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| First Semester | | | Second Semester | |
| **1st Nine Weeks – 40 days**  (August 20th – October 16th)  *(September 3rd* – *Labor day* – *No School)*  *(October 8th* –  *Staff Development)* | | | **3rd Nine Weeks – 45 days**  (January 7th – March 19th)  *(January 21st* – *MLK* – *No School )*  *(March 11th – 15th* – *Spring Break)* | |
| **TEKS**  1.1[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102898" \o "1.1A: Recognize that spoken words are represented in written English by specific sequences of letters.)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102899" \o "1.1B: Identify upper- and lower-case letters.)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102900" \o "1.1C: Sequence the letters of the alphabet.)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102901" \o "1.1D: Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation).)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102902" \o "1.1E: Read texts by moving from top to bottom of the page and tracking words from left to right with return)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102903" \o "1.1F: Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).) 1.2[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102904" \o "1.2A: Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102906" \o "1.2C: Recognize the change in a spoken word when a specified phoneme is added, changed, or removed)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102907" \o "1.2D: Blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr).)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102908" \o "1.2E: Isolate initial, medial, and final sounds in one-syllable spoken words.)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102909" \o "1.2F: Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat) 1.3[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102910" \o "1.3A: Decode words in context and in isolation by applying)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102911" \o "1.3B: Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and shortvowel)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102912" \o "Student Expectation - 1.3C: Use common syllabication patterns to decode words)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102913" \o "1.3D: Decode words with common spelling patterns (e.g., -ink, -onk, -ick).)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102914" \o "1.3E: Read base words with inflectional endings (e.g., plurals, past tenses).)[H](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102917" \o "1.3H: Identify and read at least 100 high-frequency words from a commonly used list.)[I](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102918" \o "1.3I: Monitor accuracy of decoding.)  1.4[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102919" \o "1.4A: Confirm predictions about what will happen next in text by \"reading the part that tells\".)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102920" \o "1.4B: Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102921" \o "1.4C: Establish purpose for reading selected texts and monitor comprehension, making corrections and)  1.6[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102923" \o "1.6A: Identify words that name actions (verbs) and words that name persons, places, or things (nouns).)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102926" \o "1.6D: Identify and sort words into conceptual categories (e.g., opposites, living things).)  1.7[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102928" \o "1.7A: Connect the meaning of a well-known story or fable to personal experiences.)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102929" \o "1.7B: Explain the function of recurring phrases (e.g., \"Once upon a time\" or \"They lived happily ever after\") in)  1.8[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102930" \o "1.8A: Respond to and use rhythm, rhyme, and alliteration in poetry.)  1.10[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102933" \o "1.10A: Determine whether a story is true or a fantasy and explain why.)  1.12[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102935" \o "1.12A: Read independently for a sustained period of time.)  1.13[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102936" \o "1.13A: Identify the topic and explain the author's purpose in writing about the text.)  1.16[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102937" \o "1.14A: Restate the main idea, heard or read.)  1.17[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102945" \o "1.17A: Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102946" \o "1.17B: Develop drafts by sequencing ideas through writing sentences.)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102947" \o "1.17C: Revise drafts by adding or deleting a word, phrase, or sentence.)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102948" \o "1.17D: Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102949" \o "1.17E: Publish and share writing with others.)  1.18[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102950" \o "1.18A: Write brief stories that include a beginning, middle, and end.)  1.19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102952" \o "1.19A: Write brief compositions about topics of interest to the student.)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102954" \o "1.19C: Write brief comments on literary or informational texts.)  1.20[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102955" \o "Student Expectation - 1.20A: Understand and use the following parts of speech in the)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102956" \o "1.20B: Speak in complete sentences with correct subject-verb agreement.)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102957" \o "1.20C: Ask questions with appropriate subject-verb inversion.)  1.21[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102958" \o "1.21A: Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-tobottom)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102959" \o "Student Expectation - 1.21B: Recognize and use basic capitalization for:)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102960" \o "1.21C: Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.) 1.22[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102961" \o "1.22A: Use phonological knowledge to match sounds to letters to construct known words.)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102962" \o "Student Expectation - 1.22B: Use letter-sound patterns to spell:)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102963" \o "1.22C: Spell high-frequency words from a commonly used list.)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102964" \o "1.22D: Spell base words with inflectional endings (e.g., adding \"s\" to make words plurals).)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102965" \o "1.22E: Use resources to find correct spellings.) 1.27[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102973" \o "1.27A: Listen attentively to speakers and ask relevant questions to clarify information.)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102974" \o "1.27B: Follow, restate, and give oral instructions that involve a short related sequence of actions.)  1.28[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102975)  1.29[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102976) Fig19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103261)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103262)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103263)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103264)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103265)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103266) | [Exchanging Ideas and Messages](http://www.teksresourcesystem.net/module/content/search/item/1837/viewdetail.ashx)  [Intercambiando ideas y mensajes](http://www.teksresourcesystem.net/module/content/search/item/1847/viewdetail.ashx)  This unit bundles student expectations that address the conventions and patterns of language in order to support the development of essential skills and processes in reading, writing, and thinking. Students are immersed in a language, literature, and media rich environment in order to support language development and literacy. Students make the connection between listening, speaking, reading, and writing through the introduction of poetry and traditional folk and fairy tales. Poetry is also addressed in the third nine weeks.  [Readers Read for a Purpose](http://www.teksresourcesystem.net/module/content/search/item/1828/viewdetail.ashx)  [Los lectores leen con un propósito](http://www.teksresourcesystem.net/module/content/search/item/1811/viewdetail.ashx)  This unit bundles student expectations that address purposes for reading, writing, and listening. Phonological awareness, phonics, conventions, and print awareness continue to be introduced and practiced. Students begin to see the connection between listening, speaking, reading, and writing in order to establish effective communication of a variety of ideas based on relevance, enjoyment, and information. | **TEKS**  1.3[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102910)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102912)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102913)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102915)[H](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102917)  1.4[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102920)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102921)  1.5[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102922)  1.6[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102924)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102925)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102927)  1.13[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102936)  1.14[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102937)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102938)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102939)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102940) 1.15[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102941)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102942)  1.16[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102943)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102944)  1.17[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102947)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102948)  1.19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102952)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102953)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102954)  1.20[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102955)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102957)  1.21[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102959)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102960)  1.22[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102961)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102962)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102963)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102964)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102965)  1.23[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102966)  1.24[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102968)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102969)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102970) Fig19[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103263)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103264)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103266) | | [Developing Readers and Writers Through Informational Text](http://www.teksresourcesystem.net/module/content/search/item/1790/viewdetail.ashx)  [Desarrollando lectores y escritores a través de textos informativos](http://www.teksresourcesystem.net/module/content/search/item/1555/viewdetail.ashx)  Students continue to build on their automaticity when rules for dividing syllables facilitate a students’ ability to read and spell more complex words. As students begin to create and understand informational text, they identify topics, purpose, and details with an emphasis on the main ideas and order of events. They utilize text features (e.g., title, table of contents, illustrations, bold print, italicized print, charts, graphs) to locate specific information and use words and illustrations to make predictions to retell events. Students write brief compositions about topics of interest and write short letters using appropriate conventions (e.g., salutations, closing, date). Students continue to increase vocabulary by exploring compound words and use knowledge of the meaning of their individual component words. As they explore informational text, word meanings are determined from how they are used in a sentence. Students become more purposeful in their use of processes and strategies such as establishing purposes for reading, asking relevant questions, and confirming predictions. They communicate and monitor comprehension while making inferences and connections  [Media Mania](http://www.teksresourcesystem.net/module/content/search/item/1795/viewdetail.ashx)  [Afición por los medios de comunicación](http://www.teksresourcesystem.net/module/content/search/item/1536/viewdetail.ashx)  During this unit, students continue to read and write words using their knowledge of letter/sound relationships and spelling patterns, specifically vowel diagraphs, while increasing sight word recognition. Students use knowledge of alphabetic order to find words in a dictionary. They continue to increase vocabulary by the continued exploration of compound words and contractions. Students identify the purposes of media (e.g., informational, entertainment) and identify media techniques such as sound and movement while continuing to utilize the comprehension processes. Students identify important facts, retell the order of events, and recognize purposes of media during read alouds and shared readings. Using background knowledge, creating mental models, drawing inferences, and using textual evidence to support understanding becomes a way to process and communicate information. As they explore media literacy, students become more purposeful in their use of processes and strategies. Students continue to write brief stories, letters, compositions, and short responses about a topic that is of interest to them. Their responses may include retelling what they see or hear by stating a main idea, important facts, and using the writing process and conventions of written language.Poetry skills from 1st nine weeks are reinforced. |
| **2nd Nine Weeks – 43 days**  (October 17th – December 21st)  *(November 19th – 23rd* – *Thanksgiving Break)*  *(December 24th – January 4th – Holiday Break)* | | | **4th Nine Weeks – 45 days**  (March 20th – May 23rd)  *(April 19th – Good Friday – No School)*  (*April 26th – Battle of Flowers – No School)*  *(May 27th – Memorial Day – No School)* | |
| **TEKS**  1.2[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102905)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102906)  1.3[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102910)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102911)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102912)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102913)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102915)[H](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102917)  1.4[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102919)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102920)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102921)  1.5[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102922)  1.6[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102924)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102925)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102927)  1.7[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102928)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102929)  1.8[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102930)  1.9[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102931)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102932)  1.10[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102933)  1.11[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102934)  1.17[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102947)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102948)  1.18[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102950)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102951)  1.19[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102954)  1.20[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102955)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102957)  1.21[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102960)  1.22[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102961)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102962)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102963)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102964)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102965) 1.28[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102975)  1.29[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102976) Fig19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103261)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103263)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103264)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103265)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103266) | Readers Read for a Purpose  (continued)  [Developing Readers and Writers Through Literary Works](http://www.teksresourcesystem.net/module/content/search/item/1918/viewdetail.ashx)  [Desarrollando lectores y escritores a través de obras literarias](http://www.teksresourcesystem.net/module/content/search/item/1821/viewdetail.ashx)  Students read and write words using their knowledge of vowel consonant e syllable pattern. They begin to increase sight word recognition. Students work with words by alphabetizing and using guide words to support dictionary skills. As they explore literary text, word meanings will be determined from how they are used in a sentence during the reading and listening of fables, folk tales, fairy tales, myths, legends, realistic fiction, historical fiction, fantasy, poetry, and nonfiction. Students become more purposeful in their use of processes and strategies such as establishing purposes for reading, asking relevant questions, and confirming predictions. They communicate and monitor comprehension while making inferences and connections. Students identify story elements (e.g., setting, characters, plot events) and describe characters during Shared and Independent Reading. Students recognize a story as true or fantasy and continue to recognize language that describes what is seen, heard, smelled, tasted, and touched. Students write alliteration and couplets as they discover rhythm and rhyme in poetry. They compose stories with a beginning, middle, and end using the writing process and conventions of written language. | **TEKS**  1.3[H](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102917" \o "1.3H: Identify and read at least 100 high-frequency words from a commonly used list.)  1.4[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102920" \o "1.4B: Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.)  1.6[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102925" \o "1.6C: Determine what words mean from how they are used in a sentence, either heard or read.)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102926" \o "1.6D: Identify and sort words into conceptual categories (e.g., opposites, living things).)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102927" \o "1.6E: Alphabetize a series of words to the first or second letter and use a dictionary to find words.)  1.7[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102928" \o "1.7A: Connect the meaning of a well-known story or fable to personal experiences.)  1.8[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102930" \o "1.8A: Respond to and use rhythm, rhyme, and alliteration in poetry.)  1.9[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102931)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102932)  1.10[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102933)  1.11[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102934)  1.13[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102936) 1.14[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102937)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102938)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102939)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102940)  1.17[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102947)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102948) 1.19[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102952)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102953)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102954)  1.21[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102960)  1.22[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102961)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102964)  1.23[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102966)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102967) 1.24[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102968)[B](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102969)[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102970)  1.25[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102971)  1.26[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102972)  1.28[A](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=102975)  Fig19[C](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103263)[D](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103264)[E](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103265)[F](http://www.teksresourcesystem.net/module/standards/Tools/Browse?standardId=103266) | | [Research: Making a Plan](http://www.teksresourcesystem.net/module/content/search/item/1799/viewdetail.ashx)  [Investigaciones: Haciendo un plan](http://www.teksresourcesystem.net/module/content/search/item/1532/viewdetail.ashx)  During this unit, students generate topics for research, create relevant questions, use resources as evidence, and produce a product for display. Students use text features to gather and compile information that communicate answers to formulated and unformulated questions. Students become purposeful in their use of processes and strategies and continue to communicate and monitor comprehension while evaluating various forms of expository text used for their research. Word study continues by understanding patterns in spelling and language.  [All About Literacy](http://www.teksresourcesystem.net/module/content/search/item/1800/viewdetail.ashx)  [Todo acerca de los textos literarios](http://www.teksresourcesystem.net/module/content/search/item/1531/viewdetail.ashx)  This unit bundles student expectations that address the features of literary works. Students make connections within and across different texts. Phonics, conventions, and vocabulary continue to be introduced and practiced as students explore a variety of forms of literary text in order to reinforce fluent reading, writing, and comprehension.  [Making Connections](http://www.teksresourcesystem.net/module/content/search/item/1805/viewdetail.ashx)  [Conexiones](http://www.teksresourcesystem.net/module/content/search/item/1528/viewdetail.ashx)  This unit bundles student expectations that focus on the relationships across and between genres including literary works and informational text in order for students to make connections. |