



Unit Title / Theme	Subject Area TEKS	Academic Vocabulary
Unit 1: Launching the Reader’s and Writer’s Workshop 9 Weeks	<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>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>(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 and ask questions to understand information and answer questions using multi-word responses; (B) restate and follow oral directions that involve a short, related sequence of actions; (E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants. <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) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (B) demonstrate and apply phonetic knowledge by: <ul style="list-style-type: none"> (i) identifying and matching the common sounds that letters represent; (iv) identifying and reading at least 25 high-frequency words from a research-based list; (C) demonstrate and apply spelling knowledge by: <ul style="list-style-type: none"> (i) spelling words with VC, CVC, and CCVC; (D) demonstrate print awareness by: <ul style="list-style-type: none"> (i) identifying the front cover, back cover, and title page of a book; 	author blend character illustrate illustrator letter poem prediction rhyming segment sentence setting syllable title word



- (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;
- (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;
- (v) identifying all uppercase and lowercase letters; and
- (E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- (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:
 - (C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
- (4) 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 interact independently with text for increasing periods of time.
- (5) 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:
 - (A) establish purpose for reading assigned and self-selected texts with adult assistance;
 - (C) make and confirm predictions using text features and structures with adult assistance;
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge. checking for visual cues, and asking questions when understanding breaks down with adult assistance.
- (6) 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:
 - (B) provide an oral, pictorial, or written response to a text;
 - (E) interact with sources in meaningful ways such as illustrating or writing; and
- (7) 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:
 - (B) identify and describe the main character(s);
 - (D) describe the setting.
- (8) 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:
 - (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;



	<p>(9) 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"> (E) listen to and experience first- and third-person texts. <p>(10) 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 by generating ideas for writing through class discussions and drawings; (B) develop drafts in oral, pictorial, or written form by organizing ideas; (C) revise drafts by adding details in pictures or words; (D) edit drafts with adult assistance using standard English conventions, including: <ul style="list-style-type: none"> (i) complete sentences; (iii) singular and plural nouns; (vii) capitalization of the first letter in a sentence and name; (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and (E) share writing. <p>(11) 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) dictate or compose literary texts, including personal narratives; and <p>(12) 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</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> <ul style="list-style-type: none"> (C) share information and ideas by speaking audibly and clearly using the conventions of language; (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and <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>connection dictionary draft edit lowercase meaning plan retell uppercase</p>



	<p>(A) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (iii) identifying the individual words in a spoken sentence; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes; <p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list; <p>(D) demonstrate print awareness by:</p> <ul style="list-style-type: none"> (iv) recognizing the difference between a letter and a printed word; and <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> <ul style="list-style-type: none"> (A) use a resource such as a picture dictionary or digital resource to find words; <p>(5) 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"> (E) make connections to personal experiences, ideas in other texts, and society with adult assistance; <p>(6) 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"> (A) describe personal connections to a variety of sources; (D) retell texts in ways that maintain meaning; <p>(8) 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; (F) recognize characteristics of multimodal and digital texts. <p>(10) 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 with adult assistance using standard English conventions, including: <ul style="list-style-type: none"> (iv) adjectives, including articles; (vi) pronouns, including subjective, objective, and possessive cases; (viii) punctuation marks at the end of declarative sentences; and 	
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	<p>(12) 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; (B) develop and follow a research plan with adult assistance; 	
<p>Unit 3: Constructing and Deconstructing Texts in a Reader's and 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"> (B) demonstrate and apply phonetic knowledge by: <ul style="list-style-type: none"> (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (C) demonstrate and apply spelling knowledge by: <ul style="list-style-type: none"> (iii) spelling high-frequency words from a research-based list; <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> <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; and <p>(5) 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"> (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; <p>(6) 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"> (F) respond using newly acquired vocabulary as appropriate. <p>(7) 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"> (C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and <p>(8) 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>action main event question text feature</p>



	<p>(C) discuss main characters in drama;</p> <p>(9) 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>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> <p>(10) 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 with adult assistance using standard English conventions, including:</p> <p>(ii) verbs;</p> <p>(12) 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>(C) gather information from a variety of sources with adult assistance;</p> <p>(D) demonstrate understanding of information gathered with adult assistance; and</p> <p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	
<p>Unit 4: Harvesting and Applying Author's Craft in a Reader's and Writer's Workshop</p> <p>6 weeks</p>	<p>(5) 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>(D) create mental images to deepen understanding with adult assistance;</p> <p>(F) make inferences and use evidence to support understanding with adult assistance;</p> <p>(6) 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>(C) use text evidence to support an appropriate response;</p> <p>(8) 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> <p>(i) the central idea and supporting evidence with adult assistance;</p> <p>(ii) titles and simple graphics to gain information; and</p> <p>(iii) the steps in a sequence with adult assistance;</p>	<p>visualize</p>



	<p>(9) 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"> (A) discuss with adult assistance the author's purpose for writing text; (B) discuss with adult assistance how the use of text structure contributes to the author's purpose; (D) discuss with adult assistance how the author uses words that help the reader visualize; and <p>(10) 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 with adult assistance using standard English conventions, including: <ul style="list-style-type: none"> (v) prepositions; <p>(11) 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. 	
<p>Unit 5: Monitoring Your Thinking to Make Adjustments as You Read and Write Different Texts</p> <p>5 weeks</p>	<p>(8) 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>persuade</p>
<p>Unit 6: Synthesize and Reflect as a Reader and Writer</p> <p>3 weeks</p>	<p>(5) 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 to determine what is most important with adult assistance; (H) synthesize information to create new understanding with adult assistance; and <p>(7) 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 the basic theme using text evidence with adult assistance 	<p>present (share learning)</p>