



| Unit Title / Theme | Subject Area TEKS | Academic Vocabulary |
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| <p>Unit 1: Launching the Reader's and Writer's Workshop</p> <p>9 weeks</p> | <p>*The following TEKS are embedded daily and will be taught in each unit. Other standards are listed when they are initially addressed.</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--<u>oral language</u>. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; (B) follow, restate, and give oral instructions that involve a short, related sequence of actions; (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--<u>beginning reading and writing</u>. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate phonological awareness by: <ul style="list-style-type: none"> (i) producing a series of rhyming words; (ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and (iv) manipulating phonemes within base words; (B) demonstrate and apply phonetic knowledge by: <ul style="list-style-type: none"> (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (C) demonstrate and apply spelling knowledge by: | <p>brainstorm consonant first person fluency/fluent publish purpose syllable third person vowel</p> |



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| | <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p> <p>(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(A) use print or digital resources to determine meaning and pronunciation of unknown words;</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--<u>fluency</u>. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--<u>self-sustained reading</u>. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(A) discuss the author's purpose for writing text;</p> <p>(E) identify the use of first or third person in a text; and</p> | |
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| | <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (A) plan a first draft by generating ideas for writing such as drawing and brainstorming; (B) develop drafts into a focused piece of writing by: <ul style="list-style-type: none"> (i) organizing with structure; and (ii) developing an idea with specific and relevant details; (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences; (D) edit drafts using standard English conventions, including: <ul style="list-style-type: none"> (i) complete sentences with subject-verb agreement; (iv) adjectives, including articles; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and (E) publish and share writing. <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts, including personal narratives and poetry; <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (A) generate questions for formal and informal inquiry with adult assistance; | |
| <p>Unit 2: Contributing to a Community of Readers and Writers 9 weeks</p> | <p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--<u>oral language</u>. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and (E) develop social communication such as distinguishing between asking and telling. <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--<u>beginning reading and writing</u>. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <ul style="list-style-type: none"> (B) demonstrate and apply phonetic knowledge by: <ul style="list-style-type: none"> (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCC; | <p>collaborate conflict external traits genre internal traits main events paraphrase plot events</p> |



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| | <p>(vii) identifying and reading high-frequency words from a research-based list;</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(D) alphabetize a series of words and use a dictionary or glossary to find words; and</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--<u>vocabulary</u>. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p>(B) describe the main character's (characters') internal and external traits;</p> <p>(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and</p> <p>(D) describe the importance of the setting.</p> <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;</p> <p>(C) discuss elements of drama such as characters, dialogue, and setting;</p> <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(D) discuss the use of descriptive, literal, and figurative language;</p> <p>(F) identify and explain the use of repetition.</p> <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(iii) singular, plural, common, and proper nouns;</p> | |
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| | <p>(vii) pronouns, including subjective, objective, and possessive cases; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (B) compose informational texts, including procedural texts and reports; and (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (B) develop and follow a research plan with adult assistance;</p> | |
| <p>Unit 3: Constructing and Deconstructing Texts in a Reader's and Writer's Workshop 5 Weeks</p> | <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--<u>beginning reading and writing</u>. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: (B) demonstrate and apply phonetic knowledge by: (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (C) demonstrate and apply spelling knowledge by: (ii) spelling words with silent letters such as knife and gnat; (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--<u>vocabulary</u>. The student uses newly acquired vocabulary expressively. The student is expected to: (B) use context within and beyond a sentence to determine the meaning of unfamiliar words; (C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: (B) generate questions about text before, during, and after reading to deepen understanding and gain information; (D) create mental images to deepen understanding; (F) make inferences and use evidence to support understanding;</p> | <p>inference sources structure text evidence vocabulary</p> |



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| | <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (C) use text evidence to support an appropriate response; (F) respond using newly acquired vocabulary as appropriate. <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (B) explain visual patterns and structures in a variety of poems; (D) recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> (iii) organizational patterns such as chronological order and cause and effect stated explicitly; (F) recognize characteristics of multimodal and digital texts. <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (B) discuss how the use of text structure contributes to the author's purpose; <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (D) edit drafts using standard English conventions, including: <ul style="list-style-type: none"> (ii) past, present, and future verb tense; (vi) prepositions and prepositional phrases; (viii) coordinating conjunctions to form compound subjects and predicates; <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> (C) compose correspondence such as thank you notes or letters. <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (C) identify and gather relevant sources and information to answer the questions; (D) identify primary and secondary sources; | |
| <p>Unit 4: Harvesting and Applying Author's</p> | <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> | <p>author's craft central idea fact opinion</p> |



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| <p>Craft in a Reader's and Writer's Workshop</p> <p>4 weeks</p> | <p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and <p>(E) recognize characteristics of persuasive text, including:</p> <ul style="list-style-type: none"> (ii) distinguishing facts from opinion; and <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> (C) discuss the author's use of print and graphic features to achieve specific purposes; <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> (D) edit drafts using standard English conventions, including: <ul style="list-style-type: none"> (v) adverbs that convey time and adverbs that convey place; <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> (E) demonstrate understanding of information gathered; | <p>persuasive text text features</p> |
| <p>Unit 5: Learning to Adjust your Approach to texts in a Reader's and Writer's Workshop</p> <p>5 weeks</p> | <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <ul style="list-style-type: none"> (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; and <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> (A) discuss topics and determine theme using text evidence with adult assistance; <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> (E) recognize characteristics of persuasive text, including: <ul style="list-style-type: none"> (i) stating what the author is trying to persuade the reader to think or do; and | <p>persuade</p> |



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| | <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(F) cite sources appropriately; and</p> | |
| <p>Unit 6: Synthesize and Reflect as a Reader and Writer 5 Weeks</p> | <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> | <p>present reflect</p> |