



1st Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 st		Discuss class rules Discussion on what I did over the summer Review packet –what I know	
2 nd	Realistic Fiction Iris and Walter by Elisa Ghist	Reading Strategies Students are expected to use ideas to make and confirm predictions Fluency Students read grade-level text with fluency and comprehension. Conventions Students understand the function of and use the conventions of academic language when speaking and writing. Oral and Written Conventions/ Spelling Students spell correctly and use phonological knowledge to match sounds to letters to construct unknown words.	2.3A, 2.4 2.21, 2.22C, 2.23A,
3 rd	Expository Nonfiction <u>Exploring Space with an Astronaut</u> by Patricia J. Murphy	Reading Comprehension of Expository Text Students analyze, make inferences, and draw conclusions about and understand expository text and provide evidence from the text to support their meaning. Conventions Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Writing Process Students use elements of the writing process to compose text. Handwriting, Capitalization, and Punctuation Students write legibly and use appropriate capitalization and punctuation in their compositions. Vocabulary Development Students understand new vocabulary and use it when reading and writing. Oral and Written Conventions/ Spelling Students are expected to spell words with common orthographic patterns.	2.14, 2.21, 2.17, 2.5 2.23B



1st Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
4 th	Realistic Fiction Henry and Mudge and the Starry Night by Cynthia Rylant	Comprehension of Literary Text Fiction Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Reading Strategies Students establish purpose for reading selected texts and monitor comprehension, making adjustments Writing/ Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Oral and Written Conventions Students spell correctly. Phonics Students decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including consonant blends.	2.9, 2.3C, 2.18, 2.23, 2.2A
5 th	Expository Nonfiction A Walk in the Desert by Caroline Arnold	Comprehension of Literary Text / Literary Nonfiction Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Reading Comprehension Students use text features to locate specific information in the text. Students understand the function of and use the conventions of academic language when speaking and writing. Students are expected to distinguish among declarative and interrogative sentences Research/Gathering Sources Students gather evidence from available sources as well as from interviews. Spelling Students spell correctly. Students are expected to base words with inflected endings.	2.14, 2.14D, 2.21C, 2.25A, 2.23
6 th	Play The Strongest One by Joseph Bruchac	Reading Comprehension of Literary Text/Drama Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Reading Strategies	2.8, 2.3C 2.18, 2.2A(iii)



1st Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
		<p>Students establish purpose for reading selected texts and monitor comprehension.</p> <p>Writing Literary Texts Students write literary texts to express their ideas and feelings about imagined people, events, or ideas.</p> <p>Students are expected to decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including consonant diagraphs.</p>	
7 th	<p>Realistic Fiction Tara and Tiree by Andrew Clements</p>	<p>Reading Comprehension of Literary Text/Theme and Genre Students understand, make inferences and draw conclusions about the theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Conventions Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater</p>	2.9, 2.21
8 th	<p>Folk Tale Turtle’s Race with Beaver by Joseph Bruchac.</p>	<p>Reading Comprehension Students are expected to describe the order of events or ideas in a text. Students are expected to identify moral lessons as themes in well-known fables, legends, myths, or stories.</p> <p>Writing Expository and Procedural Texts Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes.</p> <p>Phonics Students are expected to use common syllabication patterns to decode words including r-controlled vowels.</p>	2.14C, 2.19, 2.2B(v)
9 th	<p>Fairy Tale Bremen Town Musicians by Carol Pugliano-Martin.</p>	<p>Oral and Written Conventions/Spelling Students are expected to spell words with common orthographic patterns and rules.</p>	2.23B, 2.9, 2.3, 2.21(iii), 2.5, 2.23, 2.23B(iii)



2 nd Quarter			
Week			
1 st	<p>Animal Fantasy A Turkey for Thanksgiving by Eve Bunting</p>	<p>Reading Comprehension of Literary Text/Fiction Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p>Visualize Reading Strategies Students comprehend a variety of texts drawing on useful strategies as needed.</p> <p>Oral and Written Conventions Students are expected to understand and use the following parts of speech</p> <p>Vocabulary Development Meanings Everybody, sorry, promise, minute, brought, behind, door, Thanksgiving, hooves, riverbank, lumbered Students spell correctly.</p> <p>Oral and Written Conventions/ Spelling Students are expected to spell words with common orthographic patterns and rules</p>	<p>2.9, 2.5, 2.23(iii), 2.3, 2.9, 2.22C, 2.21A(iii), 2.17, 2.19</p>
2 nd	<p>Animal Fantasy Pearl and Wagner Two Good Friends by Kate McMullan</p>	<p>Reading Comprehension of Literary Text/Fiction Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p>Reading Comprehension Students are expected to identify and explain the author’s purpose in writing the text.</p> <p>Oral and Written Conventions Students understand the function of and use the conventions of academic language when speaking and writing.</p> <p>Writing Expository and Procedural Texts Students are expected to write brief compositions about topics of interest to the student. Use the context of the sentence to determine the meanings of unfamiliar word</p> <p>Spelling Students spell correctly.</p> <p>Oral and Written Conventions/Spelling Students are expected to spell words with common orthographic patterns and rules such as long vowels.</p>	<p>2.9, 2.13 2, 2.21, 2.21, 2.19A, 2.5B, 2.23</p>
3 rd	<p>Realistic Fiction Dear Juno by Soyung Pak</p>	<p>Reading Strategies Students comprehend a variety of texts drawing on useful strategies as needed.</p> <p>Oral and Written Conventions/Spelling</p>	<p>2.3, 2.23B(iii)</p>



2 nd Quarter			
Week			
		Students are expected to spell words with common orthographic patterns and rules such as long vowels.	
4 th	<p>Folk Tale Anansi Goes Fishing retold by Eric A. Kimmel</p>	<p>Reading Comprehension of Literary Text/Theme and Genre Students understand, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify moral lessons as themes in well-known stories.</p> <p>Reading Strategies Students establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down.</p> <p>Oral and Written Conventions Students are expected to understand and use the following parts of speech Students are expected to use context to determine the meaning of unfamiliar words</p> <p>Spelling Students spell correctly. Students use phonological knowledge to match sounds to letters to construct unknown words</p>	2.6, 2.3C, 2,21(ii), 2.5B, 2.23, 2.23A
5 th	<p>Realistic Fiction Rosa and Blanca by Joe Hayes</p>	<p>Reading Comprehension of Literary Text/Theme and Genre Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading Comprehension of Literary Text/Theme and Genre Students are expected to identify moral lessons as themes in stories.</p> <p>Writing Persuasive Texts Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p> <p>Oral and Written Conventions/Spelling Students are expected to spell words with common orthographic patterns and rules such as long vowels.</p>	2.6, 2.9A, 2.20, 2.23B(iii)
6 th	<p>Biography A Weed Is a Flower By Alik</p>	<p>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</p>	2.13, 2.3C, 2.19,



2 nd Quarter			
Week			
		<p>understanding</p> <p>Reading Strategies Students establish purpose for reading selected texts and monitor comprehension, making corrections.</p> <p>Writing procedural Texts Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p> <p>Conventions Students spell correctly. Students are expected to spell words with common orthographic patterns and rules</p>	2.23B,
7 th	<p>Poetry Comprehension</p> <p>Selected poems from Reading Street & teacher's resources</p>	<p>Reading Comprehension of Literary Text/Poetry Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> <p>Writing Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to write short poems that convey sensory details.</p> <p>Oral and Written Conventions Students are expected to spell words with common orthographic patterns and rules</p>	2.7, 2.18B, 2.23B
8 th	<p>Realistic Fiction</p> <p>The Quilt Story by Tony Johnston</p>	<p>Reading Comprehension of Literary Text/Fiction Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to describe similarities and differences in plots.</p> <p>Writing Process Students use elements of the writing process to compose text.</p> <p>Write Riddles</p> <p>Writing Students write brief compositions about topics of interest.</p> <p>Phonics</p> <p>Word Structure Students are expected to use common syllabication patterns to decode words (iii) final stable syllable.</p>	2.9, 2.9A, 2.19A



2 nd Quarter			
Week			
9th	The Quilt Story Cont'		
	End of Semester Review & Activities		
	Benchmark Testing		



3rd Quarter

3 rd Quarter			
Week			
1st	<p>Expository Nonfiction</p> <p>Life Cycle of a Pumpkin</p>	<p>Reading Comprehension of Informational/Expository Text Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to use context to determine the relevant meaning of unfamiliar words.</p> <p>Phonics Students are expected to decode multisyllabic words in context and independent of context by applying common</p> <p>Writing Persuasive Texts Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p> <p>Spelling Students are expected to spell words with common orthographic patterns and rules (iv) vowel diagraphs.</p>	<p>2.14, 2.5B, 2.2A, 2.20, 2.2A, 2.20, 2.23B</p>
2nd	<p>Expository Nonfiction</p> <p>Frogs by Gail Gibbons</p>	<p>Reading Comprehension of Informational/Expository Text Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding</p> <p>Oral and Written Conventions Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking</p>	<p>2.14, 2.21A</p>
3rd	<p>Narrative Poem</p> <p>I Like Where I Am by Jessica Harper</p>	<p>Reading Comprehension of Literary Text/Poetry Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> <p>Comprehension of Literary Text/Sensory Language Students understand how an author’s sensory language creates imagery in literary text.</p> <p>Reading Strategies Students comprehend a variety of texts drawing on useful strategies as needed.</p> <p>Oral and Written Conventions Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking</p> <p>Writing Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to write short poems that convey sensory details.</p> <p>Vocabulary Development</p> <p>Context Clues</p> <p>Phonics</p>	<p>2.7, 2.11, 2.3 2.21A, 2.18A, 2.5, 2.2A</p>



		Students are expected to decode multisyllabic win context and independent of context by applying common letter-sound correspondences including (iv) vowel diagraphs and diphthongs	
4th	Narrative Nonfiction Helen Keller and the Big Storm by Patricia Lakin	<p>Reading Comprehension Students are expected to locate the facts that are clearly stated in a text.</p> <p>Oral and Written Conventions Students are expected to understand and use the following parts of speech I the context of reading, writing, and speaking</p> <p>Writing Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> <p>Phonics Students are expected to decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including (iv) vowel diagraphs.</p>	2.14B, 2,21A, 2.18, 2.2A
5th	Unit 4 Benchmark Comprehension	<p>Review of Unit 4 Reading Concepts TEKS 2.12 Independent Reading Students read independently for sustained periods of time and produce evidence of their reading. TEKS 2.3 Reading Strategies Students comprehend a variety of texts drawing on useful strategies as needed. TEKS 2.21 Oral and Written Conventions Students understand the function of and use the conventions of academic language.</p> <p>Create a Timeline TEKS 2.18B Writing Literary Texts Students write compositions that convey sensory details. Write a Description TEKS 2.5B Vocabulary Development Students are expected to use context clues to determine the relevant meaning of unfamiliar words or multiple-meaning words. Context Clues TEKS 2.2 Phonics Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.</p>	
6th	Narrative Nonfiction Firefighter by Angela Royston	<p>Reading Comprehension of Informational Text Students identify the main idea in a text and distinguish it from a topic. Students are expected to use text features to locate specific information in the text.</p> <p>Oral and Written Conventions Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking (vi) pronouns.</p> <p>Writing Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p>	2.14A, 2.14D, 2.21A, 2.18



<p>7th</p>	<p>Realistic Fiction One Dark Night by Hazel Hutchins</p>	<p>Comprehension of Literary Text/Fiction Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding. Students are expected to describe the order of events in a text. Students are expected to use common graphic features to assist in the interpretation of text. Oral and Written Conventions Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking</p>	<p>2.9, 2.14C, 2.15B, 2.21A</p>
<p>8th</p>	<p>Realistic Fiction Bad Dog, Dodger! by Barbara Abercrombie</p>	<p>Comprehension of Literary Text/Fiction Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to understand and use the following parts of speech in the context of reading, writing, and speaking (vi) pronouns. Writing Expository and Procedural Texts Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Handwriting, Capitalization, and Punctuation Students should recognize and use punctuation marks. Vocabulary Development Students understand new vocabulary and use it when reading and writing. Students spell correctly. Students are expected to spell words with common orthographic patterns and rules.</p>	<p>2.9, 2.21A, 2.19, 2.22C, 2.5, 2.23B</p>
<p>9th</p>	<p>Fantasy Horace and Morris but Mostly Delores by James Howe</p>	<p>Reading Strategies Students ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. Reading Comprehension Students are expected to explain the author’s purpose in writing the text. Oral and Written Conventions Students are expected to understand and use the following parts of speech. Writing Persuasive Texts Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students should say or write brief comments on literary texts. Spelling Students are expected to spell words with common orthographic patterns and rules.</p>	<p>2.13, 2.21A, 2.20, 2.19C, 2.23B</p>



4th Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 st	<p>Humorous Fiction The Signmaker’s Assistant by Tedd Arnold</p>	<p>Reading Comprehension of Literary Text/Theme and Genre Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading Comprehension of Literary Text/Fiction Students understand, make inferences and draw conclusions about the structure and elements of fiction.</p> <p>Reading Strategies Students establish a purpose for reading selected texts and monitor comprehension.</p> <p>Phonics Students are expected to identify and read contractions.</p> <p>Oral and written Conventions</p> <p>Writing Persuasive Texts Students write persuasive texts to influence the attitudes or actions of a specific audience</p> <p>Context Clues Students use context clues to determine the relevant meaning of unfamiliar words idea, important, blame, signmaker, townspeople, afternoon, assistant, wisdom, feverishly</p> <p>Phonics Students are expected to decode multisyllabic words in context and independent of context by applying common letter-sound correspondences</p> <p>Vowels aw, au, augh, and al</p>	<p>2.6, 2.9, 2.2F, 2.3C, 2.23E, 2.20, 2.5B,</p>
2 nd	<p>Realistic Fiction Just Like Josh Gibson by Angela Johnson</p>	<p>Reading Comprehension of Literary Text/Fiction Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p>Reading Strategies Students comprehend a variety of texts drawing on useful strategies as needed.</p> <p>Reading Comprehension Students are expected to describe the similarities and differences in the plots and settings of stories.</p>	<p>2.9, 2.3, 2.9A, 2.22B, 2.17E, 2.5, 2.23E</p>



4th Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
		<p>Students write legibly and use appropriate capitalization and punctuation conventions in their composition.</p> <p>Writing Process Students are expected to publish and share writing with others.</p> <p>Vocabulary Development Meanings Spelling Students are expected to spell simple contractions</p>	
3 rd	<p>Realistic Fiction A Birthday Basket for Tia by Pat Mora</p>	<p>Reading Comprehension of Literary text/Theme and Genre Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>Reading Comprehension of Literary Text/Fiction Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p>Oral and Written Conventions Students are expected to recognize and use punctuation marks.</p> <p>Gathering Sources Students gather information/ evidence from interviews.</p> <p>Vocabulary Development Meanings Phonics Students use common syllabication patterns to decode words.</p>	2.6, 2.9, 2.22C, 2.25A, 2.5
4 th	<p>Narrative Nonfiction Cowboys by Lucille Recht Penner</p>	<p>Reading Comprehension of Literary Text/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.</p> <p>Reading Strategies Students comprehend a variety of texts drawing on useful strategies as needed.</p>	2.10, 2.3, 2.15B, 2.21, 2.19, 2.5B, 2.2D



4th Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
		<p>Reading Comprehension of Informational Text Students are expected to use common graphic features to assist in the interpretation of text.</p> <p>Oral and Written Conventions Students understand the function of and use the conventions of academic language when speaking and writing.</p> <p>Writing Expository Texts Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p> <p>Context Clues</p> <p>Word Structure</p> <p>Phonics Students are expected to read words with common prefixes and suffixes.</p>	
5th	<p>Continue Narrative Nonfiction Cowboys by Lucille Recht Penner</p>	<p>Reading Comprehension of Literary Text/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.</p> <p>Reading Strategies Students comprehend a variety of texts drawing on useful strategies as needed.</p> <p>Reading Comprehension of Informational Text Students are expected to use common graphic features to assist in the interpretation of text.</p> <p>Oral and Written Conventions Students understand the function of and use the conventions of academic language when speaking and writing.</p> <p>Writing Expository Texts Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p> <p>Context Clues</p> <p>Word Structure</p>	



4th Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
		Phonics Students are expected to read words with common prefixes and suffixes.	
6 th	Realistic Fiction Jingle Dancer by Cynthia Leitich Smith	Reading Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Reading Strategies Students comprehend a variety of texts drawing on useful strategies as needed. Reading Comprehension Of Fiction Students describe main characters in works of fiction, including their traits, motivations, and feelings. Students understand the function of and use the conventions of academic language when speaking and writing. Students are expected to write brief compositions about topics of interest to the student. Vocabulary Development Phonics Students are expected to read words with common prefixes and suffixes.	2.9, 2.3, 2.9B, 2.21, 2.19A, 2.5, 2.2D
7 th	Cont' Realistic Fiction Jingle Dancer by Cynthia Leitich Smith End of the year Benchmark		
8 th :	Iowa Testing		
9 th	Review & Year End Activities Graduation Award Ceremony		