures or words.</p> <p>SLA.K.10D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences.</p> <p>SLA.K.10D.ii Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar.</p> <p>SLA.K.10D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles.</p> <p>SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.K.10D.v Edit drafts with adult assistance using standard Spanish conventions, including prepositions.</p> <p>SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name.</p> <p>SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences.</p> <p>SLA.K.10D.ix Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.K.11B Dictate or compose informational text.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.K.12A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.K.12B Develop and follow a research plan with adult assistance.</p> <p>SLA.K.12C Gather information from a variety of sources with adult assistance.</p> <p>SLA.K.12D Demonstrate understanding of information gathered with adult assistance.</p> <p>SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Persuasive	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses.</p> <p>SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.</p> <p>SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>SLA.K.1E Develop social communication such as introducing himself/herself, using common greetings and expressing needs and wants.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Kindergarten

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p> <p>SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.</p> <p>SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p> <p>SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p> <p>SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words.</p> <p>SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables.</p> <p>SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</p> <p>SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</p> <p>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p> <p>SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings</p> <p>SLA.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>SLA.K.4 Read grade level-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p>



Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.</p> <p>SLA.K.5D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.K.5F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.K.5G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.K.5H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.K.6A Describe personal connections to a variety of sources.</p> <p>SLA.K.6B Provide an oral, pictorial, or written response to a text.</p> <p>SLA.K.6C Use text evidence to support an appropriate response.</p> <p>SLA.K.6D Retell texts in ways that maintain meaning.</p> <p>SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.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>SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author's Purpose and Craft</p> <p>SLA.K.9A Discuss with adult assistance the author's purpose for writing text.</p> <p>SLA.K.9B Discuss with adult assistance how the use of text structure contributes to the author's purpose.</p> <p>SLA.K.9C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</p> <p>SLA.K.9D Discuss with adult assistance how the author uses words that help the reader visualize.</p> <p>SLA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.K.10A Plan by generating ideas for writing through class discussions and drawings.</p> <p>SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>SLA.K.10C Revise drafts by adding details in pictures or words.</p> <p>SLA.K.10D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences.</p> <p>SLA.K.10D.ii Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar.</p> <p>SLA.K.10D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles.</p> <p>SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.K.10D.v Edit drafts with adult assistance using standard Spanish conventions, including prepositions.</p>

Unit 6	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name.</p> <p>SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences.</p> <p>SLA.K.10D.ix Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres SLA.K.11B Dictate or compose informational text.</p> <p>Strand 7: Inquiry and Research SLA.K.12A Generate questions for formal and informal inquiry with adult assistance. SLA.K.12B Develop and follow a research plan with adult assistance. SLA.K.12C Gather information from a variety of sources with adult assistance. SLA.K.12D Demonstrate understanding of information gathered with adult assistance. SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Kindergarten

Cycle 4	27 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. 19 - Feb. 25, 2022	
	Guided Reading Level: A-C DRA Level: 1-4	

Cycle Overview

Cycle 4 Units:

Unit 7 January 19 – February 4	Contemporary Fiction (Realistic Fiction and Fantasy)
Unit 8 February 7 – 25	Traditional Tales (Folktales, Fairy Tales, Fables)

Description of the Genres:

Fiction texts are narratives that tell a story. Fictional text can be **realistic** which is believable in storyline but not in fact true. The events in a **Realistic fiction** text could happen and the characters and settings could exist. Fiction texts could also be fantasy with character, setting, and plot that could seem realistic but in an alternative world and not in the real world.

Contemporary fiction presents characters in a typically modern world setting and experiencing modern day problems. **Historical fiction** focuses on the way people live in the past and the problems encountered in a particular historic time period.

Traditional Literature are tales that have been handed down through many centuries. They originated in oral storytelling and were told to entertain and enlighten adults. These oral stories gave people a way to remember the past and taught cultural values.

Fantasy genre includes traditional literature and more modern types of fantasy. This could be animals and or science fiction. These imaginative stories have a wide range of complexity, from simple animal fantasy to long, complex narratives that take place in other worlds to texts that use scientific concepts. Authors of modern fantasy take events, places, and people that could not exist in the real world and make their existence believable.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will develop their reading comprehension skills by making predictions, creating mental images, and responding to questions related to the story. Students will describe the characters, plot, setting, and main events. Also, students will discuss topics, themes, and make connections and inferences. As students are exposed to diverse fiction books, they will identify the author's craft and techniques, which will be later applied through writing. Also, students will plan and develop drafts in oral, pictorial, or written forms by organizing their ideas. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 4:

Green	Foundational TEKS for STAAR
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Cycle 4	27 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. 19 - Feb. 25, 2022	
	Guided Reading Level: A-C DRA Level: 1-4	

Cycle Overview

Type of Assessment	Assessment Windows
GT Enrolled/Non-Enrolled Special Requests: CogAT/Iowa-Logramos (gr. K-12) PAPER ONLY	November 29 – December 11
English Language Development Assessment (ELD) Progress Monitoring	November 29 – January 28
(MOY) Ren360 K Early Literacy (optional)	January 14 - February 11
(MOY) TX KEA	January 14 - February 11
(Fall) HISD District Pre-Approved Assessments (DPAs)/District Performance Assessment Tasks (DPATs)	December 6 – January 14

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
Contemporary Fiction (Realistic Fiction and Fantasy)	<p>The student will:</p> <p>Strand 1: Foundational Language Skills—Oral Language SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses. SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions. SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language. SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns. SLA.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 SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words. SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds. SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence. SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words. SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words. SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables. SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words. SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables. SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word. SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent. SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV. SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/. SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p>



Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings</p> <p>SLA.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>SLA.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>SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.</p> <p>SLA.K.5D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.K.5F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.K.5G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.K.5H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.K.6A Describe personal connections to a variety of sources.</p> <p>SLA.K.6B Provide an oral, pictorial, or written response to a text.</p> <p>SLA.K.6C Use text evidence to support an appropriate response.</p> <p>SLA.K.6D Retell texts in ways that maintain meaning.</p> <p>SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p>

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 4: Multiple Genres—Literary Elements SLA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance. SLA.K.7B Identify and describe the main character(s). SLA.K.7C Describe the elements of plot development, including, the main events, the problem, and the resolution for texts read aloud with adult assistance. SLA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.K.8A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, and nursery rhymes. SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9A Discuss with adult assistance the author’s purpose for writing text. SLA.K.9D Discuss with adult assistance how the author uses words that help the reader visualize. SLA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process SLA.K.10A Plan by generating ideas for writing through class discussions and drawings. SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas. SLA.K.10C Revise drafts by adding details in pictures or words. SLA.K.10D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences. SLA.K.10D.ii Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar. SLA.K.10D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles. SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles. SLA.K.10D.v Edit drafts with adult assistance using standard Spanish conventions, including prepositions. SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú. SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name. SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences. SLA.K.10D.ix Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres SLA.K.11A Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research SLA.K.12A Generate questions for formal and informal inquiry with adult assistance. SLA.K.12B Develop and follow a research plan with adult assistance. SLA.K.12C Gather information from a variety of sources with adult assistance. SLA.K.12D Demonstrate understanding of information gathered with adult assistance.</p>

Unit 7	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
	The student will:
	SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
	The student will:
Traditional Tales (Folktales, Fairy Tales, Fables)	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses.</p> <p>SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.</p> <p>SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>SLA.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>SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p> <p>SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.</p> <p>SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p> <p>SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p> <p>SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words.</p> <p>SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables.</p> <p>SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</p> <p>SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</p> <p>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p> <p>SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings</p> <p>SLA.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>SLA.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>SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.</p> <p>SLA.K.5D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.K.5F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.K.5G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.K.5H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.K.6A Describe personal connections to a variety of sources.</p> <p>SLA.K.6B Provide an oral, pictorial, or written response to a text.</p> <p>SLA.K.6C Use text evidence to support an appropriate response.</p> <p>SLA.K.6D Retell texts in ways that maintain meaning.</p> <p>SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.</p> <p>SLA.K.7B Identify and describe the main character(s).</p> <p>SLA.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>SLA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.K.8A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, and nursery rhymes.</p> <p>SLA.K.8F Recognize characteristics of multimodal and digital texts.</p>

Unit 8	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 5: Author’s Purpose and Craft SLA.K.9A Discuss with adult assistance the author’s purpose for writing text. SLA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process SLA.K.10A Plan by generating ideas for writing through class discussions and drawings. SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas. SLA.K.10C Revise drafts by adding details in pictures or words. SLA.K.10D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences. SLA.K.10D.ii Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar. SLA.K.10D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles. SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles. SLA.K.10D.v Edit drafts with adult assistance using standard Spanish conventions, including prepositions. SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú. SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name. SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences. SLA.K.10D.ix Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules. SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres SLA.K.11A Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research SLA.K.12A Generate questions for formal and informal inquiry with adult assistance. SLA.K.12B Develop and follow a research plan with adult assistance. SLA.K.12C Gather information from a variety of sources with adult assistance. SLA.K.12D Demonstrate understanding of information gathered with adult assistance. SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Scope and Sequence

Reading Language Arts – Kindergarten

Cycle 5	33 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.
	Feb. 28 - Apr. 22, 2022	
	Guided Reading Level: A-C DRA Level: 1-4	

Cycle Overview

Cycle 5 Units:

Unit 9 February 28 – March 25	Drama
Unit 10 March 29 – April 22	Poetry

Description of the Genres:

Dramatic text structure is unlike other forms of fiction, is directly influenced by its purpose. A play is written to be performed rather than just read. A play will include references to characters, scenery, and action, as well as stage directions and usually consists of scripted (written) dialogue between characters. Plays can be realistic fiction, historical fiction, or fantasy and might also include elements of special types of fiction like mystery.

Poetry may be fiction or nonfiction. It includes traditional poems, as well as songs and chants. It can be serious or humorous. Poetry comes in well-defined, specific forms, including free verse, lyrical, narrative, limericks, etc. Poems have specific structural elements, rhythm, rhyme, and tonal quality. Poetry uses language to create imagery and feeling throughout the text.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will develop their reading comprehension skills by making predictions, creating mental images, and responding to questions related to the text. Students will describe the characters, plot, setting, and main events. Also, students will discuss topics, themes, and make connections and inferences. As students are exposed to diverse fiction texts, they will identify the author's craft and techniques, which will be later applied through shared writing. Also, students will plan and develop drafts in oral, pictorial, or written forms by organizing their ideas. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 5:

Green	Foundational TEKS for STAAR
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Type of Assessment	Assessment Windows
TELPAS	February 21 – April 1
Ren360 Dyslexia Screener	April 1 - 29



Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Drama	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses.</p> <p>SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.</p> <p>SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>SLA.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>SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p> <p>SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.</p> <p>SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p> <p>SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p> <p>SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words.</p> <p>SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables.</p> <p>SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</p> <p>SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</p> <p>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p> <p>SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>

Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Vocabulary SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words. SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings SLA.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 SLA.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 SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance. SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. SLA.K.5C Make and confirm predictions using text features and structures with adult assistance. SLA.K.5D Create mental images to deepen understanding with adult assistance. SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance. SLA.K.5F Make inferences and use evidence to support understanding with adult assistance. SLA.K.5G Evaluate details to determine what is most important with adult assistance. SLA.K.5H Synthesize information to create new understanding with adult assistance. SLA.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 SLA.K.6A Describe personal connections to a variety of sources. SLA.K.6B Provide an oral, pictorial, or written response to a text. SLA.K.6C Use text evidence to support an appropriate response. SLA.K.6D Retell texts in ways that maintain meaning. SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing. SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance. SLA.K.7B Identify and describe the main character(s). SLA.K.7C Describe the elements of plot development, including, the main events, the problem, and the resolution for texts read aloud with adult assistance. SLA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres SLA.K.8C Discuss main characters in drama. SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9A Discuss with adult assistance the author’s purpose for writing text. SLA.K.9D Discuss with adult assistance how the author uses words that help the reader visualize. SLA.K.9E Listen to and experience first- and third-person texts.</p>

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2021-2022 Scope and Sequence

Reading Language Arts – Kindergarten

Unit 9	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 6: Composition—Writing Process</p> <p>SLA.K.10A Plan by generating ideas for writing through class discussions and drawings.</p> <p>SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>SLA.K.10C Revise drafts by adding details in pictures or words.</p> <p>SLA.K.10D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences.</p> <p>SLA.K.10D.ii Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar.</p> <p>SLA.K.10D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles.</p> <p>SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.K.10D.v Edit drafts with adult assistance using standard Spanish conventions, including prepositions.</p> <p>SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name.</p> <p>SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences.</p> <p>SLA.K.10D.ix Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.K.11A Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.K.12A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.K.12B Develop and follow a research plan with adult assistance.</p> <p>SLA.K.12C Gather information from a variety of sources with adult assistance.</p> <p>SLA.K.12D Demonstrate understanding of information gathered with adult assistance.</p> <p>SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses.</p> <p>SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.</p> <p>SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>SLA.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>



Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p> <p>SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.</p> <p>SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p> <p>SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p> <p>SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words.</p> <p>SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables.</p> <p>SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</p> <p>SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</p> <p>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p> <p>SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings</p> <p>SLA.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>SLA.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>SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.</p>

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.</p> <p>SLA.K.5D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.K.5F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.K.5G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.K.5H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.K.6A Describe personal connections to a variety of sources.</p> <p>SLA.K.6B Provide an oral, pictorial, or written response to a text.</p> <p>SLA.K.6C Use text evidence to support an appropriate response.</p> <p>SLA.K.6D Retell texts in ways that maintain meaning.</p> <p>SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Literary Elements</p> <p>SLA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.</p> <p>SLA.K.7B Identify and describe the main character(s).</p> <p>SLA.K.7D Describe the setting.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.K.8B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.</p> <p>SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.K.9A Discuss with adult assistance the author’s purpose for writing text.</p> <p>SLA.K.9B Discuss with adult assistance how the use of text structure contributes to the author's purpose.</p> <p>SLA.K.9D Discuss with adult assistance how the author uses words that help the reader visualize.</p> <p>SLA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.K.10A Plan by generating ideas for writing through class discussions and drawings.</p> <p>SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>SLA.K.10C Revise drafts by adding details in pictures or words.</p> <p>SLA.K.10D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences.</p> <p>SLA.K.10D.ii Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar.</p> <p>SLA.K.10D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles.</p> <p>SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.K.10D.v Edit drafts with adult assistance using standard Spanish conventions, including prepositions.</p>

Unit 10	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name.</p> <p>SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences.</p> <p>SLA.K.10D.ix Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres SLA.K.11A Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research SLA.K.12A Generate questions for formal and informal inquiry with adult assistance. SLA.K.12B Develop and follow a research plan with adult assistance. SLA.K.12C Gather information from a variety of sources with adult assistance. SLA.K.12D Demonstrate understanding of information gathered with adult assistance. SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 6	31 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.
	Apr. 25 - June 7, 2022	
	Guided Reading Level: A-D DRA Level: 1-6	

Cycle Overview

Cycle 6 Units:

Unit 11 April 25 – May 13	Informational
Unit 12 May 16 – June 7	Persuasive

Description of the Genres:

Informational texts are organized logically to offer the reader information about a topic. They often explain, describe, and give examples. Informational texts can include factual texts, literary nonfiction, feature articles, reports, and essays. They use underlying structures like compare and contrast, problem and solution, cause and effect, or chronological order to convey a message or information.

Persuasive texts are a type of informational text written to persuade or convince the reader of something. Within these texts the author will use their truth and emotions on a topic to change the readers opinion on a particular topic. These texts use everything from advertisements, debates, to persuasive essays.

Digital texts are in an electronic form where readers can easily learn to bookmark, add notes, and comments to a text electronically. Digital texts offer great opportunities for readers, but genre is still at the heart of reading and writing.

Students will explore and recognize the structure and characteristics of informational and persuasive texts such as a central idea, titles, steps in a sequence and simple graphics. As students are exposed to informational and persuasive texts, they will notice the author’s craft, which will be later be applied through interactive or independent writing. Also, students will respond to text by dictating or composing a brief composition based on topics of interest that include all conventions learned. Foundational skills such as oral language, word study, and vocabulary are embedded in lessons and the Fluid Literacy Block.

Legend for Reading Language Arts TEKS Overview Cycle 6:

Green	Foundational TEKS for STAAR
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Type of Assessment	Assessment Windows
(EOY) TX-KEA	April 28 – June 1
(EOY) Ren360 K Early Literacy (optional)	April 28 – June 1
(EOY) Benchmark Running Records	May 2 - 27
HISD Pre-Approved Assessments	May 2 – 27



Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses.</p> <p>SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.</p> <p>SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>SLA.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>SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p> <p>SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.</p> <p>SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p> <p>SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p> <p>SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words.</p> <p>SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables.</p> <p>SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</p> <p>SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</p> <p>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p> <p>SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>

Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Vocabulary SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words. SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings SLA.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 SLA.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 SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance. SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. SLA.K.5C Make and confirm predictions using text features and structures with adult assistance. SLA.K.5D Create mental images to deepen understanding with adult assistance. SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance. SLA.K.5F Make inferences and use evidence to support understanding with adult assistance. SLA.K.5G Evaluate details to determine what is most important with adult assistance. SLA.K.5H Synthesize information to create new understanding with adult assistance. SLA.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 SLA.K.6A Describe personal connections to a variety of sources. SLA.K.6B Provide an oral, pictorial, or written response to a text. SLA.K.6C Use text evidence to support an appropriate response. SLA.K.6D Retell texts in ways that maintain meaning. SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing. SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres SLA.K.8D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance. SLA.K.8D.ii Recognize characteristics and structures of informational text, including titles and simple graphics to gain information. SLA.K.8D.iii Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance. SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9A Discuss with adult assistance the author’s purpose for writing text. SLA.K.9B Discuss with adult assistance how the use of text structure contributes to the author’s purpose. SLA.K.9C Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes. SLA.K.9E Listen to and experience first- and third-person texts.</p>

Unit 11	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 6: Composition—Writing Process</p> <p>SLA.K.10A Plan by generating ideas for writing through class discussions and drawings.</p> <p>SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>SLA.K.10C Revise drafts by adding details in pictures or words.</p> <p>SLA.K.10D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences.</p> <p>SLA.K.10D.ii Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar.</p> <p>SLA.K.10D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles.</p> <p>SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.K.10D.v Edit drafts with adult assistance using standard Spanish conventions, including prepositions.</p> <p>SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name.</p> <p>SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences.</p> <p>SLA.K.10D.ix Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.K.11B Dictate or compose informational text.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.K.12A Generate questions for formal and informal inquiry with adult assistance.</p> <p>SLA.K.12B Develop and follow a research plan with adult assistance.</p> <p>SLA.K.12C Gather information from a variety of sources with adult assistance.</p> <p>SLA.K.12D Demonstrate understanding of information gathered with adult assistance.</p> <p>SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Persuasive	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>SLA.K.1A Listen actively and ask question to understand information and answer questions using multi-word responses.</p> <p>SLA.K.1B Restate and follow oral directions that involve a short-related sequence of actions.</p> <p>SLA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>SLA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>SLA.K.1E Develop social communication such as introducing himself/herself, using common greetings and expressing needs and wants.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.</p> <p>SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.</p> <p>SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.</p> <p>SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.</p> <p>SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.</p> <p>SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</p> <p>SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words.</p> <p>SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables.</p> <p>SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</p> <p>SLA.K.2B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p>SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</p> <p>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p> <p>SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.</p> <p>SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.</p> <p>SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</p> <p>SLA.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>SLA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p>SLA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.</p> <p>SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.</p> <p>SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words.</p> <p>SLA.K.3B Use illustrations and texts to the students is able to read or hear to learn or clarify word meanings</p> <p>SLA.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>SLA.K.4 Read grade level-appropriate texts independently. Self-select text and interact independently with text for increasing periods of time.</p>

Unit 12	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	<p>Strand 2: Comprehension Skills</p> <p>SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.</p> <p>SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p>SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.</p> <p>SLA.K.5D Create mental images to deepen understanding with adult assistance.</p> <p>SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p>SLA.K.5F Make inferences and use evidence to support understanding with adult assistance.</p> <p>SLA.K.5G Evaluate details to determine what is most important with adult assistance.</p> <p>SLA.K.5H Synthesize information to create new understanding with adult assistance.</p> <p>SLA.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>SLA.K.6A Describe personal connections to a variety of sources.</p> <p>SLA.K.6B Provide an oral, pictorial, or written response to a text.</p> <p>SLA.K.6C Use text evidence to support an appropriate response.</p> <p>SLA.K.6D Retell texts in ways that maintain meaning.</p> <p>SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.K.6F Respond using newly acquired vocabulary as appropriate.</p> <p>Strand 4: Multiple Genres—Genres</p> <p>SLA.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>SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.K.9A Discuss with adult assistance the author’s purpose for writing text.</p> <p>SLA.K.9B Discuss with adult assistance how the use of text structure contributes to the author’s purpose.</p> <p>SLA.K.9C Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes.</p> <p>SLA.K.9D Discuss with adult assistance how the author uses words that help the reader visualize.</p> <p>SLA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process</p> <p>SLA.K.10A Plan by generating ideas for writing through class discussions and drawings.</p> <p>SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>SLA.K.10C Revise drafts by adding details in pictures or words.</p> <p>SLA.K.10D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences.</p> <p>SLA.K.10D.ii Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar.</p> <p>SLA.K.10D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles.</p> <p>SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles.</p> <p>SLA.K.10D.v Edit drafts with adult assistance using standard Spanish conventions, including prepositions.</p>



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	<p>SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú.</p> <p>SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name.</p> <p>SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences.</p> <p>SLA.K.10D.ix Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p>SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres SLA.K.11B Dictate or compose informational text.</p> <p>Strand 7: Inquiry and Research SLA.K.12A Generate questions for formal and informal inquiry with adult assistance. SLA.K.12B Develop and follow a research plan with adult assistance. SLA.K.12C Gather information from a variety of sources with adult assistance. SLA.K.12D Demonstrate understanding of information gathered with adult assistance. SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>