

	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>Multi-Genre</b> Module 3: <b>Multi-Genre</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/How-To</b> Module 3: <b>Information/How-To</b>	Module 1: <b>Multi-Genre</b> Module 2: <b>Multi-Genre</b> Module 3: <b>Inquiry Project</b>
<b>Focus TEKS</b>	K.1A, , K.2Ai, K.2Aii, K.2Aiii, K.2Bi, K.2Biv ,K.1C, K.1D, K.2Dv, K.4A, K.5I, K.6B, K.10B	K.1C, K.2Av, K.2Avii, K.2Bi, K.2Bii, K.2Biv, K.2Ci, K.2Cii, K.2Ciii, K.2Dv, K.4A, K.5i, K.6B, K.6C, K.10B	K.1C, K.2Avi, K.2Aviii, K.2Bii, K.2Biv, K.2Ci, K.2Ciii, K.2Dv, K.4A, K.5I, K.6B, K.6C, K.10B	K.1C, K.2Aix, K.2Ax, K.2Bii, K.2Biii, K.2Biv, K.2Ci, K.2Ciii, K.4A, K.5I, K.6B, K.6C, K.10B
<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>• Establish print awareness including directionality, parts of a book, and distinguishing differences between letters and words</li> <li>• Recognize one’s name</li> <li>• Interact with self-selected texts independently for 10 minutes</li> </ul>	<b>Reading Workshop</b> <ul style="list-style-type: none"> <li>• Monitor comprehension by cross-checking first letter/sound with picture and reread to problem-solve</li> <li>• Make connections and inferences about characters within and across literary text</li> <li>• Respond orally and pictorially to literary 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 using varying patterns of text and cross-checking multiple sources of information</li> <li>• Evaluate details, determining what is important and synthesize information to create new understanding</li> <li>• Respond orally and pictorially to informational 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 of unpatterned text by cross-checking and self-correcting using multiple sources of information</li> <li>• Make connections to society and synthesize information to create new understanding across multiple genres</li> <li>• Respond pictorially and in writing to informational text read, heard, or viewed using text evidence to support thinking</li> <li>• Interact with self-selected texts independently for 25 minutes</li> </ul>
	<b>Writing Workshop</b> <ul style="list-style-type: none"> <li>• Write one’s name</li> <li>• Plan and sketch to express ideas</li> <li>• Establish print awareness through shared writing</li> <li>• Accurately form lower and upper-case letters</li> </ul>	<b>Writing Workshop</b> <ul style="list-style-type: none"> <li>• Plan, sketch, and write across pages to express ideas in narrative genre (touch, tell, sketch, write)</li> <li>• Share writing with others</li> <li>• Use letter sound relationships to write conventionally for readers</li> <li>• Accurately form lower and upper-case letters</li> </ul>	<b>Writing Workshop</b> <ul style="list-style-type: none"> <li>• Plan, sketch, and write across pages to compose informational text (touch, tell, sketch, write)</li> <li>• Share writing with others</li> <li>• Use more and more conventions of spelling and grammar to express a complete thought that can be read by others (labels, words, phrases)</li> <li>• Accurately form lower and upper-case letters</li> </ul>	<b>Writing Workshop</b> <ul style="list-style-type: none"> <li>• Plan, sketch, and write across pages to compose persuasive text (touch, tell, sketch, write)</li> <li>• Share writing with others</li> <li>• Use more and more conventions of spelling and grammar to express a complete thought in sentences that can be read by others</li> <li>• Accurately form lower and upper-case letters</li> </ul>

<p><b>Topic Focus</b></p>	<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of letters and sounds to match and sort letters/sounds and build words</li> <li>• Identify and produce rhyming words</li> <li>• Recognize groups of words that begin with the same beginning sound in spoken words</li> <li>• Identify syllables in spoken words</li> </ul>	<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of letters, sounds, and patterns to read and write CVC words and high frequency words</li> <li>• Blend syllables to form multisyllabic words</li> <li>• Blend spoken phonemes to form one-syllable words</li> </ul>	<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of letters, sounds, and patterns to read and write CVC words and high frequency words</li> <li>• Segment multisyllabic words into syllables</li> <li>• Blend spoken phonemes to form one-syllable words</li> </ul>	<p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of letters, sounds, and patterns to read and write CVC and CCVC words and high frequency words</li> <li>• Manipulate syllables within a multisyllabic word</li> <li>• Segment spoken one-syllable words into individual phonemes</li> </ul>
<p><b>Suggestions for Parental Involvement/ Support</b></p>	<ul style="list-style-type: none"> <li>• Read with your child nightly, having your child help turn the pages and discuss interesting parts of the story.</li> <li>• Identify letters/words that they know in print both in the home and around the home (food labels, restaurants, stores, etc.).</li> <li>• Encourage your child to write/draw and “read” back their writing/drawing.</li> <li>• Practice writing their name and forming upper and lower-case letters legibly.</li> <li>• Practice counting and clapping syllables in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and reread familiar stories with your child and model how to use expression using your best storyteller voice. Encourage your child to approximate reading the stories using the illustrations and changing their voice to match the characters’ emotions.</li> <li>• Encourage your child to write/draw and “read” back their writing/drawing.</li> <li>• Practice reading and writing CVC and high frequency words.</li> <li>• Practice blending spoken phonemes to form one-syllable words (/d/ /o/ /g/ says dog).</li> </ul>	<ul style="list-style-type: none"> <li>• Read stories that are interesting but beyond their reading level.</li> <li>• Use letter magnets or Scrabble tiles to build sight words and simple CVC words. Change the beginning letter of CVC words to make a new word.</li> <li>• Have your child teach you how to do something in steps.</li> <li>• Practice blending spoken phonemes to form one-syllable words (/d/ /o/ /g/ says dog).</li> <li>• Encourage your child to write/draw and “read” back their writing/drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• As your child reads, ask them, “Why do you think the character did that?”</li> <li>• Encourage your child to write/draw and “read” back their writing/drawing.</li> <li>• Together, brainstorm issues/problems that are important to your child or your family. Then, help your child create a list of reasons why that issue is important or how it could be solved.</li> <li>• Practice reading and writing CVC, CCVC and high frequency words.</li> </ul>