

# HISD | Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## 2019-2020 Scope and Sequence

### English as a Second Language – Grade 4

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

#### Unit 1: Literary Text (Fiction)

**Unit Overview:** This unit will establish the routines and practices that will help students develop their listening, speaking, reading, and writing skills. The [First 25 Days Launch](#) will be used during the Spanish Language Arts class to set the foundation for guided reading routines and practices. Apply these guided-reading routines during the days assigned to guided-reading in the ESL/ELD Block. Scholars will consume a variety of **fictional texts** (i.e., stories about imaginary characters and events) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell words with advanced orthographic patterns (plural rules and irregular plurals) and homophones. Students will also develop their vocabulary by using context to determine the meaning of unfamiliar, multiple-meaning words, and/or homophones; and using print and digital resources to determine the meaning, syllabication, and pronunciation of words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will infer basic themes supported by text evidence, analyze plot elements, explain the interaction of characters and the changes they undergo. Students will respond to text describing personal connections, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose personal narratives using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy, revising to improve sentence structure, and editing using conventions, such as complete sentences with subject-verb agreement, past tense of irregular verbs, and nouns.

<u>Unit 1</u>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> <b>The student will:</b>
<b>Literary Text (Fiction)</b>	<p><b>3 Weeks</b> Aug. 26 – Sept. 12</p> <p><b>Extend Review Assess Reteach</b> Sept. 13</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Labor Day Sept. 2</p> <p>Benchmark Running Records BOY Sept. 3-30</p> <p>Renaissance Learning 360 Screener BOY Sept. 3-20</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.E</b> Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</li> <li>◆ <b>ELPS 2.I</b> 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.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> 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.</li> <li>◆ <b>ELPS 4.A</b> 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.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.C</b> Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.</li> <li>◆ <b>ELPS 4.F</b> Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm</li> </ul>

#### GLOBAL GRADUATE



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

Cycle 1	38 Days Aug. 26 – Oct. 18, 2019	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
		<p>understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language.</p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.B</b> Monitor oral and written language production and employ self-corrective techniques or other resources.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> 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.</li> <li>◆ <b>ELPS 4.K</b> 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.</li> <li>◆ <b>ELPS 4.J</b> 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.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> 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.</li> </ul> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.G</b> 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.</li> <li>◆ <b>ELPS 4.G</b> 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.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> 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.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> </ul>



<b>Cycle 1</b>	<b>38 Days</b>	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	
		<ul style="list-style-type: none"> <li>◆ <b>ELPS 5.F</b> 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.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>

**Unit 2: Literary Nonfiction**

**Unit Overview:** Continue applying the guided reading routines that are being introduced during the Spanish Language Arts class with the [First 25 Days Launch](#) in the ESL/ELD Block. Scholars will consume a variety of **Literary Nonfiction** which is comprised of **biographies** (i.e., tell the story of a real person’s life, written by another person), **autobiographies** (i.e., tell the story of a real person’s life, written by that person) and **memoirs** (i.e., tell the story, memory, of a significant time, place, person, or event, written by that person) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell words with advanced orthographic patterns using their knowledge of base words/roots with affixes. Students will also develop their vocabulary by using context to determine the meaning of unfamiliar and/or multiple-meaning words. Scholars will determine the meaning and use words with affixes and roots. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will explain the interaction of characters and the changes they undergo, explain the influence of the setting on the person’s life. Students will respond to text retelling, paraphrasing, or summarizing text, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose personal narratives using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy, revising to improve sentence structure and word choice, and editing using conventions, such as comparative and superlative adjectives and adverbs that convey frequency and degree.

<u>Unit 2</u>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> The student will:
<b>Literary Nonfiction</b>	<p><b>2 Weeks</b> Sept. 16-26</p> <p><b>Extend Review Assess Reteach</b> Sept. 27</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Early Dismissal Sept. 27</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.D</b> Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</li> <li>◆ <b>ELPS 2.F</b> 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.</li> <li>◆ <b>ELPS 2.I</b> 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.</li> <li>◆ <b>ELPS 3.C</b> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> <li>◆ <b>ELPS 3.I</b> Adapt spoken language appropriately for formal and informal purposes.</li> </ul>



Cycle 1	38 Days Aug. 26 – Oct. 18, 2019	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
		<p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> 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.</li> <li>◆ <b>ELPS 4.A</b> 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.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.F</b> Use accessible language and learn new and essential language in the process.</li> <li>◆ <b>ELPS 1.E</b> 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.</li> <li>◆ <b>ELPS 4.F</b> 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.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> 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.</li> <li>◆ <b>ELPS 4.K</b> 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.</li> <li>◆ <b>ELPS 4.J</b> 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.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> 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.</li> </ul>

<b>Cycle 1</b>	<b>38 Days</b>	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019	
		<p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.B</b> Monitor oral and written language production and employ self-corrective techniques or other resources.</li> <li>◆ <b>ELPS 3.J</b> Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.</li> <li>◆ <b>ELPS 4.G</b> 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.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> 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.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> 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.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>

### Unit 3: Informational Text

**Unit Overview:** Scholars will consume a variety of **informational texts** (i.e., texts that communicate information about a topic using facts and details) to cultivate an in-depth understanding of this genre. Scholars are expected to decode spell words with advanced orthographic patterns and base words/roots with affixes. They will also develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words. Scholars will determine the meaning and use words with affixes and roots. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will recognize characteristics and structures of informational text (e.g., the central idea with supporting evidence, graphic features, organizational patterns), and explain the author’s purpose, analyze the author’s use of print and graphic features. Students will respond to text interacting with sources (e.g., annotating, notetaking), retelling, paraphrasing, or summarizing text, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose compositions using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and editing using conventions, such as simple and compound sentences with the correct subject-verb agreement, and coordinating conjunctions to form compound subjects, predicates, and sentences.



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 3	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
Informational (Expository)	<p><b>3 Weeks</b> Sept. 30 – Oct. 16</p> <p><b>Extend Review Assess Reteach</b> Oct. 17-18</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><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.D</b> 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).</li> <li>◆ <b>ELPS 2.I</b> 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.</li> <li>◆ <b>ELPS 3.F</b> 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.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> 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.</li> <li>◆ <b>ELPS 4.A</b> 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.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.C</b> Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</li> <li>◆ <b>ELPS 3.B</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.</li> <li>◆ <b>ELPS 4.F</b> 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.</li> </ul>



Cycle 1	38 Days Aug. 26 – Oct. 18, 2019	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
		<p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> 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.</li> <li>◆ <b>ELPS 4.K</b> 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.</li> <li>◆ <b>ELPS 4.J</b> 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.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> 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.</li> </ul> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.G</b> 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.</li> <li>◆ <b>ELPS 3.G</b> 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.</li> <li>◆ <b>ELPS 4.G</b> 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.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> 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.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> 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.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>



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

**Unit 4: Literary Text (Poetry)**

**Unit Overview:** Scholars will consume a variety of **poetry** (i.e., the arrangement of words in lines that have rhythm, or a regularly repeated accent, and often rhyme) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell words with advanced orthographic patterns (e.g., double consonants in the middle of words). They will also develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words.

Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will infer basic themes supported by text evidence and explain figurative language (e.g., simile, metaphor, personification) that the poet uses to create images, and describe how the author’s use of imagery, literal and figurative language, and sound devices (e.g., alliteration and assonance) achieve specific purposes. Students will respond to text describing personal connections, discussing ideas in the poem that are important to its meaning, demonstrating understanding of poem, and using text evidence to support their response. Scholars will compose poems using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and editing using conventions, such as comparative and superlative adjectives, and prepositions and prepositional phrases.

<u>Unit 4</u>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> <b>The student will:</b>
<b>Literary Text (Poetry)</b>	<p><b>3 Weeks</b> Oct. 21 – Nov. 7</p> <p><b>Extend Review Assess Reteach</b> 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><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.D</b> 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).</li> <li>◆ <b>ELPS 2.H</b> Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations.</li> <li>◆ <b>ELPS 2.I</b> 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.</li> <li>◆ <b>ELPS 3.C</b> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> 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.</li> <li>◆ <b>ELPS 4.A</b> 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.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul>



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.

<b>Cycle 2</b>	<b>39 Days</b>	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><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> 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.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> 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.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>

### Unit 5: Informational and Procedural Text

**Unit Overview:** Scholars will consume a variety of **informational** and **procedural texts** to cultivate an in-depth understanding of these genres. Scholars are expected to decode and spell words with advanced orthographic patterns, base words/roots with affixes, and homophones. They will also develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words and determining the meaning of and using words with a variety of affixes and roots. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will recognize characteristics and structures of informational text (e.g., the central idea with supporting evidence, graphic features, organizational patterns), and explain the author’s purpose, analyze the author’s use of print and graphic features. Students will respond to text interacting with sources (e.g., annotating, notetaking), retelling, paraphrasing, or summarizing text, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose compositions using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and editing using conventions, such as simple and compound sentences with the correct subject-verb agreement, and coordinating conjunctions to form compound subjects, predicates, and sentences.

<u>Unit 5</u>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> <b>The student will:</b>
<b>Informational and Procedural Text</b>	<p><b>3 Weeks</b> Nov. 11 – Dec. 5</p> <p><b>Extend Review Assess Reteach</b> Dec. 6</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Thanksgiving Holiday Nov. 25-29</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.H</b> Develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.</li> <li>◆ <b>ELPS 2.D</b> Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</li> <li>◆ <b>ELPS 2.F</b> 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.</li> <li>◆ <b>ELPS 2.I</b> 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.</li> <li>◆ <b>ELPS 3.F</b> 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,</li> </ul>



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>supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs.</p> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.J</b> Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.</li> <li>◆ <b>ELPS 4.G</b> 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.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> 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.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> 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.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>
<b>Unit 6: Literary Text (Drama)</b>		
<p><b>Unit Overview:</b> Scholars will consume a variety of <b>drama</b> (i.e., plays, or stories written to be performed by actors for an audience) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell words with advanced orthographic patterns and homophones. They will also develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of <b>Book, Head, Heart</b> (Beers and Probst). Students will explain the structure in drama, explain the interaction of characters and the changes they undergo, explain figurative language and how the author uses it to achieve specific purposes. Students will respond to text describing personal connections, demonstrating understanding of texts, discussing ideas in the text that are important to the meaning, and using text evidence to support their response. Scholars will compose personal narratives using genre characteristics and craft learned from mentor texts with the <b>Notice and Name</b> (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and editing using conventions, such as preposition and prepositional phrases and reflexive pronouns.</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	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
<b>Literary Text (Drama)</b>	<p><b>2 Weeks</b> Dec. 9-19</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Benchmark Running Records MOY Dec. 9 – Jan. 17</p> <p>Teacher Preparation Day Dec. 20</p> <p>Winter Break Dec. 23 – Jan. 3</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ ELPS 2.E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</li> <li>◆ 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.</li> <li>◆ 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.</li> <li>◆ ELPS 3.D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</li> <li>◆ ELPS 3.E Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ 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.</li> <li>◆ 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.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ ELPS 1.C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</li> <li>◆ 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.</li> </ul>

<b>Cycle 2</b>	<b>39 Days</b>	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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> 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.</li> <li>◆ <b>ELPS 4.K</b> 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.</li> <li>◆ <b>ELPS 4.J</b> 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.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> 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.</li> </ul> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.G</b> 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.</li> <li>◆ <b>ELPS 3.G</b> 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.</li> <li>◆ <b>ELPS 4.G</b> 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.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> 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.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> 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.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>

<b>Cycle 3</b>	<b>49 Days</b>	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: Informational and Argumentative Text

**Unit Overview:** Scholars will consume a variety of **informational** and **argumentative texts** to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell words with advanced orthographic patterns and words with a variety of roots and affixes. They will also develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words and determining the meaning of and using words with a variety of roots and affixes. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will recognize characteristics and structures of informational text (e.g., the central idea with supporting evidence, graphic features, organizational patterns) and argumentative texts (e.g., the claim, facts that support the argument), and explain the author’s purpose, analyze the author’s use of print and graphic features. Students will respond to text interacting with sources (e.g., annotating, notetaking), retelling, paraphrasing, or summarizing text, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose argumentative texts (opinion essay) using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and editing using conventions, such as irregular verbs in the past tense, adverbs, and coordinating conjunctions.

<u>Unit 7</u>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> <b>The student will:</b>
<b>Informational and Argumentative Text</b>	<p><b>3 Weeks</b> Jan. 6-23</p> <p><b>Extend Review Assess Reteach</b> Jan. 24</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p> <p>Renaissance Learning 360 Screener MOY Jan. 6-24</p> <p>Early Dismissal Jan. 17</p> <p>MLK Jr. Day Jan. 20</p>	<p>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.D</b> 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).</li> <li>◆ <b>ELPS 2.I</b> 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.</li> <li>◆ <b>ELPS 3.C</b> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> 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.</li> <li>◆ <b>ELPS 4.A</b> 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.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul>



<b>Cycle 3</b>	<b>49 Days</b>	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><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.B</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.</li> <li>◆ <b>ELPS 4.F</b> 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.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> 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.</li> <li>◆ <b>ELPS 4.K</b> 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.</li> <li>◆ <b>ELPS 4.J</b> 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.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> 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.</li> </ul> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.B</b> Monitor oral and written language production and employ self-corrective techniques or other resources.</li> <li>◆ <b>ELPS 3.H</b> Narrate, describe, and explain with increasing specificity and detail as more English is acquired.</li> <li>◆ <b>ELPS 4.G</b> 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.</li> </ul>



<b>Cycle 3</b>	<b>49 Days</b>	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>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <p>◆ <b>ELPS 5.D</b> 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>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</p> <p>◆ <b>ELPS 5.F</b> 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>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>
<b><u>Unit 8: Multiple Genres</u></b>		
<p><b>Unit Overview:</b> Scholars will review literary and informational genres. Students will not only develop their general reading comprehension skills but also their ability to compare and/or contrast the themes, authors' purpose and craft, text structure within the two pieces to cultivate an in-depth understanding of each of the genres. Scholars are expected to decode and spell words with advanced orthographic patterns (double consonants in the middle of words), and words with roots and affixes. They will also develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words, using dictionaries and digital resources to determine the meanings, syllabication, and pronunciation of unknown words, and determining the meaning of and using words with a variety of roots and affixes. Students will use metacognitive skills to develop and deepen comprehension through the strategy of <b>Book, Head, Heart</b> (Beers and Probst). Students will recognize characteristics and structures of informational text, literary elements, explain the author's purpose and craft. Scholars will make connections to ideas in between texts. Students will respond to text interacting with sources (e.g., annotating, notetaking), retelling, paraphrasing, or summarizing text, discussing ideas in the texts, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose compositions using genre characteristics and craft learned from mentor texts with the <b>Notice and Name</b> (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and editing using conventions, such as simple and compound sentences with the correct subject-verb agreement, prepositions and prepositional phrases, and coordinating conjunctions to form compound subjects, predicates, and sentences.</p>		
<b><u>Unit 8</u></b>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> <b>The student will:</b>
<b>Multiple Genres</b>	<p><b>4 Weeks</b> Jan. 27 – Feb. 19</p> <p><b>Extend Review Assess Reteach</b> Feb. 20-21</p> <p>*Check for Understanding (Available in the unit folder on the HUB)</p>	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <p>◆ <b>ELPS 2.D</b> Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</p> <p>◆ <b>ELPS 2.I</b> Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling, or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>◆ <b>ELPS 3.F</b> Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts,</p>

Cycle 3	49 Days Jan. 6 – Mar. 13, 2020	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	<p><i>Early Dismissal Feb. 14</i></p>	<p>to using abstract and content-based vocabulary during extended speaking assignments.</p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> 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.</li> <li>◆ <b>ELPS 4.A</b> 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.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.C</b> Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</li> <li>◆ <b>ELPS 4.F</b> 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.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> 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.</li> <li>◆ <b>ELPS 4.K</b> 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.</li> <li>◆ <b>ELPS 4.J</b> 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.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> 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.</li> </ul>

<b>Cycle 3</b>	<b>49 Days</b>	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><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.G</b> 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.</li> <li>◆ <b>ELPS 3.G</b> 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.</li> <li>◆ <b>ELPS 4.G</b> 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.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> 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.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> 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.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>
<b><u>Unit 9: Traditional Literature (Folktales, Myths, Fables, Tall Tales, and Legends)</u></b>		
<p><b>Unit Overview:</b> Scholars will consume a variety of <b>traditional children’s literature</b> (i.e., <b>folktales, myths, fables, tall tales, and legends</b>) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell words with advanced orthographic patterns (plural rules and irregular plurals). They will also develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of <b>Book, Head, Heart</b> (Beers and Probst). Scholars will analyze plot elements, explain the influence of the setting on the plot and the interaction of characters and the changes they undergo, and infer the theme supported by text evidence. Students will respond to text retelling, paraphrasing, or summarizing text, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose personal narratives and stories using genre characteristics and craft learned from mentor texts with the <b>Notice and Name</b> (Wood Ray) strategy, revising to improve sentence structure and word choice, and editing using conventions, such as nouns, comparative and superlative adjectives, and coordinating conjunctions.</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 9	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
<b>Traditional Literature (Folktales, Myths, Fables, Tall Tales, and Legends)</b>	<p><b>3 Weeks</b> Feb. 24 – Mar. 12</p> <p><b>Extend Review Assess Reteach</b> Mar. 13</p> <p>*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><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.G</b> 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.</li> <li>◆ <b>ELPS 2.E</b> Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</li> <li>◆ <b>ELPS 2.I</b> 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.</li> <li>◆ <b>ELPS 3.D</b> Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> 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.</li> <li>◆ <b>ELPS 4.A</b> 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.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.F</b> Use accessible language and learn new and essential language in the process.</li> <li>◆ <b>ELPS 1.E</b> 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.</li> <li>◆ <b>ELPS 4.F</b> 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.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul>

<b>Cycle 3</b>	<b>49 Days</b>	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><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> 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.</li> <li>◆ <b>ELPS 4.K</b> 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.</li> <li>◆ <b>ELPS 4.J</b> 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.</li> </ul> <p><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.I</b> 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.</li> </ul> <p><b>Strand 5: Author’s Purpose and Craft</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</li> </ul> <p><b>Strand 3: Response Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.J</b> Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.</li> <li>◆ <b>ELPS 4.G</b> 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.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> 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.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> 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.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>



<b>Cycle 4</b>	<b>47 Days</b>	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: Literary Nonfiction**

**Unit Overview:** Scholars will consume a variety of **Literary Nonfiction**, which is comprised of **biographies** (i.e., tell the story of a real person’s life, written by another person), **autobiographies** (i.e., tell the story of a real person’s life, written by that person) and **memoirs** (i.e., tell the story, memory, of a significant time, place, person, or event, written by that person) to cultivate an in-depth understanding of this genre. Scholars are expected to decode and spell words with advanced orthographic patterns and homophones. They will also develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Scholars will infer the basic theme supported by text evidence, explain the interaction of characters and the changes they undergo, explain the influence of the setting on the person’s life. Students will respond to text retelling, paraphrasing, or summarizing text, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose personal narratives and letters using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Scholars will revise to improve sentence structure and word choice, and edit using conventions, such as irregular verbs in the past tense, adverbs, and pronouns.

<b>Unit 10</b>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS) The student will:</b>
<b>Literary Nonfiction</b>	<p><b>3 Weeks</b> Mar. 23 – Apr. 8</p> <p><b>Extend Review Assess Reteach</b> Apr. 9</p> <p><i>*Check for Understanding (Available in the unit folder on the HUB)</i></p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p><i>Spring Holiday</i> 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><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.D</b> 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).</li> <li>◆ <b>ELPS 2.I</b> 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.</li> <li>◆ <b>ELPS 3.F</b> 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.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> 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.</li> <li>◆ <b>ELPS 4.A</b> 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.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p>



<b>Cycle 4</b>	<b>47 Days</b>	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>◆ <b>ELPS 1.C</b> Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</p> <p>◆ <b>ELPS 3.B</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>◆ <b>ELPS 4.F</b> 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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p>◆ <b>ELPS 4.D</b> 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>◆ <b>ELPS 4.K</b> 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>◆ <b>ELPS 4.J</b> 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><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <p>◆ <b>ELPS 4.I</b> 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><b>Strand 5: Author’s Purpose and Craft</b></p> <p>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</p> <p><b>Strand 3: Response Skills</b></p> <p>◆ <b>ELPS 1.B</b> Monitor oral and written language production and employ self-corrective techniques or other resources.</p> <p>◆ <b>ELPS 2.G</b> 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>

<b>Cycle 4</b>	<b>47 Days</b>	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	
		<ul style="list-style-type: none"> <li>◆ <b>ELPS 3.G</b> 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.</li> <li>◆ <b>ELPS 4.G</b> 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.</li> <li>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</li> </ul> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 5.D</b> 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.</li> <li>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</li> <li>◆ <b>ELPS 5.F</b> 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.</li> <li>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</li> </ul>
<b><u>Unit 11: Informational Text and Argumentative Text</u></b>		
<p><b>Unit Overview:</b> Scholars will consume a variety of <b>informational texts</b> and <b>argumentative texts</b> to cultivate an in-depth understanding of these genres. Scholars are expected to decode and spell words with advanced orthographic patterns (double consonants in the middle of words), homophones, and words with roots with affixes. They will also develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words and determining the meaning of and using words with a variety of roots and affixes. Students will use metacognitive skills to develop and deepen comprehension through the strategy of <b>Book, Head, Heart</b> (Beers and Probst). Students will recognize characteristics and structures of informational text (e.g., the central idea with supporting evidence, graphic features, organizational patterns) and argumentative text (e.g., the claim, the facts for an argument, the intended audience), and explain the author’s purpose, analyze the author’s use of print and graphic features. Students will respond to text interacting with sources (e.g., annotating, notetaking), retelling, paraphrasing, or summarizing text, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose opinion essays and compositions using genre characteristics and craft learned from mentor texts with the <b>Notice and Name</b> (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and edit using conventions, such as simple and compound sentences with the correct subject-verb agreement, adjectives, and coordinating conjunctions to form compound subjects, predicates, and sentences.</p>		
<b><u>Unit 11</u></b>	<b>Suggested Pacing</b>	<b>English Language Proficiency Standards (ELPS)</b> <b>The student will:</b>
<b>Informational and Argumentative Text</b>	<b><u>4 Weeks</u></b> Apr. 13 – May 7	<p><i>The following ELPS support the development of the English Language Arts and Reading (ELAR) strands adopted in 2017:</i></p> <p><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.D</b> Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</li> </ul>

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><b>Extend Review Assess Reteach</b> May 8</p> <p><i>*Check for Understanding (Available in the unit folder on the HUB)</i></p> <p>Renaissance Learning 360 Screener EOY Apr. 20 – May 22</p> <p>Benchmark Running Records EOY May 1-29</p>	<ul style="list-style-type: none"> <li>◆ <b>ELPS 2.E</b> Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</li> <li>◆ <b>ELPS 1.G</b> 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.</li> <li>◆ <b>ELPS 2.I</b> 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.</li> <li>◆ <b>ELPS 3.C</b> Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> 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.</li> <li>◆ <b>ELPS 4.A</b> 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.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 1.C</b> Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.</li> <li>◆ <b>ELPS 1.F</b> Use accessible language and learn new and essential language in the process.</li> <li>◆ <b>ELPS 4.F</b> 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.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</li> </ul> <p><b>Strand 2: Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 4.D</b> 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.</li> <li>◆ <b>ELPS 4.K</b> 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.</li> </ul>



<b>Cycle 4</b>	<b>47 Days</b>	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>◆ <b>ELPS 4.J</b> 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><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <p>◆ <b>ELPS 4.I</b> 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><b>Strand 5: Author’s Purpose and Craft</b></p> <p>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</p> <p><b>Strand 3: Response Skills</b></p> <p>◆ <b>ELPS 1.B</b> Monitor oral and written language production and employ self-corrective techniques or other resources.</p> <p>◆ <b>ELPS 3.H</b> Narrate, describe, and explain with increasing specificity and detail as more English is acquired.</p> <p>◆ <b>ELPS 4.G</b> 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>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <p>◆ <b>ELPS 5.D</b> 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>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</p> <p>◆ <b>ELPS 5.F</b> 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>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>

**Unit 12: Multiple Genres**

**Unit Overview:** Scholars will review literary and informational genres. Students will not only develop their general reading comprehension skills but also their ability to compare and/or contrast the themes, authors’ purpose and craft, text structure within the two pieces to cultivate an in-depth understanding of each of the genres. Scholars are expected to decode and spell words with advanced orthographic patterns. They will also develop their vocabulary by using context to determine the meaning of unfamiliar or multiple-meaning words. Students will use metacognitive skills to develop and deepen comprehension through the strategy of **Book, Head, Heart** (Beers and Probst). Students will recognize characteristics and structures of informational text, literary elements, explain the author’s purpose and craft. Scholars will make connections to ideas in between texts. Students will respond to text interacting with sources (e.g.,



<b>Cycle 4</b>	<b>47 Days</b>	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	

annotating, notetaking), retelling, paraphrasing, or summarizing text, discussing ideas in the texts, demonstrating understanding of texts, and using text evidence to support their response. Scholars will compose compositions and stories using genre characteristics and craft learned from mentor texts with the **Notice and Name** (Wood Ray) strategy. Students will revise to improve sentence structure and word choice, and edit using conventions, such as nouns, prepositions and prepositional phrases, and coordinating conjunctions to form compound subjects, predicates, and sentences.

<u>Unit 12</u>	Suggested Pacing	English Language Proficiency Standards (ELPS) The student will:
<b>Multiple Genres</b>	<p style="text-align: center;"><b>3 Weeks</b> May 11-28</p> <p style="text-align: center;"><b>Extend Review Assess Reteach</b> May 29</p> <p style="text-align: center; color: green;">*Check for Understanding (Available in the unit folder on the HUB)</p> <p style="text-align: center;">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><b>Strand 1: Foundational Language Skills—Oral Language</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 2.E</b> Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</li> <li>◆ <b>ELPS 2.I</b> 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.</li> <li>◆ <b>ELPS 3.D</b> Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</li> <li>◆ <b>ELPS 3.E</b> Share information in cooperative learning interactions.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Beginning Reading and Writing (Phonetic Knowledge and Spelling Knowledge)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.A</b> 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.</li> <li>◆ <b>ELPS 4.A</b> 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.</li> <li>◆ <b>ELPS 5.C</b> Spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired.</li> </ul> <p><b>Strand 1: Foundational Language Skills—Vocabulary</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELPS 3.B</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</li> <li>◆ <b>ELPS 4.F</b> 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.</li> </ul>



<b>Cycle 4</b>	<b>47 Days</b>	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><b>Strand 1: Foundational Language Skills—Self-Sustained Reading</b></p> <p>◆ <b>ELPS 4.H</b> Read silently with increasing ease and comprehension for longer periods.</p> <p><b>Strand 2: Comprehension Skills</b></p> <p>◆ <b>ELPS 4.D</b> 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>◆ <b>ELPS 4.K</b> 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>◆ <b>ELPS 4.J</b> 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><b>Strand 4: Multiple Genres—Literary Elements and Genres</b></p> <p>◆ <b>ELPS 4.I</b> 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><b>Strand 5: Author’s Purpose and Craft</b></p> <p>◆ <b>ELPS 4.C</b> Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.</p> <p><b>Strand 3: Response Skills</b></p> <p>◆ <b>ELPS 3.J</b> 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>◆ <b>ELPS 4.G</b> 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>◆ <b>ELPS 5.B</b> Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p><b>Strand 6: Composition—Writing Process and Genres</b></p> <p>◆ <b>ELPS 5.D</b> 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>◆ <b>ELPS 5.E</b> Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations.</p> <p>◆ <b>ELPS 5.F</b> 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>◆ <b>ELPS 5.G</b> Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>

