

	1 st Grading Period	2 nd Grading Period	3 rd Grading Period	4 th Grading Period
Genre Focus	Module 1: Multi-Genre Module 2: Literary/Narrative Module 3: Literary/Narrative	Module 1: Informational Module 2: Informational Module 3: Literary/Poetry	Module 1: Argument/Essay Module 2: Argument/Essay Module 3: Literary/Response	Module 1: Multi-Genre Module 2: Multi-Genre Module 3: Inquiry Project
Focus TEKS	3.1C, 3.2Aii, 3.2Avii, 3.3Bi, 3.3B, 3.4, 3.5, 3.6E, 3.6F, 3.6G, 3.6H, 3.7B, 3.7C, 3.8B, 3.8C, 3.11B, 3.11Bi, 3.11Bii, 3.11C, 3.11Dii, 3.11Dxi	3.1C, 3.2Aii, 3.2Bi, 3.4, 3.5, 3.6E, 3.6F, 3.6G, 3.6H, 3.7B, 3.7C, 3.9Di, 3.10A, 3.11B, 3.11Bi, 3.11Bii, 3.11C, 3.11Di, 3.11Dxi, 3.12B	3.1C, 3.2Aii, 3.2Av, 3.2Avii, 3.2Bvii, 3.4, 3.5, 3.6E, 3.6F, 3.6G, 3.6H, 3.7B, 3.7C, 3.8B, 3.8C, 3.9Di, 3.9Ei, 3.9Eii, 3.10A, 3.11Bi, 3.11Bii, 3.11C, 3.11Dxi, 3.12C	3.1C, 3.2Aii, 3.2Aiv, 3.2Avii, 3.2Bii, 3.2Bvii, 3.4, 3.5, 3.6E, 3.6G, 3.6H, 3.7B, 3.7C, 3.8B, 3.8C, 3.10A, 3.11Bi, 3.11Bii, 3.11C, 3.11Dxi, 3.12B
Topic Focus	Reading Workshop <ul style="list-style-type: none"> Develop a community of readers that listen, speak, and think about text Make, correct, or confirm predictions and generate questions about a variety of text Make personal connections, infer about characters within and across literary text, and synthesize information to create new understanding Recognizing and analyze literary elements of character relationships across a variety of texts Read self-selected texts for 30 minutes 	Reading Workshop <ul style="list-style-type: none"> Make connections across informational text and synthesize to create new understanding Make inferences, supported by text evidence across informational text Recognize characteristics and structures of informational text including central idea Evaluate details to determine key ideas and synthesize information to create new understandings Read self-selected text independently for 30 minutes 	Reading Workshop <ul style="list-style-type: none"> Evaluate and determine key details within and across informational text including argumentative text Recognize characteristics and structures of informational and argumentative text including central idea/claim, distinguishing facts from opinion and identifying intended audience or reader Read self-selected texts independently for 30 minutes 	Reading Workshop <ul style="list-style-type: none"> Synthesize information within and across a variety of texts and genres Make inferences, supported by text evidence across informational and literary text Review and spiral key understandings of the characteristics and craft of literary and informational texts Read self-selected texts independently for 40 minutes
	Writing Workshop <ul style="list-style-type: none"> Compose a literary text, including personal narrative using genre characteristics and craft 	Writing Workshop <ul style="list-style-type: none"> Compose informational texts, applying characteristics and craft purposefully that communicate meaning 	Writing Workshop <ul style="list-style-type: none"> Compose argumentative texts, applying characteristics and craft purposefully that communicate meaning 	Writing Workshop <ul style="list-style-type: none"> Compose correspondence, applying characteristics and craft purposefully that communicate meaning
	Word Study <ul style="list-style-type: none"> Use knowledge of syllables and patterns to read and write multisyllabic words containing open, closed, VCe, and vowel team syllables 	Word Study <ul style="list-style-type: none"> Use knowledge of syllables and patterns to read and write multisyllabic words containing vowel team and final stable syllables 	Word Study <ul style="list-style-type: none"> Use knowledge of prefixes and suffixes to read and write multisyllabic words 	Word Study <ul style="list-style-type: none"> Use knowledge of syllables and syllable division patterns to read and write multisyllabic words
Suggestions for Parental Involvement/Support	<ul style="list-style-type: none"> Even after children read self-selected texts at school, it is important for children to read outside of school daily. Talking about texts with your children encourages excitement and passion for reading! The following pages contain a list of prompts from Simple Starts author Kari Yates that encourage deeper thinking around what your child reads. 			

Response Prompts for Writing and Talking About Reading

General

I'm wondering . . .

I'm noticing . . .

I'm making a connection to . . .

I'm confused about . . .

I'm thinking a lot about . . .

I'm learning . . .

Book Choice

I chose this book because . . .

I'm glad I chose this book because . . .

I abandoned this book because . . .

The book was or was not a good fit for me because . . .

The book was easy/just right/challenging for me because . . .

Making Connections

The book helped reflect on my own life. . . .

The book helped me make a connection to another book. . . .

The book helped me to think differently about . . .

Visualization

What vivid pictures did you create in your mind?

What movies did the book cause you to create in your mind?

In what ways did you feel like you were actually living the story?

What are some of the details you inferred through visualizing that the author didn't actually state?

Wondering and Predicting

What are you wondering about?

What do you predict will happen next? What makes you say this?

What predictions did you make in the beginning? Have you adjusted them at all?

Fix-Up Strategies

What has been the most challenging part of this book for you? Why?

When have you noticed yourself needing to slow down or go back and reread?

Are there any parts that are still unclear or confusing to you? What could you do to help yourself get clearer?

Retelling

What happened in the story?

What were the most important parts in the beginning, middle, and end? Why?

What was the turning point in the story, when things started to change?

Characters

What character was your favorite? Why do you think that is?

What character did you find yourself disliking the most? Why do you think that is?

Who did you consider to be the main character of the story and why?

Which character seemed to change the most from the beginning to the end?

What impressions do you have of the character? What evidence do you have that your impressions are correct?

Do the characters have interesting ways of talking? If so, what does that tell about them?

Word Choice

Share a favorite quotation from the book. Why do think these words are so important to you?

What are some interesting words or phrases that the author used to get his meaning across?

Were there any particularly interesting new words you picked up from the book? What are they?

How could you try them out for yourself?

Setting

How does the setting of the story affect the characters?

How does the setting make you feel?

What connections can you make with the setting?

Why do you think the author chose this setting for the story?

Author's Purpose

What did the author probably want readers to take away from this book?

Why do you think the author wanted to write this book?

What do you know about the author's background that might have influenced how the book is written?

Evaluation

What did you think of the book? What are your reasons for saying this?

Whom would you recommend this book to? Why?

What did you learn about yourself while reading this book?

Evolving Ideas

At first I thought . . . , but now I know . . .

I'm learning more about . . .

I started off wondering . . . but now I'm thinking more about . . .

End of Book

What was this book really about, anyway?

Why does this book matter?

Why is this book important?

What will you remember about this book, when you think back on it?

Why would the author have decided to write a book like this?

Did this book change you in any way?