



1<sup>st</sup> Quarter

Resources: My World Texas Social Studies – Making Our Way and Pearson Website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1st: week		Welcome Class rules, routines, and procedures Ice Breakers	
2nd: week	<b>Reading</b> – Character and sequence. Sam Com Back! (Fiction)  <b>Spelling</b> – Words with short a, final ck  <b>Writing</b> – Sentences	Recognizes sequences of letters, identify upper and lower-case letters.  Recognize the distinguishing features of a sentence.  Identify short-a sounds.  **Start Reading Groups	1.1-Reading, Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (A) Recognize that spoken words are represented in written English by specific sequences of letters; 1.1B-identify upper and lowercase letters 1.2A- Acquire English, learning content in English, and learning to read simultaneously 1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends 1.3B combine sounds from letters and common spelling patters 1.5-reading/fluency; fluency and comprehension (rate, accuracy, expression, appropriate phrasing) 1.16A- recognize different purpose of media (e.g., informational, entertainment 1.22A-use phonological knowledge to match sounds to letters to construct known words B. -Use letter-sound patters to spell C. -Spell high frequency words from a commonly used list D. -Spell base words with inflectional endings (e.g.; adding “s” to make words plural) E. -Use resources to find correct spellings
3rd: week	<b>Reading</b> – Realism and Fantasy <u>Pig in a Wig</u> (Fantasy)  <b>Spelling</b> – Words with short i, final x  <b>Writing</b> – Handwriting with ABC	Recognize phonic sounds of short vowels.  Increase word fluency.  Understand realism and fantasy - book genres.  Increase legible handwriting skills.	1.1-Reading; Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (A) Recognize that spoken words are represented in written English by specific sequences of letters; 1.2A- Acquire English, learning content in English, and learning to read simultaneously 1.1B-identify upper and lower case letters 1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends 1.3B combine sounds from letters and common spelling patters 1.5- Reading/Fluency; read grade-level test with fluency and comprehension



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4th: week	<p><b>Reading</b> – Character and Setting <u>The Big Blue Ox</u> (Animal Fantasy)</p> <p><b>Spelling</b> – Words with short o, final – s plural</p> <p><b>Writing</b> – Handwriting with spelling words. Sentence structure.</p>	<p>Recognize phonic sounds of short vowels.</p> <p>Increase word fluency.</p> <p>Understand parts of a story and how they help with comprehension.</p>	<p>1.1-Reading, Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (A) Recognize that spoken words are represented in written English by specific sequences of letters;</p> <p>1.1B-identify upper and lower case letters</p> <p>1.2A-orally generate a series of original rhyming words using a variety of phonograms (e.g.: ake, ant, ain) and consonant blends</p> <p>1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends</p> <p>1.3B combine sounds from letters and common spelling patters</p> <p>1.5- Reading/Fluency; read grade-level text with fluency and comprehension</p> <p>1.22A-use phonological knowledge to match sounds to letters to construct known words</p> <p>1.22B-use letter sound patterns to spell: CVC, CVCe, one syllables words with consonant blends</p> <p>1.22C-spell high frequency words from a commonly used list</p> <p>1.22D-spell base words with inflectional endings (e.g.; “s” to make plural)</p>
5th: week	<p><b>Reading</b> – Main Idea and drawing a conclusion. <u>A Fox and a Kit</u> (Nonfiction)</p> <p><b>Spelling</b> – inflected ending –s</p> <p><b>Writing</b> – Handwriting a complete sentence</p>	<p>Recognize phonic sounds of short vowels.</p> <p>Increase word fluency.</p> <p>Understand facts in a story.</p>	<p>1.1-Reading, Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (A) Recognize that spoken words are represented in written English by specific sequences of letters;</p> <p>1.1B-identify upper and lowercase letters</p> <p>1.2A-orally generate a series o original rhyming words using a variety of phonograms (e.g.; ake, ant, ain) and consonant blends</p> <p>1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends</p> <p>1.3B combine sounds from letters and common spelling patters</p> <p>1.5- Reading/Fluency; read grade-level text with fluency and comprehension</p> <p>1.22A-use phonological knowledge to match sounds to letters to construct known words</p> <p>1.22B-use letter sound patterns to spell: CVC, CVCe, one syllables words with consonant blends</p> <p>1.22C-spell high frequency words from a commonly used list</p> <p>1.22D-spell base words with inflectional endings (e.g.; “s” to make plural)</p> <p>1.22E-use resources to find correct spellings</p>



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6th: week	<p><b>Reading</b> – Realism and Fantasy, Main idea; <u>Get The Egg</u> (Realistic fiction)</p> <p><b>Spelling</b> - Words with short e and initial blends</p> <p><b>Writing</b> – Handwriting spelling word sentence – Personal dictionary</p>	<p>Recognize phonic sounds of short vowels.</p> <p>Increase word fluency.</p> <p>Understand facts in a story.</p>	<p>1.1-Reading; Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (A) Recognize that spoken words are represented in written English by specific sequences of letters; 1.2A-orally generate a series of original rhyming words using a variety of phonograms (e.g.; ake, ant, ain) and consonant blends 1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends 1.3B combine sounds from letters and common spelling patters 1.5- Reading/Fluency; read grade-level text with fluency and comprehension 1.22B-use letter sound patterns to spell: CVC, CVCe, one syllables words with consonant blends 1.22C-spell high frequency words from a commonly used list 1.22D-spell base words with inflectional endings (e.g.; “s” to make plural) 1.22E-use resources to find correct spellings</p>
7th: week	<p><b>Reading</b> – Cause and Effect. <u>Animal Park</u> (Fantasy)</p> <p><b>Spelling</b> – Words with short u, final blends</p> <p><b>Writing</b> – Handwriting with sentences from story</p> <p>Review and assess 1.1 Unit 1 Benchmark</p>	<p>Recognize phonic sounds of short vowels.</p> <p>Increase word fluency.</p> <p>Final blends of words.</p>	<p>1.1-Reading; Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (A) Recognize that spoken words are represented in written English by specific sequences of letters; 1.2A-orally generate a series o original rhyming words using a variety of phonograms (e.g.; ake, ant, ain) and consonant blends 1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends 1.3B combine sounds from letters and common spelling patters 1.5- Reading/Fluency; read grade-level text with fluency and comprehension 1.22A-use phonological knowledge to match sounds to letters to construct known words 1.22B-use letter sound patterns to spell: CVC, CVCe, one syllables words with consonant blends 1.22C-spell high frequency words from a commonly used list</p>
8th: week	<p><b>Reading</b> – Predict and Main Idea. <u>A Big Fish for Max</u> (Fantasy)</p>	<p>Recognize phonic sounds of long vowels.</p> <p>Increase word fluency.</p>	<p>1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including: (i) Single letter (consonants) (ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u,</p>



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	<p><b>Spelling</b> – words with Digraphs sh, th...</p>	<p>Making predictions from prior knowledge.</p>	<p>y=long e and i            (iii) Constant blends            (iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge and ph            1.5- Reading/Fluency; read grade-level text with fluency and comprehension            1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events            1.9B-describe characters in a story and the reasons for their actions and feelings            1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction            1.13-Reading/comprehension of informational Text/Culture and history            1.14A-restate the main idea, heard or read            1.14B-identify important facts or details in text, heard or read            1.14C-retell the order of events in a text by referring to the words and/or illustrations            1.16A-recongize different purposes of media            1.16B-identify techniques used in media (e.g.; sound, movement)            1.22A-use phonological knowledge to match sounds to letters to construct known words            1.22B-use letter sound patterns to spell: CVC, CVCe, one syllables words with consonant blends            1.22C-spell high frequency words from a commonly used list            1.22D-spell base words with inflectional endings (e.g.; “s” to make plural)            1.22E-use resources to find correct spellings</p>
<p>9<sup>th</sup>: week</p>	<p><b>Reading</b> – Cause and Effect. <u>The Farmer in the Hat</u> (Realistic Fiction)   <b>Spelling</b> – Words with long a CVCe</p>	<p>Recognize phonic sounds of long vowels.             Increase word fluency.             Understand differences of cause and the effects</p>	<p>1.2A-orally generate a series of original rhyming words using a variety of phonograms (e.g.; ake, ant, ain) and consonant blends            1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends            1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including:            (i) Single letter (consonants)            (ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u, y=long e and i            (iii) Constant blends            (iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge and ph</p>



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			1.5- Reading/Fluency; read grade-level text with fluency and comprehension 1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events 1.9B-describe characters in a story and the reasons for their actions and feelings 1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction 1.13-Reading/comprehension of informational Text/Culture and history 1.14A-rewrite the main idea, heard or read 1.14B-identify important facts or details in text, heard or read 1.14C-retell the order of events in a text by referring to the words and/or illustrations 1.16A-recognize different purposes of media 1.16B-identify techniques used in media (e.g.; sound, movement) 1.22A-use phonological knowledge to match sounds to letters to construct known words 1.22B-use letter sound patterns to spell: CVC, CVCe, one syllables words with consonant blends 1.22E-use resources to find correct spellings

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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1st: week P/T conferences	<b>Reading</b> – Author’s Purpose. Who works Here (Nonfiction)  <b>Spelling</b> – Words with Long i, CVCe; digraphs wh, ch, tch	Recognize phonic sounds for long –i.  Use digraphs wh, ch, tch sounds.  Understand Authors purpose for writing.  Decoding strategies for high frequency words	1.2A-orally generate a series of original rhyming words using a variety of phonograms (e.g.; ake, ant, ain) and consonant blends 1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends 1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including: (i) Single letter (consonants) (ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u,



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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	<p><b>Writing</b> – Handwriting and sentence</p>		<p>y=long e and i            (iii) Constant blends            (iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge and ph            1.5- Reading/Fluency; read grade-level text with fluency and comprehension            1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events            1.9B-describe characters in a story and the reasons for their actions and feelings            1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction            1.13-Reading/comprehension of informational Text/Culture and history            1.14A-restate the main idea, heard or read            1.14B-identify important facts or details in text, heard or read            1.14C-retell the order of events in a text by referring to the words and/or illustrations</p>
<p>2nd: week</p>	<p><b>Reading</b> – Sequence.  <u>The Big Circle</u> (Fiction)            contractions n’t, ‘m, ‘ll</p> <p><b>Spelling</b> – Words with Long o, CVCe</p> <p><b>Writing</b> – Handwriting with stories</p>	<p>Recognize phonic sounds for long o.</p> <p>Blend, read, and build regular long o words</p> <p>Understanding sequencing in story process</p> <p>Understanding use of contraction.</p> <p>Decoding strategies for high frequency words</p>	<p>1.2A-orally generate a series o original rhyming words using a variety of phonograms (e.g.; ake, ant, ain) and consonant blends            1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends            1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including:            (i) Single letter (consonants)            (ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u,            y=long e and i            (iii) Constant blends            (iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge and ph            1.5- Reading/Fluency; read grade-level text with fluency and comprehension            1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events            1.9B-describe characters in a story and the reasons for their actions and feelings            1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction            1.13-Reading/comprehension of informational Text/Culture and history            1.14A-restate the main idea, heard or read            1.14B-identify important facts or details in text, heard or read</p>



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3rd: week	<p><b>Reading</b> – Life in the <u>Forest</u> (nonfiction)</p> <p><b>Spelling</b> – Words with long u,e CVCe inflected endings –ed.</p> <p><b>Writing</b> – Handwriting book reports</p>	<p>Recognize phonic sounds for long –u</p> <p>Blend read and build regular long u and words with inflected endings i.e. –ed.</p> <p>Segment sounds for words</p> <p>Understand author’s purpose</p> <p>Continue use of contractions.</p> <p>Decoding strategies for high frequency words</p>	<p>1.14C-retell the order of events in a text by referring to the words and/or illustrations</p> <p>1.2A-orally generate a series o original rhyming words using a variety of phonograms (e.g.; ake, ant, ain) and consonant blends</p> <p>1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends</p> <p>1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including:</p> <p>(i) Single letter (consonants)</p> <p>(ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u, y=long e and i</p> <p>(iii) Constant blends</p> <p>(iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge and ph</p> <p>1.5- Reading/Fluency; read grade-level test with fluency and comprehension</p> <p>1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events</p> <p>1.9B-describe characters in a story and the reasons for their actions and feelings</p> <p>1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction</p> <p>1.13-Reading/comprehension of informational Text/Culture and history</p> <p>1.14A-restate the main idea, heard or read</p> <p>1.14B-identify important facts or details in text, heard or read</p> <p>1.14C-retell the order of events in a text by referring to the words and/or illustrations</p>
4th: week	<p><b>Reading</b> – Compare and Contrast. <u>Honey Bees</u> (Nonfiction)</p> <p><b>Spelling</b> – Word with Long e: e, ee; syllables VCCV</p> <p><b>Writing</b> – Handwriting</p>	<p>Recognize phonic sounds for the long e and ee sounds.</p> <p>Additional syllables VCCV.</p> <p>Recognize and use antonyms.</p> <p>Blend read and build regular long u and words with inflected endings i.e –ed.</p>	<p>1.2A-orally generate a series o original rhyming words using a variety of phonograms (e.g.; ake, ant, ain) and consonant blends</p> <p>1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends</p> <p>1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including:</p> <p>(i) Single letter (consonants)</p> <p>(ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u, y=long e and i</p>



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	<p>with Spelling word. Sentence structure</p> <p>Review and assess 1.2 Unit 2 Benchmark</p>	<p>Segment sounds for words.</p> <p>Understand author’s purpose.</p> <p>Continue use of contractions.</p> <p>Decoding strategies for high frequency words.</p>	<p>(iii) Constant blends (iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge and ph 1.5- Reading/Fluency; read grade-level text with fluency and comprehension 1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events 1.9B-describe characters in a story and the reasons for their actions and feelings 1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction 1.13-Reading/comprehension of informational Text/Culture and history 1.14A-restate the main idea, heard or read 1.14B-identify important facts or details in text, heard or read 1.14C-retell the order of events in a text by referring to the words and/or illustrations</p>
<p>5th: week</p>	<p><b>Reading</b> – Compare and Contrast <u>An Egg is an Egg</u> (Realistic Fiction)</p> <p><b>Spelling</b> – Words with long e and long i: y (long vowels CV) Verbs-action</p> <p><b>Writing</b> – Handwriting a complete sentence</p>	<p>Recognize phonic sounds for the long e using –l, -y.</p> <p>Additional action verbs will be introduced.</p> <p>Understand the compare and contrast of events.</p> <p>Decoding strategies for high frequency words.</p>	<p>1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including: (i) Single letter (consonants) (ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u, y=long e and i (iii) Constant blends (iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge and ph 1.5- Reading/Fluency; read grade-level text with fluency and comprehension 1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events 1.9B-describe characters in a story and the reasons for their actions and feelings 1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction 1.13-Reading/comprehension of informational Text/Culture and history 1.14A-restate the main idea, heard or read 1.14B-identify important facts or details in text, heard or read 1.14C-retell the order of events in a text by referring to the words and/or illustrations 1.22A-use phonological knowledge to match sounds to letters to construct known words 1.22B-use letter sound patterns to spell: CVC, CVCe, one syllables words with</p>





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			consonant blends 1.22C-spell high frequency words from a commonly used list 1.22D-spell base words with inflectional endings (e.g.; “s” to make plural) 1.22E-use resources to find correct spellings
6th:  Week Thanksgiving	<b>Reading</b> – Realism and Fantasy, Main idea <u>Ruby in her Own Time</u> (Realistic Fiction )  <b>Spelling</b> – Words with ng and nk;  <b>Writing</b> – Handwriting spelling word sentence. –Personal dictionary	Recognize phonic sounds for the –nk and ng ending blends.  Introduce compare and contrast of events.  Decoding strategies for high frequency words.	1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including: (i) Single letter (consonants) (ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u, y=long e and i (iii) Constant blends (iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge ad ph 1.5- Reading/Fluency; read grade-level text with fluency and comprehension 1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events 1.9B-describe characters in a story and the reasons for their actions and feelings 1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction 1.13-Reading/comprehension of informational Text/Culture and history 1.14A-restate the main idea, heard or read 1.14B-identify important facts or details in text, heard or read 1.14C-retell the order of events in a text by referring to the words and/or illustrations 1.22A-use phonological knowledge to match sounds to letters to construct known words 1.22B-use letter sound patterns to spell: CVC, CVCe, one syllables words with consonant blends 1.22C-spell high frequency words from a commonly used list 1.22D-spell base words with inflectional endings (e.g.; “s” to make plural) 1.22E-use resources to find correct spellings
7th: week	<b>Reading</b> – Plot. <u>Jan’s New Home</u> (Realistic Fiction)	Recognize phonic sounds for the –es and plural –s ending.  Introduce compound words and verbs	1.2A-orally generate a series o original rhyming words using a variety of phonograms (e.g.; ake, ant, ain) and consonant blends 1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends



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	<p><b>Spelling</b> – Words adding –s (ending and plural –es)</p> <p><b>Writing</b> – handwriting with sentences from story</p>	<p>Understand the compare and contrast of events.</p> <p>Decoding strategies of high frequency words</p>	<p>1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including:</p> <ul style="list-style-type: none"> <li>(i) Single letter (consonants)</li> <li>(ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u, y=long e and i</li> <li>(iii) Constant blends</li> <li>(iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge and ph</li> </ul> <p>1.5- Reading/Fluency; read grade-level text with fluency and comprehension</p> <p>1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events</p> <p>1.9B-describe characters in a story and the reasons for their actions and feelings</p> <p>1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction</p> <p>1.13-Reading/comprehension of informational Text/Culture and history</p> <p>1.14A-restate the main idea, heard or read</p> <p>1.14B-identify important facts or details in text, heard or read</p> <p>1.14C-retell the order of events in a text by referring to the words and/or illustrations</p> <p>1.22A-use phonological knowledge to match sounds to letters to construct known words</p> <p>1.22B-use letter sound patterns to spell: CVC, CVCe, one syllables</p>
<p><b>8th: week</b></p>	<p><b>Reading</b> – Draw Conclusion. <u>Frog and Toad Together</u> (Animal Fantasy)</p> <p><b>Spelling</b> – adding –ed (inflecting ending –ed, -ing)</p> <p><b>Writing</b> – Handwriting sentence structure.</p>	<p>Recognize phonic sounds for the –ed and –ing ending.</p> <p>Identify nouns for now and past</p> <p>Understand the plot (problem of a story)</p> <p>Visualize characters, setting, and events.</p> <p>Decoding strategies for high frequency words</p>	<p>1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends</p> <p>1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including:</p> <ul style="list-style-type: none"> <li>(i) Single letter (consonants)</li> <li>(ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u, y=long e and i</li> <li>(iii) Constant blends</li> <li>(iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge and ph</li> </ul> <p>1.5- Reading/Fluency; read grade-level text with fluency and comprehension</p> <p>1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events</p> <p>1.9B-describe characters in a story and the reasons for their actions and feelings</p>



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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction 1.13-Reading/comprehension of informational Text/Culture and history 1.14A-restate the main idea, heard or read 1.14B-identify important facts or details in text, heard or read 1.14C-retell the order of events in a text by referring to the words and/or illustrations
9th: week	<p><b>Reading</b> – Author’s Purpose. Who works Here (Nonfiction)</p> <p><b>Spelling</b> – Words with Long i, CVCe; digraphs wh, ch, tch</p> <p><b>Writing</b> – Handwriting and sentence</p>	<p>Recognize phonic sounds for long –i.</p> <p>Use digraphs wh, ch, tch sounds.</p> <p>Understand Authors purpose for writing.</p> <p>Decoding strategies for high frequency words</p>	1.2A-orally generate a series of original rhyming words using a variety of phonograms (e.g.; ake, ant, ain) and consonant blends 1.2E-Isolate initial, medial, and final sounds in one-syllables words, including consonant blends 1.3A decoding words in a context and in isolation by applying common letter-sound correspondences, including: (i) Single letter (consonants) (ii) Single letters vowels (vowels) including short a, e, i, o, u and long a, e, i, o, u, y=long e and i (iii) Constant blends (iv) Consonant digraphs including ch, tch, sh, th wh, ng, ck, kn, dge and ph 1.5- Reading/Fluency; read grade-level text with fluency and comprehension 1.9A-describe the plot (problem and solution) and recall a story’s beginning, middle, and end with attention to the sequence of events 1.9B-describe characters in a story and the reasons for their actions and feelings 1.10-Reading/Comprehension: understand, make inferences and draw conclusions; literary nonfiction 1.13-Reading/comprehension of informational Text/Culture and history 1.14A-restate the main idea, heard or read 1.14B-identify important facts or details in text, heard or read 1.14C-retell the order of events in a text by referring to the words and/or illustrations



3<sup>rd</sup> Quarter

Resources: My World Texas Social Studies – Making Our Way and Pearson Website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1st: week	<p><b>Reading</b> – Draw Conclusion. <u>I'm a Caterpillar</u> (Nonfiction)</p> <p><b>Spelling</b> – Words with er, ir, ur; contractions 's, 've</p> <p><b>Writing</b> – Handwriting with spelling word sort. Story retell</p>	<p>Recognize phonic sounds for the er, ir, ur and contractions –'s, 've</p> <p>Identify I, am, is, are, were</p> <p>Understand the plot (problem of a story)</p> <p>Visualize characters, setting, and events.</p> <p>Decoding strategies for high frequency words</p>	<p>1.3A 1.1B 1.1A-1.2B 1.1E 1.2E 1.16A 1.16E 1.16C 1.5F 1.5H 1.5A 1.5C 1.15D 1.14A 1.14B 1.14C 1.13A 1.10A 1.9A 1.9B 1.22A-E</p>
2nd: week	<p><b>Reading</b> – Draw Conclusion. <u>I'm a Caterpillar</u> (Nonfiction)</p> <p><b>Spelling</b> – Words with er, ir, ur; contractions 's, 've</p> <p><b>Writing</b> – Handwriting with spelling word sort. Story retell</p>	<p>Recognize phonic sounds for the er, ir, ur and contractions –'s, 've</p> <p>Identify I, am, is, are, were</p> <p>Understand the plot (problem of a story)</p> <p>Visualize character settings and events.</p> <p>Decoding strategies for high frequency words</p>	<p>1.3A 1.1B 1.1A-1.2B 1.1E 1.2E 1.16A 1.16E 1.16C 1.5F 1.5H 1.5A 1.5C 1.15D 1.14A 1.14B 1.14C 1.13A 1.10A 1.9A 1.9B 1.22A-E</p>
3rd: week	<p><b>Reading</b> – Sequence, <u>Where are My Anima Friends?</u> (Play)</p> <p><b>Spelling</b> – Words er and es; dge /j/</p> <p><b>Writing</b> – Handwriting with spelling word sort. Story retell</p>	<p>Recognize phonic sounds of –er, es; dge /j/</p> <p>Continue to identify I, am, is are, were</p> <p>Understand structure of a play.</p> <p>Identify sequences of events.</p> <p>Create and read cycle charts.</p> <p>Decoding strategies for high frequency words</p>	<p>1.3A 1.1B 1.1A-1.2B 1.1E 1.2E 1.16A 1.16E 1.16C 1.5F 1.5H 1.5A 1.5C 1.15D 1.14A 1.14B 1.14C 1.13A 1.10A 1.9A 1.9B 1.22A-E</p>



3 <sup>rd</sup> Quarter			
Resources: My World Texas Social Studies – Making Our Way and Pearson Website			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
4th: week	Review and assess 1.3 Unit 3 Benchmark	Review Unit 3 and assess student learning.	1.3A 1.1B 1.1A-1.2B 1.1E 1.2E 1.16A 1.16E 1.16C 1.5F 1.5H 1.5A 1.5C 1.15D 1.14A 1.14B 1.14C 1.13A 1.10A 1.9A 1.9B 1.22A-E
5th: week	<p><b>Reading</b> – Draw Conclusion <u>Mama’s Birthday</u> (Realistic fiction)</p> <p><b>Spelling</b> – long a: ai, ay; possessiveness</p> <p><b>Writing</b> – Handwriting and sentences</p>	<p>Recognize phonic sounds of long –a, ai, ay: and possessives</p> <p>Learn to draw conclusions from prior knowledge.</p> <p>Identify adjectives</p> <p>Decoding strategies for high frequency words.</p> <p>Read aloud strategies for appropriate speed and accuracy</p>	<p>1.3A-decodes words in context and in isolation by applying common letter sound correspondence</p> <p>1.2B-For ELLs, comprehension of texts requires additional scaffold to support comprehensible input</p> <p>1.16A-recognize different purpose of media</p> <p>1.14A-restate the main idea, heard or read</p> <p>1.14B-identify important facts or details in a text, hear or read</p> <p>1.14C-retell the order of events in a text by referring to the words and/or illustrations</p> <p>1.13-Reading/comprehension of informational text/culture and history. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing about the text</p> <p>1.10-reading/comprehension of literary text/literary nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why</p> <p>1.9A-describe the plot (problem and solution) and retell a story’s beginning, middle, and end with attention to the sequence of events</p> <p>1.9B-decribe characters in a story and the reasons for their actions and feelings</p> <p>1.22A-E-use phonological knowledge to match sounds to letters to construct known words; use letter sound patterns to spell; spell high frequency word from a commonly used lists; use resources to find correct spellings</p>



3<sup>rd</sup> Quarter

Resources: My World Texas Social Studies – Making Our Way and Pearson Website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
6th: week	<p><b>Reading</b> – Sequence. <u>The Dot</u> (Realistic Fiction)</p> <p><b>Spelling</b> – Long e: ea; inflected endings</p> <p><b>Writing</b> – Handwriting with stories</p>	<p>Recognize phonic sounds of long e, ea, inflected endings</p> <p>Identify a theme of a story with sequence.</p> <p>Identify adjectives for color and shapes.</p> <p>Decoding strategies for high frequency words.</p> <p>Read aloud strategies for appropriate speed and accuracy</p>	<p>1.2B-For ELLs, comprehension of text requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language to further vocabulary development.</p> <p>1.16A-recognize different purpose of media</p> <p>1.14A-restate the main idea, heard or text</p> <p>1.14B-identify important facts or details in text, heard or read</p> <p>1.14C-retell the order of events in a text by referring to the words and/or illustration</p> <p>1.13- reading/comprehension of informational text/culture and history. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing about the text</p> <p>1.10- reading/comprehension of literary text/literary nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or fantasy</p> <p>1.9A-describe the plot (problems and solution) and retell a story’s beginning, middle, and end with attention to the sequence of events</p> <p>1.9B- describe characters in a story and the reasons for their actions and feelings</p> <p>1.22A-E- use phonological knowledge to match sound to letters to construct known words; use letter sounds patters to spell; spell high frequency words from a commonly used list; spell base words with inflectional endings and use resources to find correct spellings</p>
7th: week	<p><b>Reading</b> – Biography; author’s purpose. <u>Mister Bones</u> (Nonfiction)</p> <p><b>Spelling</b> – Words with long o: oa; ow; three letter blends</p> <p><b>Writing</b> – Handwriting</p>	<p>Recognize phonic sounds of long –o; oa, ow and three letter blends</p> <p>Identify a theme of a story with sequence.</p> <p>Identify adjectives for sizes</p> <p>Decoding strategies for high frequency words.</p>	<p>1.1A- Reading; understanding a wide variety of literary and informational texts, writing; compose a variety of written texts with a clear controlling idea, coherent organization and sufficient detail, research; how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listening and speaking, use oral and written conventions to speak and write, strengthen their reading, writing and oral language skills, write and read on a daily basis</p> <p>1.2B-For ELLs, comprehension of test requires additional scaffolds to support comprehension input. ELL students should use the knowledge of their first language to further vocabulary development. Vocabulary needs to be taught in the</p>



3<sup>rd</sup> Quarter

Resources: My World Texas Social Studies – Making Our Way and Pearson Website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	book reports	Read aloud strategies for appropriate speed and accuracy.	context of connected discourse so that language is meaningful. 1.16A-recognize different purpose of media 1.14A-restae the main idea, heard or read 1.14B-identify important fact or details in text, heard or read 1.14C- identify the order of events in a text by referring to the words and/or illustrations 1.9A-describe the plot (problem and solution) and retell a story’s beginning, middle, and end with attention to the sequence of events 1.9B-describe characters in a story and the reasons for their actions and feeling 1.22A-E- use phonological knowledge to match sounds to letters to construct known words; use letter-sound patters to spell; spell high frequency words from a commonly used list; spell base words with inflectional endings; use resources to find correct spellings
8th: week	<b>Reading</b> – Realism and Fantasy <u>The Lady in the Moon</u> (Realistic Fiction)  <b>Spelling</b> – long i: ie, igh; kn /n/ and wr /r/  <b>Writing</b> – Handwriting with spelling words. Sentence structure	Recognize phonic sounds of l, ie, igh; kn /n/ and wr /r/  Recognize realism and fantasy  Identify adjectives for what kind  Express opinion while speaking  Decoding strategies for high frequency words  Read aloud strategies for appropriate speed and accuracy	1.3A- decode words in context and in isolation by applying common letter sound correspondences 1.5-reading/fluency Students read grade level test with fluency and comprehension. Students are expected to read aloud grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension 1.15A- follow written multi-step directions with picture cues to assist with understanding 1.15B-explain the meaning of specific signs and symbols 1.19A- write brief compositions about topics of interest to the student 1.19B-write short letters that put ideas in a chronological or logical sequence and use appropriate conventions 1.19C- write brief comments on literary or informational texts 1.20A-understand and use the following parts of speech in the context of reading, writing, and speaking 1.20B-speak in complete sentences with correct subject-verb agreement 1.21A- form upper and lower case letters legibly in text, using the basic conventions of print (left to right and top to bottom) including spacing between words and sentences 1.21B- recognize and use basic capitalization
9th: week	<b>Reading</b> – Character,	Recognize phonic sounds of ew, ue, ui and	1.6B-determine the meaning of compound words using knowledge of the meaning



3 <sup>rd</sup> Quarter			
Resources: My World Texas Social Studies – Making Our Way and Pearson Website			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	Setting and Plot <u>Peter’s Chair</u> (Realistic Fiction)  <b>Spelling</b> – Compound words  <b>Writing</b> – Handwriting a complete sentence	use letter-sound clues and word parts to decode compound words  Recognize setting and plot  Identify adjectives for how many  Express opinion while speaking  Decoding strategies for high frequency words.  Read aloud strategies for appropriate speed and accuracy	of their individual component words 1.9A-decribe the plot (problem and solution) and retell a story’s beginning, middle and end with attention to the sequence of events 1.9B-describe characters in a story and the reasons for their actions and feelings 1.20A-umderstand and use the following parts of speech in the context of reading, writing and speaking 1.21A- form upper and lower case letters legibly in text, using the basic conventions of print, including spacing between words and sentences 1.21B- recognize and use basic capitalization
Spring Break			

4th Quarter			
Resources: My World Texas Social Studies – Making Our Way and Pearson Website			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1st: week	<b>Reading</b> – Cause and Effect <u>Henry and Mudge and Mrs. Hopper’s House</u> (Realistic Fiction)  <b>Spelling</b> – suffixes; ly, ful  <b>Writing</b> – Handwriting	Recognize phonic endings of –ly, ful  Use structural letter sound clues to decode words with these suffixes.  Blend and build words.  Ending words that show comparison –er, est	1.3A- Decoding words in context and in isolation by applying common letter sound correspondences 1.1B-idenitfy upper and lower case letters 1.1A-recognize that spoken words are represented in written English by specific sequences of letters 1.1E-read texts by moving from top to bottom of the page and tracking words from left to right with return sweep 1.2A- orally generate a series of original rhyming words using a variety of phonograms and consonant blends





4th Quarter

Resources: My World Texas Social Studies – Making Our Way and Pearson Website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
	spelling word sentence - personal dictionary, Writing an explanation	Recognize Cause and effects in stories  Identify adjectives that compare.  Express opinion while speaking  Decoding strategies for high frequency words.  Read aloud strategies for appropriate speed and accuracy	1.2E-isolate initial, medial, and final sounds in one syllables spoken words 1.16A-recognize different purpose of media 1.16B-identify techniques used in media 1.5-reading/fluency. Students read grade level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency and comprehension 1.14A-restate the main idea, heard or read 1.14B-identify important facts or details in text heard or read 1.14C-retell the order of events in a text by referring to the words and/or illustrations 1.13A-students analyze make inferences and draw conclusions about the author’s purpose in culture, historical and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing about the text 1.10-Students understand, make inferences and draw conclusion about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why 1.9A- describe the plot (problem and solution) and retell a story’s beginning, middle and end with attention to the sequence of events 1.19B-write short letters that put ideas in a chronological or logical sequence and us appropriate conventions 1.11-students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text 1.22A-E- use phonological knowledge to match sounds to letters to construct known words; use letter sound patterns to spell; spell high frequency words from a commonly used list; spell base words with inflectional endings; use resources to find correct spelling
<b>2nd: week</b>	Review and assess 1.4 Unit 4 Benchmark	Review Unit 4 and assess student learning.	
<b>3rd:</b>	<b>Reading – Draw</b>	Recognize phonic endings of –o out words	1.3A- decode words in context and in isolation by applying common letter sound



4th Quarter

Resources: My World Texas Social Studies – Making Our Way and Pearson Website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
week	<p>Conclusions <u>Mole and Baby Bird</u> (Animal Fantasy)</p> <p><b>Spelling</b> – vowel sound in out</p> <p><b>Writing</b> – Book Reports</p>	<p>Use structural letter sound clues to decode words with these suffixes.</p> <p>Blend and build words.</p> <p>Identify exclamations</p> <p>Recognize Cause and Effect in stories</p> <p>Express strong emotions</p> <p>Decoding strategies for high frequency words.</p> <p>Read aloud strategies for appropriate speed and accuracy</p>	<p>correspondences</p> <p>1.1B-identify upper and lowercase letters</p> <p>1.1A-recognize that spoken words are represented in written English by specific sequence of letters</p> <p>1.2A-orally generates series of original rhyming words using a variety of phonograms and consonant blends</p> <p>1.1E-read text by moving from top to bottom of the page and tracking words from left to right with return sweep 1.2E-isolate initial, medial, and final sounds in one syllables spoken words</p> <p>1.16A- recognize different purpose of media</p> <p>1.16B-identify techniques used in media</p> <p>1.5- students are expected to read aloud grade level appropriate text with fluency and comprehension</p> <p>1.14B-identify important facts or details in text, heard or read</p> <p>1.14C-retell the order of events in a test by referring to the words and/or illustrations</p> <p>1.13- students analyze, make inferences and draw conclusions about the author’s purpose in culture, historical and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing about the text</p> <p>1.10-students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why</p> <p>1.9A-describe the plot (problem and solution) and retell a story’s beginning, middle and end with attention to the sequence of events</p> <p>1.19B-write short letters that put ideas in a chronological or logical sequence and us appropriate conventions</p> <p>1.11-students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text</p> <p>1.22A-Euse phonological knowledge to match sounds to letters to construct known words; use letter sound patterns to spell; spell high frequency words from a</p>



4th Quarter

Resources: My World Texas Social Studies – Making Our Way and Pearson Website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			commonly used list; spell base words with inflectional endings; use resources to find correct spelling
4th: week	<p><b>Reading</b> – Compare and Contrast <u>Dot &amp; Jabber and the Great Acorn Mystery</u> (Informational Fiction)</p> <p><b>Spelling</b> – Vowel sounds in “book” and “moon”; oo</p> <p><b>Writing</b> – Handwriting with spelling word sort. Story retell</p>	<p>Recognize phonic middle sound of –oo as in “moon”</p> <p>Use structural letter sound clues to decode words with these suffixes</p> <p>Blend and build words</p> <p>Identify how sentences begin and end</p> <p>Recognize Compare and Contrast in stories</p> <p>Speak in complete sentences</p> <p>Decoding strategies for high frequency words.</p> <p>Read aloud strategies for appropriate speed and accuracy</p>	<p>1.1A-recognize that spoken words are represented in written English by specific sequence of letters</p> <p>1.1B-identify upper and lower case letters</p> <p>1.2A-orally generate a series of original rhyming words using a variety of phonograms and consonant blends</p> <p>1.2E-isolate initial, medial, and final sounds in one syllables spoken words</p> <p>1.3A-decode words in context and in isolation by applying common letter sound correspondences</p> <p>1.16A- recognize different purpose of media</p> <p>1.16B-identify techniques used in media</p> <p>1.5- students are expected to read aloud grade level appropriate test with fluency and comprehension</p> <p>1.14B-identify important facts or details in text, heard or read</p> <p>1.14C-retell the order of events in a test by referring to the words and/or illustrations</p> <p>1.13- students analyze, make inferences and draw conclusions about the author’s purpose in culture, historical and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing about the text</p> <p>1.10-studemts understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why</p> <p>1.9A-describe the plot (problem and solution) and retell a story’s beginning, middle and end with attention to the sequence of events</p> <p>1.19B-write short letters that put ideas in a chronological or logical sequence and us appropriate conventions</p> <p>1.11-students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text</p>



4th Quarter			
Resources: My World Texas Social Studies – Making Our Way and Pearson Website			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			1.22A-Euse phonological knowledge to match sounds to letters to construct known words; use letter sound patterns to spell; spell high frequency words from a commonly used list; spell base words with inflectional endings; use resources to find correct spelling
5th: week	<p><b>Reading</b> – Main Idea. <u>Simple Machines</u> (Non Fiction)</p> <p><b>Spelling</b> – ea vowel sound in “boy”</p> <p><b>Writing</b> – Book Reports</p>	<p>Recognize phonic endings of –ea out words</p> <p>Recognize homonyms for word from selection.</p> <p>Identify pronouns I and Me</p> <p>Use structural letter sound clues to decode words with these suffixes.</p> <p>Blend and build words.</p> <p>Identify main idea in story.</p> <p>Decoding strategies for high frequency words.</p> <p>Read aloud strategies for appropriate speed and accuracy</p>	<p>1.1A-recognize that spoken words are represented in written English by specific sequence of letters</p> <p>1.1B-identify upper and lower case letters</p> <p>1.2A-orally generate a series of original rhyming words using a variety of phonograms and consonant blends</p> <p>1.1E-read texts by moving from top to bottom of the page and tracking words from left to right with return sweep</p> <p>1.3A-decode words in context and in isolation by applying common letter sound correspondences</p> <p>1.16A- recognize different purpose of media</p> <p>1.16B-identify techniques used in media</p> <p>1.5- students are expected to read aloud grade level appropriate text with fluency and comprehension</p> <p>1.14B-identify important facts or details in text, heard or read</p> <p>1.14C-retell the order of events in a test by referring to the words and/or illustrations</p> <p>1.13- students analyze, make inferences and draw conclusions about the author’s purpose in culture, historical and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing about the text</p> <p>1.10-studemts understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why</p> <p>1.9A-describe the plot (problem and solution) and retell a story’s beginning, middle and end with attention to the sequence of events</p> <p>1.19B-write short letters that put ideas in a chronological or logical sequence and us appropriate conventions</p> <p>1.11-students understand, make inferences and draw conclusions about how an</p>



4th Quarter

Resources: My World Texas Social Studies – Making Our Way and Pearson Website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text 1.22A-Euse phonological knowledge to match sounds to letters to construct known words; use letter sound patterns to spell; spell high frequency words from a commonly used list; spell base words with inflectional endings; use resources to find correct spelling
6th: week	<b>Reading</b> – Biography <u>Alexander Graham Bell</u> (Theme biography)  <b>Spelling</b> – prefixes; un, re  <b>Writing</b> – Book Reports	Recognize phonic aw in “saw”  Drawing conclusion.  Be expressive when speaking.  Blend read and build words with shore –e and –a.  Identify and use pronouns I and Me in sentences  Write a paragraph.  Recognize and use focus/ideas in writing	1.1A-recognize that spoken words are represented in written English by specific sequence of letters 1.1B-identify upper and lower case letters 1.2A-orally generate a series of original rhyming words using a variety of phonograms and consonant blends 1.2E-isolate initial, medial, and final sounds in one syllables spoken words 1.3A-decode words in context and in isolation by applying common letter sound correspondences 1.16A- recognize different purpose of media 1.16B-identify techniques used in media 1.5- students are expected to read aloud grade level appropriate test with fluency and comprehension 1.14B-identify important facts or details in text, heard or read 1.14C-retell the order of events in a test by referring to the words and/or illustrations 1.13- students analyze, make inferences and draw conclusions about the author’s purpose in culture, historical and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing about the text 1.10-studemts understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why 1.9A-describe the plot (problem and solution) and retell a story’s beginning, middle and end with attention to the sequence of events 1.19B-write short letters that put ideas in a chronological or logical sequence and



4th Quarter

Resources: My World Texas Social Studies – Making Our Way and Pearson Website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			<p>us appropriate conventions</p> <p>1.11-students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text</p> <p>1.22A-Euse phonological knowledge to match sounds to letters to construct known words; use letter sound patterns to spell; spell high frequency words from a commonly used list; spell base words with inflectional endings; use resources to find correct spelling</p>
7th: week	<p><b>Reading</b> – Biograph Ben Franklin (Theme Biography)</p> <p><b>Spelling</b> – prefixes un, re</p> <p><b>Writing</b> – Book Reports</p>	<p>Recognize phonic prefixes of –un, re</p> <p>Build background segment sounds and word parts.</p> <p>Write a plan and identify pronouns.</p> <p>Apply decoding strategies</p> <p>Identify theme and set purpose for listening</p>	<p>1.1A-recognize that spoken words are represented in written English by specific sequence of letters</p> <p>1.1B-identify upper and lower case letters</p> <p>1.2A-orally generate a series of original rhyming words using a variety of phonograms and consonant blends</p> <p>1.2E-isolate initial, medial, and final sounds in one syllables spoken words</p> <p>1.3A-decode words in context and in isolation by applying common letter sound correspondences</p> <p>1.16A- recognize different purpose of media</p> <p>1.16B-identify techniques used in media</p> <p>1.5- students are expected to read aloud grade level appropriate test with fluency and comprehension</p> <p>1.14B-identify important facts or details in text, heard or read</p> <p>1.14C-retell the order of events in a test by referring to the words and/or illustrations</p> <p>1.13- students analyze, make inferences and draw conclusions about the author’s purpose in culture, historical and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author’s purpose in writing about the text</p> <p>1.10-studemts understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why</p> <p>1.9A-describe the plot (problem and solution) and retell a story’s beginning, middle</p>



4th Quarter

Resources: My World Texas Social Studies – Making Our Way and Pearson Website

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			and end with attention to the sequence of events 1.19B-write short letters that put ideas in a chronological or logical sequence and us appropriate conventions 1.11-students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text 1.22A-Euse phonological knowledge to match sounds to letters to construct known words; use letter sound patterns to spell; spell high frequency words from a commonly used list; spell base words with inflectional endings; use resources to find correct spelling
<b>8th: week</b>	Review and assess 1.5 Unit 5 Benchmark	Review Unit 5 and assess student learning.	
<b>9th: week</b>	End of the year review & test		
	Graduation		