



Unit Title / Theme	Subject Area TEKS	Academic Vocabulary
<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--<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>(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 about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings. <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; (iii) distinguishing between long and short vowel sounds in one-syllable words; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; (B) demonstrate and apply phonetic knowledge by: <ul style="list-style-type: none"> (i) decoding words in isolation and in context by applying common letter sound correspondences; 	<p>draft edit fiction fluent/fluency response revise rhyme stamina text</p>



	<p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(iii) spelling words using sound-spelling patterns; and</p> <p>(iv) spelling high-frequency words from a research-based list;</p> <p>(D) demonstrate print awareness by identifying the information that different parts of a book provide;</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and</p> <p>(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</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>(A) use a resource such as a picture dictionary or digital resource to find 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 interact independently with text for increasing periods 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 with adult assistance;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</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;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</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>	
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	<p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;</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>(E) listen to and experience first- and third-person texts.</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>(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;</p> <p>(B) develop drafts in oral, pictorial, or written form by:</p> <ul style="list-style-type: none"> (i) organizing with structure; and (ii) developing an idea with specific and relevant details; <p>(C) revise drafts by adding details in pictures or words;</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and <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> <p>(A) dictate or compose literary texts, including personal narratives and poetry;</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>(A) generate questions for formal and informal inquiry with adult assistance;</p>	
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<p>Unit 2: Contributing to a Community of Readers and Writers</p> <p>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> <p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and</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:</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; correspondences;</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</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>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</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 texts in ways that maintain meaning;</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) and the reason(s) for their actions;</p> <p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and</p> <p>(D) describe the setting.</p>	<p>collaborate comprehension connection resolution retell setting</p>
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	<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"> (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; (C) discuss elements of drama such as characters and setting; (F) recognize characteristics of multimodal and digital texts. <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"> (i) complete sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; 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"> (C) dictate or 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"> (B) develop and follow a research plan with adult assistance; 	
<p>Unit 3: Constructing and Deconstructing Texts in a Reader's/ Writer's Workshop</p> <p>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:</p> <ul style="list-style-type: none"> (A) demonstrate phonological awareness by: <ul style="list-style-type: none"> (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; <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.</p>	<p>author's purpose informational text order text feature</p>



	<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</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>(F) respond using newly acquired vocabulary as appropriate.</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>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance; <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; (C) discuss with adult assistance 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"> (B) develop drafts in oral, pictorial, or written form by: <ul style="list-style-type: none"> (i) organizing with structure; and <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 with adult assistance; 	
<p>Unit 4: Harvesting and Applying Author's Craft in a Reader's and Writer's Workshop</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:</p> <ul style="list-style-type: none"> (B) demonstrate and apply phonetic knowledge by: 	<p>central idea detail sequence visualize</p>



<p>6 weeks</p>	<ul style="list-style-type: none"> (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (C) demonstrate and apply spelling knowledge by: <ul style="list-style-type: none"> (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (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: <ul style="list-style-type: none"> (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; (C) identify the meaning of words with the affixes -s, -ed, and -ing; and (D) identify and use words that name actions, directions, positions, sequences, categories, and locations. (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: <ul style="list-style-type: none"> (D) create mental images to deepen understanding with adult assistance; (G) evaluate details to determine what is most important with adult assistance; (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: <ul style="list-style-type: none"> (C) use text evidence to support an appropriate response; (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: <ul style="list-style-type: none"> (D) recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> (i) the central idea and supporting evidence with adult assistance; (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: <ul style="list-style-type: none"> (A) discuss the author's purpose for writing text; (D) discuss how the author uses words that help the reader visualize; and (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 	
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	<p>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"> (iv) adjectives, including articles; (vii) pronouns, including subjective, objective, and possessive cases; <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"> (D) demonstrate understanding of information gathered with adult assistance; and 	
<p>Unit 5: Learning to Adjust your Approach to texts in a Reader's and Writer's Workshop</p> <p>4 weeks</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> <ul style="list-style-type: none"> (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and <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; (vi) prepositions; <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"> (B) dictate or compose informational texts, including procedural texts; and <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) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. 	<p>persuade</p>
<p>Unit 6: Synthesize and Reflect as a Reader and Writer</p> <p>4 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"> (F) make inferences and use evidence to support understanding with adult assistance; (H) synthesize information to create new understanding with adult assistance; and 	<p>inference topic</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> <ul style="list-style-type: none">(A) discuss topics and determine theme using text evidence with adult assistance; <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 and present verb tense;	
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