

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

Spanish Language Arts – Kindergarten

Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	

Unit 1: Realistic Fiction

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

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

Unit 1	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Realistic Fiction	<p>14 lessons</p> <p>Suggested Pacing: Aug. 26 – Sept. 13</p> <p>Part 1 Aug. 26-30</p> <p>Part 2 Sept. 3-6</p> <p>Part 3 Sept. 9-13</p> <p>Extend Assess Review Reteach Sep. 12-13</p> <p><i>Labor Day</i> Sept. 2</p> <p>Benchmark Running Records BOY Sept. 3-30</p> <p>Renaissance Learning 360 Screener BOY Sept. 3-20</p>	<p>Strand 1: Foundational Language Skills—Oral Language</p> <p>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.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.vi* Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</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.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>

GLOBAL GRADUATE



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

Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.		
		<p>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.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.3B Uses 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</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.5H* Synthesize information to create new understanding 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.6E* Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.K.6F Respond using newly acquire 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 5: Author’s Purpose and Craft</p> <p>SLA.K.9A* Discuss with adult assistance the author’s purpose for writing text.</p>

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	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
		<p>SLA.K.9D* Discuss with adult assistance how the author uses words that help the reader visualize.</p> <p>Strand 6: Composition—Writing Process</p> <p>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.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles.</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>Strand 6: Composition—Genres</p> <p>SLA.K.11A* Dictate or compose literary texts, including personal narratives.</p> <p>Ongoing TEKS</p>

Unit 2: Fantasy

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

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

<u>Unit 2</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fantasy	<p>15 lessons</p> <p>Suggested Pacing: Sept. 16 – Oct. 4</p> <p>Part 1 Sept. 16-20</p>	<p>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>



Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.		
	<p style="text-align: center;">Part 2 Sept. 23-27</p> <p style="text-align: center;">Part 3 Sept. 30 – Oct. 4</p> <p style="text-align: center;">Extend Assess Review Reteach Oct. 4</p> <p style="text-align: center;"><i>Early Dismissal</i> Sept. 27</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.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.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.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.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.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.3B Uses 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* Self-select text and interact independently with text for increasing periods of time.</p>

Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
		<p>Strand 2: Comprehension Skills</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 important with adult assistance.</p> <p>SLA.K.5H* Synthesize information to create new understanding with adult assistance.</p> <p>Strand 3: Response Skills</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 acquire 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 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’s 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>

Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
		<p>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.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>Ongoing TEKS</p>

[Unit 3: Poetry](#)

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

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

<u>Unit 3</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Poetry	<p style="text-align: center;">9 lessons</p> <p>Suggested Pacing: Oct. 7-18</p> <p style="text-align: center;"><u>Part 1</u> Oct. 7-11</p> <p style="text-align: center;"><u>Part 2</u> Oct. 14-18</p>	<p>Strand 1: Foundational Language Skills—Oral Language</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.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>



Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
	<p>Extend Assess Review Reteach Oct. 17-18</p> <p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p> <p><i>Early Dismissal</i> Oct. 18</p>	<p>SLA.K.2A.vi* Demonstrate phonological awareness by segmenting multisyllabic words into syllables.</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.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.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.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.3B Uses 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* Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills</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 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.6C Use text-evidence to support an appropriate response.</p> <p>SLA.K.6D* Retell texts in ways that maintain meaning.</p>

Cycle 1	38 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
	Guided Reading Level and DRA Levels: Kindergarten levels will not be available until Cycle 2.	
		<p>SLA.K.6E* Interact with sources in meaningful ways such as illustrating or writing.</p> <p>SLA.K.6F Respond using newly acquire vocabulary as appropriate.</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>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>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.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.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 and understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: A–C DRA Level: 1–4	

[Unit 4: Multimodal-Digital Literary \(Types of Media\)](#)

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

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

<u>Unit 4</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Multimodal	<p>10 lessons</p> <p>Suggested Pacing: Oct. 21 – Nov. 1</p> <p>Part 1 Oct. 21-25</p> <p>Part 2 Oct. 28 – Nov. 1</p> <p>Extend Assess Review Reteach Oct. 31 – Nov. 1</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.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.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.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>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3B Uses 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>



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: A–C DRA Level: 1–4	
		<p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.K.4* Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills SLA.K.5D Create mental images to deepen understanding with adult assistance. SLA.K.5G* Evaluate details to determine what is important 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.6C Use text-evidence to support an appropriate response. SLA.K.6D* Retell texts in ways that maintain meaning.</p> <p>Strand 4: Multiple Genres—Genres SLA.K.8F Recognize characteristics of multimodal and digital texts.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9B Discuss with adult assistance how the use of text structure contributes to the author’s purpose.</p> <p>Strand 6: Composition—Writing Process SLA.K.10D.i* Edit drafts with adult assistance using standard Spanish conventions, including complete sentences. SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles. SLA.K.10D.vii* Capitalization of the first letter in a sentence and name. SLA.K.10D.viii* Punctuation marks at the end of declarative sentences. SLA.K.10E Share writing.</p> <p>Strand 6: Composition—Genres SLA.K.11B* Dictate or compose informational texts.</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 and 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> <p>Ongoing TEKS</p>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: A–C DRA Level: 1–4	

[Unit 5: Informational Text](#)

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

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

<u>Unit 5</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Informational Text	<p>15 lessons</p> <p>Suggested Pacing: Nov. 4-22</p> <p>Part 1 Nov. 4-8</p> <p>Part 2 Nov. 11-15</p> <p>Part 3 Nov. 18-22</p> <p>Extend Assess Review Reteach Nov. 22</p> <p><i>Early Dismissal</i> Nov. 8</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</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.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.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.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>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3B Uses 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>



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: A–C DRA Level: 1–4	
		<p>Strand 1: Foundational Language Skills—Self-Sustained Reading SLA.K.4* Self-select text and interact independently with text for increasing periods of time.</p> <p>Strand 2: Comprehension Skills SLA.K.5D Create mental images to deepen understanding with adult assistance. SLA.K.5G* Evaluate details to determine what is important 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 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.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9C Discuss with adult assistance the author’s use of print and graphic features to achieve specific purpose. SLA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles.</p> <p>Strand 6: Composition—Genres SLA.K.11B* Dictate or compose informational texts.</p> <p>Strand 7: Inquiry and Research SLA.K.12C Gather information from a variety of sources with adult assistance. SLA.K.12D* Demonstrate and understanding of information gathered with adult assistance. SLA.K.12E Use and appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> <p>Ongoing TEKS</p>

Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: A–C DRA Level: 1–4	

[Unit 6: Persuasive Text](#)

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

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

<u>Unit 6</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Persuasive Text	<p style="text-align: center;">14 lessons</p> <p style="text-align: center;">Suggested Pacing: Dec. 2-19</p> <p style="text-align: center;">Part 1 Dec. 2-6</p> <p style="text-align: center;">Part 2 Dec. 9-13</p> <p style="text-align: center;">Part 3 Dec. 16-19</p> <p style="text-align: center;">Extend Assess Review Reteach Dec. 19</p> <p style="text-align: center;">Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p style="text-align: center;"><i>Teacher Preparation Day</i> Dec. 20</p> <p style="text-align: center;"><i>Winter Break</i> Dec. 23 – Jan. 3</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.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.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>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3B Uses 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* Self-select text and interact independently with text for increasing periods of time.</p>



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
	Guided Reading Level: A–C DRA Level: 1–4	
		<p>Strand 2: Comprehension Skills SLA.K.5D Create mental images to deepen understanding with adult assistance.</p> <p>Strand 4: Multiple Genres—Literary Elements SLA.K.7A Discuss topics to determine the basic there using text evidence with adult assistance.</p> <p>Strand 4: Multiple Genres—Genres 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>Strand 5: Author’s Purpose and Craft SLA.K.9C Discuss with adult assistance the author use of print and graphic features to achieve specific purpose. SLA.K.9E Listen to and experience first- and third-person texts.</p> <p>Strand 6: Composition—Writing Process 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.</p> <p>Strand 6: Composition—Genres SLA.K.11B* Dictate or compose informational text.</p> <p>Strand 7: Inquiry and Research SLA.K.12D* Demonstrate an understanding of information gathered with adult assistance. SLA.K.12E Use and appropriate mode of delivery, whether written, oral or multimodal, to present results.</p> <p>Ongoing TEKS</p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: A–D DRA Level: 1–6	

Unit 7: Traditional Tales (Fairy-tales)

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

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

Unit 7	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fairy-tales Suggested Pacing: Jan. 6-24 <u>Part 1</u> Jan. 6-10 <u>Part 2</u> Jan. 13-17 <u>Part 3</u> Jan. 21-24 Extend Assess Review Reteach Jan. 23-24 Renaissance Learning 360 Screener MOY Jan. 6-24 <i>Early Dismissal</i> Jan. 17 <i>MLK Jr. Day</i> Jan. 20	14 lessons Suggested Pacing: Jan. 6-24 <u>Part 1</u> Jan. 6-10 <u>Part 2</u> Jan. 13-17 <u>Part 3</u> Jan. 21-24 Extend Assess Review Reteach Jan. 23-24 Renaissance Learning 360 Screener MOY Jan. 6-24 <i>Early Dismissal</i> Jan. 17 <i>MLK Jr. Day</i> Jan. 20	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.vi* Demonstrate phonological awareness by segmenting multisyllabic words into 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. Strand 1: Foundational Language Skills—Vocabulary SLA.K.3B Use illustrations and texts the student 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. Strand 2: Comprehension Skills SLA.K.5D Create mental images to deepen understanding with adult assistance.



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Guided Reading Level: A–D DRA Level: 1–6		
		<p>Strand 3: Response Skills SLA.K.6A Describe personal connections to a variety of sources.</p> <p>Strand 4: Multiple Genres—Literary Elements 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 of 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.</p> <p>Strand 6: Composition—Writing Process 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.</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.12D* Demonstrate an understanding of information gathered with adult assistance. SLA.K.12E Use and appropriate mode of delivery, whether written, oral or multimodal, to present results.</p> <p>Ongoing TEKS</p>
Unit 8: Traditional Tales (Fables and Folktales)		
<p>Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of Book, Head, Heart (Beers and Probst) to explore characteristics of fables and folktales, describe the characters, plot, setting, and magic moments. They will also learn about the structures and characteristics of the genre by describing the characters, plot, and setting through the strategy Must Have, Might Have, and Won’t Have (Katie Wood Ray). Students will explore. Also, students will apply their understanding of first- and third-person and determine the most important details that will help the reader identify the moral of the story. As students are exposed to various fables and folktales, they will Notice and Name (Wood Ray) the author’s craft, which will be later be applied through interactive and independent writing. Students will respond to various fables and folktales by writing either a brief response or personal narrative based on their topic of interest. Students are expected to apply their understanding of grammar conventions, orthographic spelling, capitalization, and punctuation as they follow the writing process. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p> <p>Essential Question: How can a point of view impact the way a story is told from generation to generation?</p>		

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: A–D DRA Level: 1–6	
<u>Unit 8</u>	Suggested Pacing	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Fables and Folktales	<p style="text-align: center;">20 lessons</p> <p>Suggested Pacing: Jan. 27 – Feb. 21</p> <p style="text-align: center;"><u>Part 1</u> Jan. 27-31</p> <p style="text-align: center;"><u>Part 2</u> Feb. 3-7</p> <p style="text-align: center;"><u>Part 3</u> Feb. 10-14</p> <p style="text-align: center;"><u>Part 4</u> Feb. 17-21</p> <p style="text-align: center;">Extend Assess Review Reteach Feb. 20-21</p> <p style="text-align: center;"><i>Early Dismissal</i> <i>Feb. 14</i></p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</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>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 Uses 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 3: Response Skills</p> <p>SLA.K.6A Describe personal connections to a variety of sources.</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>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: A–D DRA Level: 1–6	
		<p>Strand 6: Composition—Writing Process 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>Strand 6: Composition—Genres SLA.K.11A* Dictate or compose literary texts, including personal narratives.</p> <p>Strand 7: Inquiry and Research SLA.K.12D* Demonstrate an understanding of information gathered with adult assistance. SLA.K.12E Use and appropriate mode of delivery, whether written, oral or multimodal, to present results.</p> <p>Ongoing TEKS</p>

Unit 9: Dramas/Plays

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

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

Unit 9	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Dramas	15 lessons Suggested Pacing: Feb. 24 – Mar. 13 Part 1 Feb. 24-28 Part 2 Mar. 2-6 Part 3 Mar. 9-13	<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.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.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.iv* Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p>



Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
	Guided Reading Level: A–D DRA Level: 1–6	
	<p style="text-align: center;">Extend Assess Review Reteach Mar. 12-13</p> <p style="text-align: center;"><i>Spring Break</i> Mar. 16-20</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>Strand 1: Foundational Language Skills—Vocabulary</p> <p>SLA.K.3B Uses 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 4: Multiple Genres—Genres</p> <p>SLA.K.8C Discuss main characters in drama.</p> <p>Strand 6: Composition—Writing Process</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.ix* Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade- appropriate orthographic patterns and rules.</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.12D* Demonstrate an understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: A–E DRA Level: 1–8	

Unit 10: Integrated Genres—Investigating the Natural World

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

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

<u>Unit 10</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Integrated Genres: Fiction/Informational	<p style="text-align: center;">18 lessons</p> <p>Suggested Pacing: Mar. 23 – Apr. 17</p> <p style="text-align: center;">Part 1 Mar. 23-27</p> <p style="text-align: center;">Part 2 Mar. 31 – Apr. 3</p> <p style="text-align: center;">Part 3 Apr. 6-9</p> <p style="text-align: center;">Part 4 Apr. 13-17</p> <p style="text-align: center;">Extend Assess Review Reteach Apr. 16-17</p> <p style="text-align: center;"><i>Chávez/Huerta Day</i> Mar. 30</p> <p style="text-align: center;"><i>Spring Holiday</i> Apr. 10</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</p> <p>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.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>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 Uses 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 3: Response Skills</p> <p>SLA.K.6A Describe personal connections to a variety of sources.</p> <p>Strand 4: Multiple Genres—Literary Elements</p>



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: A–E DRA Level: 1–8	
		<p>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 of 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.8D.i* Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>SLA.K.8D.ii Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.</p> <p>SLA.K.8D.iii Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>SLA.K.9C Discuss with adult assistance the author use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Genres</p> <p>SLA.K.11A* Dictate or compose literary texts, including personal narratives.</p> <p>SLA.K.11B* Dictate or compose informational texts.</p> <p>Strand 7: Inquiry and Research</p> <p>SLA.K.12D* Demonstrate an 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> <p>Ongoing TEKS</p>
<u>Unit 11: Integrated Genres—Observable Patterns in Nature</u>		
<p>Unit Overview: In this unit, students will develop their reading comprehension skills through the strategy of Book, Head, Heart (Beers and Probst) to apply their understanding of multiple genres based on the different patterns that occur in nature. Must Have, Might Have, and Won’t Have (Katie Wood Ray) will be used to explore the characteristics and elements of different genres, and will make connections and inferences related to the theme or the central idea. As students are exposed to the integrated genres they will Notice and Name (Wood Ray) the author’s craft, which will be later be applied through independent writing. Also, students will respond to the various literary or informational texts by writing either a brief response, personal narrative, or informational composition based on their topic of interest. Students are expected to apply their understanding of grammar conventions, orthographic spelling, capitalization, and punctuation as they follow the writing process. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p> <p>Essential Question: How can fiction and nonfiction texts help us observe the different types of patterns in nature?</p>		

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: A–E DRA Level: 1–8	
<u>Unit 11</u>	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Integrated Genres: Fiction/Informational	<p style="text-align: center;">15 lessons</p> <p>Suggested Pacing: Apr. 20 – May 8</p> <p style="text-align: center;">Part 1 Apr. 20-24</p> <p style="text-align: center;">Part 2 Apr. 27 – May 1</p> <p style="text-align: center;">Part 3 May 4-8</p> <p style="text-align: center;">Extend Assess Review Reteach May 7-8</p> <p style="text-align: center;">Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p> <p style="text-align: center;">District Pre-Approved Assessment Suggested Window: May 11-29</p> <p style="text-align: center;">See Blueprint for TEKS Details</p>	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing</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.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.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>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 Uses 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 3: Response Skills</p> <p>SLA.K.6A Describe personal connections to a variety of sources.</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 of 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.8D.i* Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</p> <p>SLA.K.8D.ii Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.</p> <p>SLA.K.8D.iii Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.</p>



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: A–E DRA Level: 1–8	
		<p>Strand 5: Author’s Purpose and Craft SLA.K.9C Discuss with adult assistance the author use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Genres SLA.K.11A* Dictate or compose literary texts, including personal narratives. SLA.K.11B* Dictate or compose informational texts.</p> <p>Strand 7: Inquiry and Research SLA.K.12D* Demonstrate an understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>
Unit 12: Integrated Genres—Investigating My World		
<p>Unit Overview: In this unit, students will develop their reading Strand 2: Comprehension Skills through the strategy of Book, Head, Heart (Beers and Probst) to apply their understanding of multiple genres based on the theme of investigating the world around them. Must Have, Might Have, and Won’t Have (Katie Wood Ray) will be used to explore the characteristics and elements of different genres, and will make connections and inferences related the theme or the central idea. As students are exposed to the integrated genres they will Notice and Name (Wood Ray) the author’s craft, which will be later be applied through independent writing. Also, students will respond to the various literary or informational texts by writing either a brief response, personal narrative, or informational composition based on a topic of interest. Students are expected to apply their understanding of grammar conventions, orthographic spelling, capitalization, and punctuation as they follow the writing process. Foundational skills such as oral language, word study, and vocabulary are embedded in mini-lessons and the Fluid Literacy Block.</p> <p>Essential Question: How can nonfiction texts help us to investigate our world?</p>		
Unit 12	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Integrated Genres: Fiction/Informational	14 lessons	<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing 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.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.</p> <p>Strand 1: Foundational Language Skills—Vocabulary SLA.K.3B Uses 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>
	Suggested Pacing: May 11-29	
	Part 1 May 11-15	
	Part 2 May 18-22	
	Part 3 May 26-29	

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
	Guided Reading Level: A–E DRA Level: 1–8	
	<p>Extend Assess Review Reteach May 29</p> <p>Benchmark Running Records EOY May 1-29</p> <p><i>Memorial Day</i> May 25</p>	<p>Strand 3: Response Skills SLA.K.6A Describe personal connections to a variety of sources.</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 of texts read aloud with adult assistance. SLA.K.7D Describe the setting.</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.</p> <p>Strand 5: Author’s Purpose and Craft SLA.K.9C Discuss with adult assistance the author use of print and graphic features to achieve specific purposes.</p> <p>Strand 6: Composition—Genres SLA.K.11A* Dictate or compose literary texts, including personal narratives. SLA.K.11B* Dictate or compose informational texts.</p> <p>Strand 7: Inquiry and Research SLA.K.12D* Demonstrate an understanding of information gathered with adult assistance.</p> <p>Ongoing TEKS</p>

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

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

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

Strand 1: Foundational Language Skills—Oral Language

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.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.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.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.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.2E* Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Strand 1: Foundational Language Skills—Vocabulary

SLA.K.3B Uses 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.

Strand 1: Foundational Language Skills—Self-Sustained Reading

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

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 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.

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

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

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

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

SLA.K.5G Evaluate details to determine what is 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.

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.6D* Retell texts in ways that maintain meaning.

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

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

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.

Strand 5: Author's Purpose and Craft

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

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

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

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.

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.

Strand 6: Composition—Genres

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

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

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 an understanding of information gathered with adult assistance.

[Ongoing TEKS](#)

