

	1 <sup>st</sup> Grading Period	2 <sup>nd</sup> Grading Period	3 <sup>rd</sup> Grading Period	4 <sup>th</sup> Grading Period
<b>Genre Focus</b>	Module 1: <b>Multi-Genre</b> Module 2: <b>Literary/Narrative</b> Module 3: <b>Information/How-To</b>	Module 1: <b>Multi-Genre</b> Module 2: <b>Literary/Narrative</b> Module 3: <b>Literacy/Narrative</b>	Module 1: <b>Literary/Response</b> Module 2: <b>Information/All About</b> Module 3: <b>Information/All About</b>	Module 1: <b>Multi-Genre</b> Module 2: <b>Information/Reviews</b> Module 3: <b>Inquiry Project</b>
<b>Focus TEKS</b>	1.1A, 1.1C, 1.1D, 1.2Ai, 1.2Aii, 1.2Bi, 1.2Bii, 1.2Biii, 1.2Bvi, 1.2Ci, 1.2Cii, 1.2Civ, 1.4, 1.5A, 1.6I, 1.7B, 1.7C, 1.11B	1.1C, 1.2Aiii, 1.2Av, 1.2Bi, 1.2Bii, 1.2Biii, 1.2Bvi, 1.2Ci, 1.2Cii, 1.2Civ, 1.4, 1.5A, 1.6I, 1.7B, 1.7C, 1.11B	1.1C, 1.2Avi, 1.2Avii, 1.2Ci, 1.2Cii, 1.2Civ, 1.4, 1.5A, 1.6I, 1.7B, 1.7C, 1.11B	1.1C, 1.2Aiv, 1.2Bi, 1.2Biii, 1.2Bvi, 1.2Ci, 1.2Civ, 1.4, 1.5A, 1.6I, 1.7B, 1.7C, 1.11B
<b>Topic Focus</b>	<b>Reading Workshop</b> <ul style="list-style-type: none"> <li>• Create a community of readers through collaboration and talk in a print rich environment</li> <li>• Monitor and adjust comprehension of patterned/unpatterned text by cross-checking and self-correcting using multiple sources of information</li> <li>• Evaluate details to determine key ideas and make connections to personal experiences</li> <li>• Respond in written form to informational text read, heard, or viewed using text evidence to support thinking</li> <li>• Interact with self-selected texts independently for 15 minutes</li> </ul>	<b>Reading Workshop</b> <ul style="list-style-type: none"> <li>• Monitor and adjust comprehension by flexibly using a range of strategies in order to maintain meaning</li> <li>• Use characteristics of genre and structure to make predictions and inferences around topics of literary texts</li> <li>• Respond in written form to literary text read, heard, or viewed using text evidence to support thinking</li> <li>• Interact with self-selected texts independently for 20 minutes</li> </ul>	<b>Reading Workshop</b> <ul style="list-style-type: none"> <li>• Monitor and adjust comprehension by flexibly using a range of strategies in order to maintain meaning in text with multisyllabic words</li> <li>• Evaluate details, make predictions, and synthesize information gained from text and graphic features to create new understanding</li> <li>• Respond in written form to informational text read, heard, or viewed using text evidence to support thinking</li> <li>• Interact with self-selected texts independently for 30 minutes</li> </ul>	<b>Reading Workshop</b> <ul style="list-style-type: none"> <li>• Monitor and adjust comprehension by flexibly using a range of strategies in order to maintain meaning in text with multisyllabic words and complex sentences</li> <li>• Synthesize information to create new understanding of informational text</li> <li>• Respond to text read, heard, or viewed using newly acquired vocabulary and supported with evidence from the text.</li> <li>• Interact with self-selected texts independently for 35 minutes</li> </ul>
	<b>Writing Workshop</b> <ul style="list-style-type: none"> <li>• Plan, sketch and write literary texts across pages to express ideas</li> <li>• Write a small moment personal narrative with focus, detail, and dialogue</li> <li>• Write procedural texts</li> <li>• Publish and share writing with others</li> </ul>	<b>Writing Workshop</b> <ul style="list-style-type: none"> <li>• Plan, sketch and write across pages to express ideas and develop characters of literary texts</li> <li>• Organize writing considering structure and details to develop plot of a literary text</li> <li>• Revise, publish, and share writing with others</li> </ul>	<b>Writing Workshop</b> <ul style="list-style-type: none"> <li>• Plan, sketch and write an informational text across pages to express ideas</li> <li>• Revise, publish, and share writing with others</li> </ul>	<b>Writing Workshop</b> <ul style="list-style-type: none"> <li>• Plan, sketch, and compose correspondence to write reviews</li> <li>• Publish and share writing with others</li> </ul>

	<b>Word Study</b> <ul style="list-style-type: none"> <li>• Produce series of rhyming words</li> <li>• Recognize groups of spoken words that begin with the same sound</li> <li>• Use knowledge of letters, sounds, and patterns to read and write CCVC and high frequency words.</li> </ul>	<b>Word Study</b> <ul style="list-style-type: none"> <li>• Distinguish between long and short vowel sounds in one-syllable spoken words</li> <li>• Blend spoken phonemes to form one-syllable words, including initial or final blends</li> <li>• Use knowledge of letters, sounds, and patterns to read and write CVC, VCe, and high frequency words.</li> </ul>	<b>Word Study</b> <ul style="list-style-type: none"> <li>• Manipulate phonemes with base words</li> <li>• Segment spoken one-syllable words of 3 to 5 phonemes into individual phonemes</li> <li>• Use knowledge of letters, sounds, and patterns to read and write high frequency words with words with vowel teams</li> </ul>	<b>Word Study</b> <ul style="list-style-type: none"> <li>• Recognize the change in spoken words when a phoneme is added, changed, or removed</li> <li>• Use knowledge of letters, sounds, and patterns to read and write high frequency words, word with vowel teams, and words with r-controlled patterns</li> </ul>
<b>Suggestions for Parental Involvement/ Support</b>	<ul style="list-style-type: none"> <li>• Read and talk about engaging books every day.</li> <li>• Turn daily experiences into stories that can be retold and shared, acting out the stories and adding descriptive details.</li> <li>• While playing games or following a recipe, have your child read the directions, focusing on the order of the steps.</li> <li>• Practice correct pencil grip and letter formation.</li> <li>• Practice producing rhyming words.</li> <li>• Practice reading and writing CVC words with beginning and endings blends.</li> </ul>	<ul style="list-style-type: none"> <li>• Read stories that are interesting but beyond their reading level.</li> <li>• When enjoying an experience together, have a discussion with your child about the experience, focusing on the five senses – what do you feel, hear, see, smell, and/or taste?</li> <li>• Read with your child nightly, having your child identify text features and explain how those features help them identify the important ideas.</li> <li>• Ask your child questions when he or she writes. Ask specific questions about your child’s writing such as: “How did that happen?” “How did that make you feel?” “Can you tell me more about that...?” “What are some other words you could use to describe...?”</li> </ul>	<ul style="list-style-type: none"> <li>• Read stories that are on their interest level, but beyond their reading level so you can stretch their understanding and motivate them to improve their skills.</li> <li>• Have your child sort through a collection of books (at home, a store, or library) and determine which are true and which are fantasy. Then, have your child explain why the book is true or fantasy.</li> <li>• Have your child teach you about something they are an “expert” on.</li> <li>• Ask your child their opinions on places and things and have them explain their reasons for their opinion.</li> <li>• Practice segmenting one-syllable spoken words into 3-5 phonemes (/s/ /c/ /r/ /a/ /m/ - scram).</li> <li>• Practice reading and writing words with CVC, VCe, and vowel team patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Read stories that are on their interest level, but beyond their reading level, so you can stretch their understanding and motivate them to improve their skills.</li> <li>• Have your child review restaurants, books they read, and movies they watch supporting their reviews with details that are convincing.</li> <li>• Retell a story’s beginning, middle, and end.</li> <li>• Practice reading and writing high frequency words.</li> </ul>