

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

Unit 1: Welcome to School

Unit Overview: This unit will establish the routines and practices that will help students develop their listening, speaking, reading, and writing skills. The [First 25 Days Launch](#) will be used during the Spanish Language Arts class to set the foundation for guided reading routines and practices. Apply these guided reading routines in the ESL/ELD Block. Scholars will read and listen to various texts that support establishing routines, rules, and procedures in school; creating a respectful environment where students share their thoughts and feelings, make friends; and feel safe as they become independent learners. Scholars are expected to identify the words in a sentence, identify and produce rhyming words, and identify and match the sounds that letters represent. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will respond to text describing personal connections, providing an oral, pictorial, or written response, and they will use textual evidence to support their responses. Scholars will dictate or compose informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns and complete sentences.

Unit 1	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Rules, Routines, Procedures, and Safety	<p><u>2 Weeks</u> Aug. 26 – Sept. 6</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Labor Day Sept. 2</p> <p>Benchmark Running Records BOY Sept. 3-30</p> <p>Renaissance Learning 360 Screener BOY Sept. 3-20</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Print Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 4.B Recognize directionality of English reading such as left to right and top to bottom. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease. ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.



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		<p> ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. </p> <p> ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. </p> <p> Strand 1: Foundational Language Skills—Vocabulary </p> <p> ◆ ELPS 2.C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions. </p> <p> ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. </p> <p> Strand 1: Foundational Language Skills—Self-Sustained Reading </p> <p> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. </p> <p> Strand 2: Comprehension Skills </p> <p> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. </p> <p> ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. </p> <p> ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. </p> <p> Strand 4: Multiple Genres—Literary Elements and Genres </p> <p> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. </p> <p> Strand 5: Author’s Purpose and Craft </p> <p> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. </p> <p> Strand 3: Response Skills </p> <p> ◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. </p> <p> ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to </p>

HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2019-2020 Scope and Sequence

English as a Second Language – Kindergarten

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	Aug. 26 – Oct. 18, 2019	
		<p>questions, and taking notes commensurate with content area and grade level needs.</p> <ul style="list-style-type: none"> ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Unit 2: All About Me		
<p>Unit Overview: Continue applying the guided reading routines that are being introduced during the Spanish Language Arts class with the First 25 Days Launch in the ESL/ELD Block. In this unit, scholars will read and listen to a variety of texts about the things that make them special, their families, the parts of their body, their senses, and how to take care of our body. Students will also discuss the importance of being able to make choices and the consequences choices have. Scholars are expected to identify the words in a sentence, identify and produce rhyming words, and recognize alliterations. Students will identify and match the sounds that letters represent, use letter-sound relationships to decode and spell, and identify, read, and spell high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discuss rhyme and rhythm in nursery rhymes and poems and discuss how the author uses words that help the reader visualize. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as verbs, nouns, and complete sentences.</p>		
Unit 2	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
What Makes Me Special	3 Weeks Sept. 9-27	<i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i>
My Family and I	*Check for Understanding (Available in the unit folder on the HUB)	Strand 1: Foundational Language Skills—Oral Language
Taking Care of my Body	<i>Early Dismissal</i> Sept. 27	<ul style="list-style-type: none"> ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.



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		<p> ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. </p> <p> ◆ ELPS 3.E Share information in cooperative learning interactions. </p> <p> Strand 1: Foundational Language Skills—Beginning Reading and Writing (Print Awareness) </p> <p> ◆ ELPS 4.B Recognize directionality of English reading such as left to right and top to bottom. </p> <p> Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness) </p> <p> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease. </p> <p> ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. </p> <p> Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge) </p> <p> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. </p> <p> ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. </p> <p> ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. </p> <p> Strand 1: Foundational Language Skills—Vocabulary </p> <p> ◆ ELPS 1.F Use accessible language and learn new and essential language in the process. </p> <p> ◆ ELPS 1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. </p> <p> ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. </p> <p> Strand 1: Foundational Language Skills—Self-Sustained Reading </p> <p> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. </p>

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		<p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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Unit 3: Our Community

Unit Overview: In this unit, scholars will read and listen to a variety of texts about different kinds of communities, places around their community, and things they can do around the community. Scholars are expected to identify and produce rhyming words and blend onsets and rimes to form words. Students will identify and match the sounds that letters represent, use letter-sound relationships to decode and spell, and identify, read, and spell high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will discuss topics and determine the theme using text evidence, describe the elements of the plot (the main events, problem-resolution), identify and describe the main characters, and describe the setting. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as verbs and complete sentences.

Unit 3	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Our Community Community Places	<p>3 Weeks Sept. 30 – Oct. 18</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Fall Holiday Oct. 9 (students only)</p> <p>Renaissance Learning 360 Progress Monitoring Oct. 14 – Nov. 1</p> <p>Early Dismissal Oct. 18</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease. ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.



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		<p> ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. </p> <p> ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. </p> <p> Strand 1: Foundational Language Skills—Vocabulary </p> <p> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. </p> <p> ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. </p> <p> ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. </p> <p> Strand 1: Foundational Language Skills—Self-Sustained Reading </p> <p> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. </p> <p> Strand 2: Comprehension Skills </p> <p> ◆ ELPS 1.A Use prior knowledge and experiences to understand meanings in English. </p> <p> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. </p> <p> ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. </p> <p> ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. </p> <p> Strand 4: Multiple Genres—Literary Elements and Genres </p> <p> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. </p>

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		<p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. ◆ ELPS 3.G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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<u>Unit 4: On the Farm</u>		
<p>Unit Overview: In this unit, scholars will read and listen to a variety of texts about the life on a farm, the characteristics of farm animals, and animal parts. Scholars are expected to identify and produce rhyming words and blend onsets and rimes to form words. Students will identify and match the sounds that letters represent, use letter-sound relationships to decode and spell, and identify, read, and spell high-frequency words. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discover distinguishing characteristics of children’s literature (folktales, fables, fairy-tales, nursery rhymes), determine the theme using text evidence, describe the elements of the plot (the main events, problem-resolution), identify and describe the main characters, and describe the setting. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as adjectives (including articles) and complete sentences.</p>		
<u>Unit 4</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Animal Characteristics Animal Parts	<p>3 Weeks Oct. 21 – Nov. 8</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Early Dismissal Nov. 8</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease. ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as

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		<p>recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</p> <ul style="list-style-type: none"> ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 3.H Narrate, describe, and explain with increasing specificity and detail as more English is acquired. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to

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		<p>questions, and taking notes commensurate with content area and grade level needs.</p> <ul style="list-style-type: none"> ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
<u>Unit 5: Weather and Seasons</u>		
<p>Unit Overview: In this unit, scholars will read and listen to a variety of fictional and nonfictional texts to explore the different types of weather and the changes throughout the seasons. Scholars are expected to segment words into phonemes and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will recognize characteristics and structures of informational text (e.g., the central idea and supporting evidence, titles and graphics, the steps in a sequence) and persuasive text (state what the author is trying to persuade the reader to think or do), and multimodal or digital text. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as adjectives (including articles) and complete sentences.</p>		
<u>Unit 5</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Weather Seasons	<p>2 Weeks Nov. 11-22</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Thanksgiving Holiday Nov. 25-29</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts,

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

Cycle 2	39 Days Oct. 21 – Dec. 19, 2019	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
		<p> ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. </p> <p> ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. </p> <p> Strand 4: Multiple Genres—Literary Elements and Genres </p> <p> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. </p> <p> Strand 5: Author’s Purpose and Craft </p> <p> ◆ ELPS 2.F Listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment. </p> <p> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. </p> <p> Strand 3: Response Skills </p> <p> ◆ ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. </p> <p> ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. </p> <p> ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. </p> <p> Strand 6: Composition—Writing Process and Genres </p> <p> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. </p> <p> ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. </p> <p> ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. </p> <p> ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. </p>

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

Unit 6: Traveling the Globe

Unit Overview: In this unit, scholars will read and listen to a variety of fictional and nonfictional texts to learn about maps and transportation. Students will become world travelers and explore different cultures and traditions. In this unit, scholars will listen to a variety of fictional and nonfictional texts to explore the different types of weather and the changes throughout the seasons. Scholars are expected to identify syllables in words, segment words into phonemes, and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will discuss rhyme and rhythm in nursery rhymes and poems, discuss topics using text evidence, recognize characteristics and structures of informational text (e.g., the central idea and supporting evidence, titles and graphics, the steps in a sequence). Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as prepositions and complete sentences.

<u>Unit 6</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
<p>Traveling the World (Globes, Maps and Transportation)</p> <p>Cultures and Traditions</p>	<p>3 Weeks Dec. 2-19</p> <p style="color: green;">*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations. ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease. ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.



Cycle 2	39 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019	
		<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

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	Oct. 21 – Dec. 19, 2019	
		<p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. ◆ ELPS 3.G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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

Unit 7: Geo Detectives

Unit Overview: In this unit, scholars will read and listen to a variety of texts to learn about our planet Earth (its continents, oceans, and land formations) and reflect on how to conserve our planet for the future. Scholars are expected to identify syllables in words, recognize alliterations, and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning and use resources (e.g., picture dictionary printed or digital) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will determine the theme using text evidence, recognize characteristics and structures of informational text (e.g., the central idea and supporting evidence, titles and graphics, the steps in a sequence), and multimodal text. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, pronouns (subjective, objective, and possessive) and complete sentences.

<u>Unit 7</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
<p>Geo Detectives (Continents, Oceans, Landforms)</p> <p>Water Everywhere (Water Sources)</p> <p>Taking Care of the Earth (Conservation)</p>	<p style="text-align: center;">3 Weeks Jan. 6-24</p> <p style="color: #0070C0; font-size: small;">*Check for Understanding (Available in the unit folder on the HUB)</p> <p style="text-align: center;">Renaissance Learning 360 Screener MOY Jan. 6-24</p> <p style="text-align: center;">Early Dismissal Jan. 17</p> <p style="text-align: center;">MLK Jr. Day Jan. 20</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease. ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.



Cycle 3	49 Days Jan. 6 – Mar. 13, 2020	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
		<p> ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. </p> <p> ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. </p> <p> Strand 1: Foundational Language Skills—Vocabulary </p> <p> ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. </p> <p> ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. </p> <p> Strand 1: Foundational Language Skills—Self-Sustained Reading </p> <p> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. </p> <p> Strand 2: Comprehension Skills </p> <p> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. </p> <p> ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. </p> <p> ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. </p> <p> Strand 4: Multiple Genres—Literary Elements and Genres </p> <p> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. </p> <p> Strand 5: Author’s Purpose and Craft </p> <p> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. </p>

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
		<p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 3.H Narrate, describe, and explain with increasing specificity and detail as more English is acquired. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Unit 8: I Am a Resource in My Community		
<p>Unit Overview: In this unit, scholars will read and listen to a variety of texts to learn about the people in our community and the work they do to make it a better place to live and enjoy. Scholars are expected to recognize alliterations and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning and use resources (e.g., picture dictionary printed or digital) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discuss how the author uses words that help the reader visualize, identify, and describe the main characters, discuss the topics using text evidence, recognize characteristics and structures of informational text (e.g., the central idea and supporting evidence, titles and graphics, the steps in a sequence), and multimodal and digital text. Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using textual evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as verbs, prepositions, and complete sentences.</p>		

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
Unit 8	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
<p>People Who Help and Serve</p> <p>People Who are Creative</p> <p>People Who Educate, Invent, and Explore</p> <p>People Who are Entrepreneurs</p> <p>When I Grow Up</p>	<p>5 Weeks Jan. 27 – Feb. 28</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Early Dismissal Feb. 14</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease. ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.

Cycle 3	49 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2020	
		<p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. ◆ ELPS 3.G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.

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	
		<ul style="list-style-type: none"> ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Unit 9: Texas My Home		
<p>Unit Overview: In this unit, scholars will read and listen to a variety of texts to learn about our state of Texas: its places, symbols, and relevant people and events in our history. Scholars are expected to identify and produce rhyming words, segment words into phonemes, and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning and use resources (e.g., picture dictionary printed or digital) to find words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discover distinguishing characteristics of children’s literature (folktales, fables, fairy-tales, nursery rhymes), describe the elements of plot development (e.g., the main events, problem-resolution, recognize characteristics and structures of informational text (e.g., the central idea and supporting evidence, titles and graphics). Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, adjectives (including articles), and complete sentences.</p>		
Unit 9	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
<p>Famous Places and Symbols of Texas</p> <p>Famous People and Events in Texas History</p>	<p>2 Weeks Mar. 2-13</p> <p style="color: green;">*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Spring Break Mar. 16-20</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations. ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease.

Cycle 3	49 Days Jan. 6 – Mar. 13, 2020	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
		<p>◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.</p> <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <p>◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible.</p> <p>◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words.</p> <p>◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</p> <p>Strand 1: Foundational Language Skills—Vocabulary</p> <p>◆ ELPS 1.F Use accessible language and learn new and essential language in the process.</p> <p>◆ ELPS 1.E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.</p> <p>◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods.</p> <p>Strand 2: Comprehension Skills</p> <p>◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.</p> <p>◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</p> <p>◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</p> <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <p>◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of</p>

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	Jan. 6 – Mar. 13, 2020	
		<p>supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</p> <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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

Unit 10: Green Thumbs—Growing a Garden

Unit Overview: In this unit, scholars will read and listen to a variety of texts to learn about plants: the parts of a plant, its life cycle, types of plants, and plant needs. Scholars are expected to identify and produce rhyming words, segment words into phonemes, and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will discover distinguishing characteristics of children’s literature (folktales, fables, fairy-tales, nursery rhymes), discuss rhyme and rhythm in nursery rhymes and poems, discuss how the author uses words that help the reader visualize, discuss the topics using text evidence, recognize characteristics and structures of informational text (e.g., the steps in a sequence, titles and graphics). Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary and informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as verbs, prepositions, and complete sentences.

<u>Unit 10</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
<p>Exploring Plants</p> <p>Plant Needs...</p> <p>Characteristics of Plants</p>	<p style="text-align: center;">3 Weeks Mar. 23 – Apr. 9</p> <p style="text-align: center; color: #0070C0;">*Check for Understanding <i>(Available in the unit folder on the HUB)</i></p> <p style="text-align: center;">Chávez/Huerta Day Mar. 30</p> <p style="text-align: center;">Spring Holiday Apr. 10</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known). ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease. ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters.



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
		<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.

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	Mar. 23 – May 29, 2020	
		<p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources. ◆ ELPS 2.G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. ◆ ELPS 3.G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Unit 11: All About Animals

Unit Overview: In this unit, scholars will read and listen to a variety of texts to learn about animal families: their habitat, needs, and diet. Scholars are expected to segment words into phonemes and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will discuss the topics and determine the theme using text evidence, describe the elements of the plot (the main events, problem-resolution), identify and describe the main characters, and describe the setting., discuss how the author uses words that help the reader visualize, recognize characteristics and structures of informational text (e.g., central idea and supporting evidence, titles and graphics). Students will respond to text describing personal connections, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary (stories and poems) and informational texts using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, adjectives (including articles), and prepositions.



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	
<u>Unit 11</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Animal Differences Mammals Birds and Insects Reptiles and Amphibians Water Animals	<p>5 Weeks Apr. 13 – May 15</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p> <p>Benchmark Running Records EOY May 1-29</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 1.G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations. ◆ ELPS 2.D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. ◆ ELPS 3.E Share information in cooperative learning interactions. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease. ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.

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.
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		<p>◆ ELPS 1.F Use accessible language and learn new and essential language in the process.</p> <p>◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</p> <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <p>◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods.</p> <p>Strand 2: Comprehension Skills</p> <p>◆ ELPS 1.A Use prior knowledge and experiences to understand meanings in English.</p> <p>◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text.</p> <p>◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.</p> <p>◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</p> <p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <p>◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</p> <p>Strand 5: Author’s Purpose and Craft</p> <p>◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</p> <p>Strand 3: Response Skills</p> <p>◆ ELPS 1.B Monitor oral and written language production and employ self-corrective techniques or other resources.</p> <p>◆ ELPS 3.H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.</p> <p>◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</p> <p>◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p>

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.
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		<p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
<u>Unit 12: Kindergarten Memoirs</u>		
<p>Unit Overview: In this unit, scholars will reread their favorite text from the past school year to reflect on their year in Kindergarten: what they have learned, their achievements and struggles, changes, friends, and unforgettable moments. Scholars are expected to segment words into phonemes and blend phonemes into words. Students will use letter-sound relationships to decode and spell and identify, read, and spell high-frequency words. Scholars will recognize that new words are created when letters are changed, added, or deleted. Students will develop their vocabulary by identifying and using words that name actions, directions, positions, sequences, and categories. Students will use illustrations and texts to learn or clarify word meaning. Students will use metacognitive skills to develop and deepen comprehension through the strategy of Book, Head, Heart (Beers and Probst). Scholars will discuss how the author uses words that help the reader visualize and how the author’s use of print and graphic features to achieve specific purposes. Students will respond to text describing personal connections, interacting with sources by illustrating or writing, providing an oral, pictorial, or written response, retelling (maintaining meaning), and using text evidence to support their responses. Scholars will dictate or compose literary (personal narrative) and informational texts using genre characteristics and craft learned from mentor texts with the Notice and Name (Wood Ray) strategy. Students will revise by adding details in pictures or words and edit using conventions, such as nouns, adjectives (including articles), pronouns (subjective, objective, and possessive), and complete sentences.</p>		
<u>Unit 12</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Kindergarten Memories	<p><u>2 Weeks</u> May 20-30</p> <p>*Check for Understanding (Available on the HUB)</p> <p>Memorial Day May 25</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p>Strand 1: Foundational Language Skills—Oral Language</p> <ul style="list-style-type: none"> ◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. ◆ ELPS 2.I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs. ◆ ELPS 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. ◆ ELPS 3.E Share information in cooperative learning interactions.

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
		<p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonological Awareness)</p> <ul style="list-style-type: none"> ◆ ELPS 2.A Distinguish sounds and intonation patterns of English with increasing ease. ◆ ELPS 2.B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. <p>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</p> <ul style="list-style-type: none"> ◆ ELPS 3.A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible. ◆ ELPS 4.A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words. ◆ ELPS 5.C Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired. <p>Strand 1: Foundational Language Skills—Vocabulary</p> <ul style="list-style-type: none"> ◆ ELPS 3.B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication. ◆ ELPS 4.F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. <p>Strand 1: Foundational Language Skills—Self-Sustained Reading</p> <ul style="list-style-type: none"> ◆ ELPS 4.H Read silently with increasing ease and comprehension for longer periods. <p>Strand 2: Comprehension Skills</p> <ul style="list-style-type: none"> ◆ ELPS 4.D Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. ◆ ELPS 4.K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. ◆ ELPS 4.J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.



Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
		<p>Strand 4: Multiple Genres—Literary Elements and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 4.I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. <p>Strand 5: Author’s Purpose and Craft</p> <ul style="list-style-type: none"> ◆ ELPS 4.C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials. <p>Strand 3: Response Skills</p> <ul style="list-style-type: none"> ◆ ELPS 3.J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. ◆ ELPS 4.G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. ◆ ELPS 5.B Write using newly acquired basic vocabulary and content-based grade-level vocabulary. <p>Strand 6: Composition—Writing Process and Genres</p> <ul style="list-style-type: none"> ◆ ELPS 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. ◆ ELPS 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations. ◆ ELPS 5.F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. ◆ ELPS 5.G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

