

## Kindergarten ELAS Year at a Glance

2020-2021

Below is the year At-a- Glance to be used in conjunction with the MISD Montgomery Aligned Curriculum (MAC). This will help with planning to ensure the TEKS are being taught in alignment with MAC.

		<b>Reading</b>	<b>Writing</b>	<b>Word Study</b>	<b>Social Studies</b>
Quarter 1		<b>Launching Reader’s Workshop</b> <b>Routines:</b> 1-7 <b>Mini-Lesson:</b> Lesson 1-5 <b>IRA:</b> Lesson 1, 2 and 3 <b>Shared Reading:</b> <i>Little Koko Bear and His Socks</i> <b>Review and Practice:</b> Routine 1, 2 and 3	<b>Unit 1 Launching Writer’s Workshop</b> <b>Goal:</b> Immersion <b>Grammar/Mentor Sentence:</b> Recognizing the difference between a letter and a printed word. K.2D (iv) <b>Focus Phrase:</b> We can know the difference between a letter and a word.	<b>Launching Word Study</b> Routines: 1-4 Mini-Lesson: 1-5 K.2(D) (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. <b>Focus Phrase:</b> We can count the words in a sentence.	<b>Getting to Know You Activities</b>
		<b>Launching Reader’s Workshop</b> <b>Routines:</b> 1-7 <b>Mini-Lesson:</b> Lesson 1-5 <b>IRA:</b> Lesson 1, 2 and 3 <b>Shared Reading:</b> #1 <i>Little Koko Bear and His Socks</i> <b>Review and Practice:</b> Routine 1, 2 and 3	<b>Unit 1 Launching Writer’s Workshop</b> <b>Goal:</b> Immersion <b>Grammar/Mentor Sentence:</b> Recognizing the difference between a letter and a printed word. K.2D (iv) <b>Focus Phrase:</b> We know the difference between a letter and a word.	<b>Launching Word Study</b> Routines: 1-4 (repeat 2 and 4) Mini-Lessons: 1-5	<b>SS Weekly:</b> <i>Fun At School</i>  <b>Geography:</b> K3A <b>Economics:</b> K5, K5B <b>Social Studies Skills:</b> K14D, K15
		<b>Launching Reader’s Workshop</b> <b>Routines:</b> 8-13 <b>Mini-Lesson:</b> Lesson 6-9 <b>IRA:</b> Lesson 4, 5 and 6 <b>Shared Reading:</b> #2 <i>Little Koko Bear and His Socks</i> <b>Independent Reading:</b>	<b>Unit 1 Launching Writer’s Workshop</b> <b>Goal:</b> Establishing Roles for Writers <b>Grammar/Mentor Sentence:</b> K.2(D) (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. <b>Focus Phrase:</b> We can count the words in a sentence.	<b>Launching Word Study</b> Routines: 2; 5-8 Mini-Lessons: 6-10	<b>SS Weekly:</b> <i>Where Are You</i>  <b>Geography:</b> K3A <b>Economics:</b> K5, K5B <b>Social Studies Skills:</b> K14D, K15
		<b>Launching Reader’s Workshop</b> <b>Routines:</b> 14, 15 and 16 <b>Mini-Lesson:</b> Lesson 10-14 and 16 <b>IRA:</b> Lesson 7, 9 and 8 <b>Shared Reading:</b> #3 <i>My Whale of a Tale</i> <b>Review and Practice:</b> Routine 11 Draw, Pair, Share <b>Independent Reading:</b>	<b>Unit 1 Launching Writer’s Workshop</b> <b>Goal:</b> Building Partnerships as We Write <b>Grammar/Mentor Sentence:</b> K.2(D) (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. <b>Focus Phrase:</b> We can count the words in a sentence.	<b>Launching Word Study</b> Routines 2; 4; 9-10 Mini-Lessons: 11-15	<b>SS Weekly:</b> <i>Follow the Rules</i>  <b>Geography:</b> K3A <b>Economics:</b> K5, K5B <b>Social Studies Skills:</b> K14D, K15

	<p><b>Launching Reader’s Workshop</b>  <b>Routines:</b> 17 and 18  <b>Mini-Lesson:</b> Lesson 15-20  <b>IRA:</b> Lesson 9 and 10  <b>Shared Reading:</b> #4 <i>My Whale of a Tale</i>  <b>Independent Reading:</b>  <b>REVIEW AND RETEACH</b></p>	<p><b>Unit 1 Launching Writer’s Workshop</b>  <b>Goal:</b> Drafting Different Types of Writing  <b>Grammar/Mentor Sentence:</b>  Recognizing that sentences are comprised of words separated by spaces. K.2D (iii)  <b>Focus Phrase:</b> We can put spaces between words.</p>	<p><b>Launching Word Study</b>  Routines: 1 and 2  Mini-Lessons: 16-20 (optional)</p>	<p><b>SS Weekly:</b>  <i>Responsibility</i>    <b>Geography:</b> K3A  <b>Economics:</b> K5, K5B  <b>Social Studies Skills:</b>  K14D, K15</p>
	<p><b>Unit 1</b>  <b>Genre:</b> Informational Text  <b>Standards Assessed in Unit:</b>  -Identify Important Details  -Context Clues: illustrations and text to determine meaning</p>	<p><b>Unit 1 Launching Writer’s Workshop</b>  <b>Goal:</b> Revising and Editing  <b>Grammar/Mentor Sentence:</b>  Capitalization of the first letter in a name. K.10D (vii)  <b>Focus Phrase:</b> We can capitalize names.</p>	<p><b>Phonological Awareness:</b>  Recognize and produce rhyme; syllable blending  <b>Skill:</b> alphabet review</p>	<p><b>SS Weekly:</b> <i>Time</i>    <b>No Integrated SS TEKS</b></p>
	<p><b>Unit 1</b>  <b>Genre:</b> Informational Text  <b>Standards Assessed in Unit:</b>  -Identify Important. Details  -Context Clues: illustrations and text to determine meaning</p>	<p><b>Unit 1 Launching Writer’s Workshop</b>  <b>Goal:</b> Publishing and Celebrating  <b>Grammar/Mentor Sentence:</b>  Capitalization of the first letter in a name. K.10D (vii)  <b>Focus Phrase:</b> We can capitalize names.</p>	<p><b>Phonological Awareness:</b>  Phoneme isolation  <b>Skill:</b> m (initial, final)  <b>HF Words:</b> l</p>	<p><b>SS Weekly:</b> <i>What is History?</i>  <b>SS Weekly:</b> <i>Let’s Review</i>  <b>No Integrated SS TEKS</b></p>
	<p><b>Unit 1</b>  <b>Genre:</b> Personal Narrative  <b>Standards Assessed in Unit:</b>  -Identify Important Details  -Context Clues: illustrations and text to determine meaning</p>	<p><b>Unit 2 Writing About the World Around Us</b>  <b>Text Type:</b> Informational Text  <b>Focus:</b> Immersion  <b>Grammar/Mentor Sentence:</b>  Capitalization of the first letter in a sentence. K.10D (vii)  <b>Focus Phrase:</b> We capitalize the first letter in a sentence.</p>	<p><b>Phonological Awareness:</b>  Phoneme isolation  <b>Skill:</b> short a (initial, medial)  <b>HF Words:</b> like</p>	<p><b>SS Weekly:</b> <i>Let’s Review</i>    <b>No Integrated SS TEKS</b></p>
	<p><b>REVIEW/Reteach</b></p>	<p><b>Unit 2 Writing About the World Around Us</b>  <b>Text Type:</b> Informational Text  <b>Focus:</b> Generating and Developing Ideas  <b>Grammar/Mentor Sentence:</b>  Capitalization of the first letter in a sentence. K.10D (vii)  <b>Focus Phrase:</b> We capitalize the first letter in a sentence.</p>	<p><b>REVIEW/Reteach</b></p>	<p><b>Review/Reteach</b></p>

		Reading	Writing	Word Study	Social Studies
Quarter 2		<b>Unit 2</b> <b>Genre:</b> Literary Fiction <b>Text Type:</b> Fantasy <b>Standards Assessed in Unit:</b> -Identify and Describe Characters and Events -Identify Shades of meaning Among Verbs	<b>Unit 2 Writing About the World Around Us</b> <b>Text Type:</b> Informational Text <b>Focus:</b> Drafting and Revising <b>Grammar/Mentor Sentences:</b> Capitalization of the first letter in a sentence. K.10D (vii) <b>Focus Phrase:</b> We capitalize the first letter in a sentence.	<b>Phonological Awareness:</b> Phoneme isolation; categorization; blend onset and rime <b>Skill:</b> s (initial) <b>HF Words:</b> the, we	<b>SS Weekly:</b> <i>Where Do You Live?</i> <b>Social Studies Skills:</b> K14B, K15 <b>Geography:</b> K3A, K4A <b>Economics:</b> K5B
		<b>Unit 2</b> <b>Genre:</b> Literary Fiction <b>Text Type:</b> Folktale <b>Standards Assessed in Unit:</b> -Identify and Describe Characters and Events -identify shades of meaning among verbs	<b>Unit 2 Writing About the World Around Us</b> <b>Text Type:</b> Informational Text <b>Focus:</b> Revising and Editing <b>Grammar/Mentor Sentences:</b> Punctuation marks at the end of declarative sentences. K.10D (viii) <b>Focus Phrase:</b> We end sentences with punctuation.	<b>Phonological Awareness:</b> Phoneme isolation; categorization; blend onset and rime <b>Skill:</b> t (initial, final) <b>HF Words:</b> go, see	<b>SS Weekly:</b> <i>Timelines</i> <b>Social Studies Skills:</b> K14B <b>Geography:</b> K3A, K4A <b>Culture:</b> K10, K11A-B
		<b>Unit 2</b> <b>Genre:</b> Literary Text <b>Standards Assessed in Unit:</b> -Identify and Describe Main Characters and Events -Identify Shades of meaning Among Verbs	<b>Unit 2 Writing About the World Around Us</b> <b>Text Type:</b> Informational Text <b>Focus:</b> Revising and Editing <b>Grammar/Mentor Sentences:</b> Punctuation marks at the end of declarative sentences. K.10D (viii) <b>Focus Phrase:</b> We end sentences with punctuation.	<b>Phonological Awareness:</b> Phoneme isolation; categorization; blend onset and rime <b>Skill:</b> n (initial, final) <b>HF Words:</b> go, I, like, see, the, we	<b>SS Weekly:</b> <i>Needs and Wants</i> <b>Social Studies Skills:</b> K14B, K15 <b>Geography:</b> K3A-B, K4B <b>Economics:</b> K5B <b>Government:</b> K7A
		<b>Unit 3</b> <b>Genre:</b> Informational Text <b>Standards Assessed in Unit:</b> -Identify Central Idea (Main Topic) and Supporting Evidence -illustrations support text -new meanings for familiar words	<b>Unit 2 Writing About the World Around Us</b> <b>Text Type:</b> Informational Text <b>Focus:</b> Publish and Celebrations <b>Grammar/Mentor Sentences:</b> REVIEW of Focus Phrases	<b>Phonological Awareness:</b> Phoneme isolation; substitution <b>Skill:</b> short I (initial, medial) <b>HF Words:</b> can, she	<b>SS Weekly:</b> <i>The First Thanksgiving</i> <b>Government:</b> K7A-B, K8A-B <b>Citizenship:</b> K9C
		<b>Unit 3</b> <b>Genre:</b> Realistic Fiction <b>Standards Assessed in Unit:</b> -Identify Central Idea (Main Topic) and Supporting Evidence -illustrations support text -New meanings for familiar words	<b>Unit 3 Writing Books with Patterns</b> <b>Text Type:</b> Pattern Books <b>Focus:</b> Immersion <b>Grammar/Mentor Sentences:</b> K.2(B) (ii) using letter-sound relationships to spell words including VC, CVC, CCVC, and CVCC words <b>Focus Phrase:</b> I can stretch the sounds I hear in words to help me spell.	<b>Phonological Awareness:</b> Phoneme isolation; substitution; syllables in spoken words <b>Skill:</b> f (initial) <b>HF Words:</b> a, is	<b>SS Weekly:</b> <i>Earth</i> <b>Government:</b> K7A-B, K8A-B <b>Social Studies Skill:</b> K13B, K15

	<p><b>Unit 3</b>  <b>Genre:</b> Informational Text  <b>Standards Assessed in Unit:</b>          -Identify Central Idea (Main Topic) and Supporting Evidence          -illustrations support text          -New meanings for familiar words</p>	<p><b>Unit 3 Writing Books with Patterns</b>  <b>Text Type:</b> Pattern Books  <b>Focus:</b> Generating and Developing Ideas  <b>Grammar/Mentor Sentences:</b> <b>K.2(B) (ii)</b> using letter-sound relationships to spell words including VC, CVC, CCVC, and CVCC words  <b>Focus Phrase:</b> I can stretch the sounds I hear in words to help me spell.</p>	<p><b>Phonological Awareness:</b>          Phoneme isolation; substitution; syllables in spoken words  <b>Skill:</b> p (initial, final)  <b>HF Words:</b> a, can, go, is, see, she, the, we</p>	<p><b>SS Weekly:</b> <i>Seasons</i>  <b>Government:</b> K7A-B, K8A-B  <b>Social Studies Skill:</b> K13B, K15</p>
<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0; width: fit-content; margin: 0 auto;">Thanksgiving Break</div>				
	<p><b>Unit 4</b>  <b>Genre:</b> Literary Text  <b>Text Type:</b> Realistic Fiction  <b>Standards Assessed in Unit:</b>          -Identify Author, Illustrator and Narrator of a Story          -Identify and describe setting, characters and events          -Use Text to Determine Word Meanings: opposites</p>	<p><b>Unit 3 Writing Books with Patterns</b>  <b>Text Type:</b> Pattern Books  <b>Focus:</b> Drafting and Revising  <b>Grammar/Mentor Sentences:</b> Complete Sentences K.10D (i)  <b>Focus Phrase:</b> We can write a complete sentence.</p>	<p><b>Phonological Awareness:</b>          Phoneme isolation; blending  <b>Skill:</b> short o (initial, medial)  <b>HF Words:</b> he, has</p>	<p><b>SS Weekly:</b> <i>Let's Review</i>  <b>Economics:</b> K5B  <b>Culture:</b> K10A-B</p>
	<p><b>Unit 4</b>  <b>Genre:</b> Literary Text  <b>Text Type:</b> Realistic Fiction  <b>Standards Assessed in Unit:</b>          -Identify Author, Illustrator and Narrator of a Story          -Identify and describe setting, characters and events          -Use Text to Determine Word Meanings: opposites</p>	<p><b>Unit 3 Writing Books with Patterns</b>  <b>Text Type:</b> Pattern Books  <b>Focus:</b> Revise and Edit  <b>Grammar/Mentor Sentences:</b> Complete Sentences K.10D (i)  <b>Focus Phrase:</b> We can write a complete sentence.</p>	<p><b>Phonological Awareness:</b>          Phoneme isolation; blend onset and rhyme  <b>Skill:</b> c (initial)  <b>HF Words:</b> little, play</p>	<p><b>SS Weekly:</b> <i>Weather</i>  <b>Geography:</b> K3A-B  <b>Economics:</b> K5B  <b>Social Studies Skills:</b> K14D</p>
	<p><b>Unit 4</b>  <b>Genre:</b> Literary Text  <b>Text Type:</b> Realistic Fiction  <b>Standards Assessed in Unit:</b>          -Identify Author, Illustrator and Narrator of a Story          -Identify and describe setting, characters and events          -Use Text to Determine Word Meanings: opposites</p>	<p><b>Unit 3 Writing Books with Patterns</b>  <b>Text Type:</b> Pattern Books  <b>Focus:</b> Publish/Celebrate  <b>Grammar/Mentor Sentences:</b> Complete Sentences K.10D (i)  <b>Focus Phrase:</b> We can write a complete sentence.</p>	<p><b>Phonological Awareness:</b>          Phoneme isolation; blend onset and rime  <b>Skill:</b> h (initial)  <b>HF Words:</b> a, has, he, is, little, play, she</p>	<p><b>SS Weekly:</b> <i>Good Citizens</i>  <b>Geography:</b> K3A-B, K4A  <b>Economics:</b> K5B  <b>Social Studies Skills:</b> K14D</p>
<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0; width: fit-content; margin: 0 auto;">Winter Break</div>				

		Reading	Writing	Word Study	Social Studies
Quarter 3		<b>Unit 5</b> <b>Genre:</b> Informational Text <b>Standards Assessed in Unit:</b> -Text Structure: Compare/Contrast -Text Structure: Sequence of events -Author's purpose -Compare/contrast texts	<b>Unit 4 Writing Our Own Stories</b> <b>Text Type:</b> Personal Narratives <b>Focus:</b> Immersion <b>Grammar/Mentor Sentence:</b> Complete Sentences K.10D (i) <b>Focus Phrase:</b> We can write a complete sentence	<b>Phonological Awareness:</b> Phoneme isolation; addition; distinguish syllables in spoken words <b>Skill:</b> b (initial, final) <b>Word Family:</b> - at <b>HF Words:</b> and, you	<b>SS Weekly:</b> <i>Maps and Globes</i>  <b>Social Studies Skills:</b> K13B, K14A-D <b>Science, Technology and Society:</b> K12A-C
		<b>Unit 5</b> <b>Genre:</b> Informational Text <b>Genre:</b> How-To <b>Standards Assessed in Unit:</b> -Text Structure: Compare/Contrast -Text Structure: Sequence of events -Author's purpose -Compare/contrast texts	<b>Unit 4 Writing Our Own Stories</b> <b>Text Type:</b> Personal Narratives <b>Focus:</b> Generate and Develop Ideas <b>Grammar/Mentor Sentence:</b> Complete Sentences K.10D (i) <b>Focus Phrase:</b> We can write a complete sentence	<b>Phonological Awareness:</b> Phoneme isolation; addition; distinguish syllables in spoken words <b>Skill:</b> short u (initial, medial) <b>Word Family:</b> - un <b>HF Words:</b> big, with	<b>SS Weekly:</b> <i>Which Way?</i>  <b>Economics:</b> K5A-C <b>Social Studies Skills:</b> K14A-B <b>Science, Technology and Society:</b> K12A-C
		<b>Unit 5</b> <b>Genre:</b> Informational Text <b>Standards Assessed in Unit:</b> -Text Structure: Compare/Contrast -Text Structure: Sequence of events -Author's purpose -Compare/contrast texts	<b>Unit 4 Writing Our Own Stories</b> <b>Text Type:</b> Personal Narratives <b>Focus:</b> Drafting and Revising <b>Grammar/Mentor Sentence:</b> Singular Nouns K.10D (iii) <b>Focus Phrase:</b> Sentences need a noun to help the reader.	<b>Phonological Awareness:</b> Phoneme isolation; substitution; distinguish syllables in spoken words <b>Skill:</b> r (initial) <b>Word Family:</b> - ip <b>HF Words:</b> and, big, has, he, little, play, with, you	<b>SS Weekly:</b> <i>Holidays Around the World</i> <b>Economics:</b> K5A-C <b>Social Studies Skills:</b> K14A <b>Science, Technology and Society:</b> K12A-C
		<b>Unit 6</b> <b>Genre:</b> Literary Text <b>Standards Assessed in Unit:</b> -illustrations support text -Determine theme -Ask and answer questions about important details -sort words into categories	<b>Unit 4 Writing Our Own Stories</b> <b>Text Type:</b> Personal Narratives <b>Focus:</b> Revise and Edit <b>Grammar/Mentor Sentence:</b> Singular Nouns K.10D (iii) <b>Focus Phrase:</b> Sentences need a noun to help the reader.	<b>Phonological Awareness:</b> Phoneme isolation; blending <b>Skill:</b> short e (initial, medial) <b>Word Family:</b> - et <b>HF Words:</b> for, no	<b>SS Weekly:</b> <i>Presidents and Patriots</i> <b>Geography:</b> K4A-B <b>Economics:</b> K5A-C <b>Culture:</b> K10, K11A-B
		<b>Unit 6</b> <b>Genre:</b> Literary Text <b>Standards Assessed in Unit:</b> -illustrations support text -Determine theme -Ask and answer questions about important details -sort words into categories	<b>Unit 4 Writing Our Own Stories</b> <b>Text Type:</b> Personal Narratives <b>Focus:</b> Revise and Edit <b>Grammar/Mentor Sentence:</b> Plural Nouns K.10D (iii) <b>Focus Phrase:</b> Sentences need a noun to help the reader.	<b>Phonological Awareness:</b> Phoneme isolation; substitution; blend onset and rime <b>Skill:</b> g (initial, final) <b>Word Family:</b> - ot <b>HF Words:</b> jump, one	<b>SS Weekly:</b> <i>Let's Review</i> <b>Geography:</b> K3A, K4A <b>Culture:</b> K10, K11A-B

	<p><b>Unit 6</b>  <b>Genre:</b> Literary Text  <b>Standards Assessed in Unit:</b>  -illustrations support text  -Determine theme  -Ask and answer questions about important details  -sort words into categories</p>	<p><b>Unit 4 Writing Our Own Stories</b>  <b>Text Type:</b> Personal Narratives  <b>Focus:</b> Publish and Celebrate  <b>Grammar/Mentor Sentence:</b> Plural Nouns K.10D (iii)  <b>Focus Phrase:</b> Sentences need a noun to help the reader.</p>	<p><b>Phonological Awareness:</b>  Phoneme isolation; blending; blend onset and rime  <b>Skill:</b> d (initial, final)  <b>Word Family:</b> - an  <b>HF Words:</b> and, jump, one, you</p>	<p><b>SS Weekly:</b> <i>American Monuments</i>  <b>Culture:</b> K10, K11A-B</p>
	<p><b>Unit 7</b>  <b>Genre:</b> Informational Text  <b>Standards Assessed in Unit:</b>  -identify the central (main) idea with supporting evidence  -Text Structure: cause/effect  Text Structure: Sequence of events  -audio and illustrations in multimodal text  -Author’s reasons for support of text  -Context Clues: opposites</p>	<p><b>Unit 5 – Sharing Our Opinions</b>  <b>Text Type:</b> Opinion Text  <b>Focus:</b> Immersion  <b>Grammar/Mentor Sentence:</b> Adjectives including articles K.10D (iv)  <b>Focus Phrase:</b> We can use a describing word to help our readers</p>	<p><b>Phonological Awareness:</b>  Phoneme isolation; blending; substitution; distinguish syllables  <b>Skill:</b> w (initial)  <b>Word Family:</b> - in  <b>HF Words:</b> are, have</p>	<p><b>SS Weekly:</b> <i>Celebrate America</i>    <b>Social Studies Skills:</b> K14A-B  <b>Geography:</b> K4A</p>
	<p><b>Unit 7</b>  <b>Genre:</b> Informational Text  <b>Standards Assessed in Unit:</b>  -identify the central (main) idea with supporting evidence  -Text Structure: cause/effect  Text Structure: Sequence of events  -audio and illustrations in multimodal text  -Author’s reasons for support of text  -Context Clues: opposites</p>	<p><b>Unit 5 – Sharing Our Opinions</b>  <b>Text Type:</b> Opinion Text  <b>Focus:</b> Generating and Developing Ideas  <b>Grammar/Mentor Sentence:</b> Adjectives including articles K.10D (iv)  <b>Focus Phrase:</b> We can use a describing word to help our readers</p>	<p><b>Phonological Awareness:</b>  Phoneme isolation; blending; addition; substitution  <b>Skill:</b> l (initial)  <b>Word Family:</b> - op  <b>HF Words:</b> said, two</p>	<p><b>SS Weekly:</b> <i>Rights and Responsibilities</i>    <b>Social Studies Skills:</b> K14A-B  <b>Geography:</b> K3A-C, K4A-B  <b>History:</b> K1A-B  <b>Culture:</b> K10, K11A-B</p>
	<p><b>Unit 7</b>  <b>Genre:</b> Informational Text  <b>Standards Assessed in Unit:</b>  -identify the central (main) idea with supporting evidence  -Text Structure: cause/effect  Text Structure: Sequence of events  -audio and illustrations in multimodal text  -Author’s reasons for support of text  -Context Clues: opposites</p>	<p><b>Unit 5 – Sharing Our Opinions</b>  <b>Text Type:</b> Opinion Text  <b>Focus:</b> Drafting and Revising  <b>Grammar/Mentor Sentence:</b> Verbs K.10D (ii)  <b>Focus Phrase:</b> Sentences tell us what is happening.</p>	<p><b>Phonological Awareness:</b>  Phoneme isolation; substitution; blending; distinguish syllables  <b>Skill:</b> j (initial)  <b>Word Family:</b> - ug  <b>HF Words:</b> are, for, have, jump, no, one, said, two</p>	<p><b>SS Weekly:</b> <i>Consumers and Producers</i>    <b>Social Studies Skills:</b> K14A-B  <b>Geography:</b> K4A  <b>History:</b> K1A-B; K2  <b>Culture:</b> K10, K11A-B  <b>Citizenship:</b> K9A-C</p>

		<b>REVIEW</b>	<b>Unit 5 – Sharing Our Opinions</b> <b>Text Type:</b> Opinion Text <b>Focus:</b> Revise and Edit <b>Grammar/Mentor Sentence:</b> Verbs K.10D (ii) <b>Focus Phrase:</b> Sentences tell us what is happening.	<b>REVIEW</b>	<b>REVIEW</b>
		<div style="border: 1px solid black; background-color: #e0e0e0; padding: 10px; display: inline-block;">           Spring Break         </div>			

		Reading	Writing	Word Study	Social Studies
Quarter 4		<b>Unit 8</b> <b>Genre:</b> Informational Text <b>Standards Assessed in Unit:</b> -Text Structure: cause/effect -identify the central idea (main topic) and supporting evidence -Context Clues: illustrations and text	<b>Unit 5 – Sharing Our Opinions</b> <b>Text Type:</b> Opinion Text <b>Focus:</b> Revise and Edit <b>Grammar/Mentor</b> <b>Sentence:</b> Prepositions K.10D(v) <b>Focus Phrase:</b> I can add detail to my sentences.	<b>Phonological Awareness:</b> Phoneme isolation; addition; blend onset and rime <b>Skill:</b> k (initial) <b>Word Family:</b> - it <b>HF Words:</b> look, me	No Integrated TEKS
		<b>Unit 8</b> <b>Genre:</b> Informational Text <b>Standards Assessed in Unit:</b> -Text Structure: cause/effect -identify the central idea (main topic) and supporting evidence -Context Clues: illustrations and text	<b>REVIEW</b> <b>Grammar/Mentor</b> <b>Sentence:</b> Prepositions K.10D(v) <b>Focus Phrase:</b> I can add detail to my sentences.	<b>Phonological Awareness:</b> Phoneme isolation; substitution; blend onset and rime <b>Skill:</b> y (initial) <b>Word Family:</b> - ap <b>HF Words:</b> come, here	No Integrated TEKS
		<b>Unit 8</b> <b>Genre:</b> Drama <b>Standards Assessed in Unit:</b> -Text Structure: cause/effect -identify the central idea (main topic) and supporting evidence <b>-Describe how illustrations support text</b> <b>- Identify and describe characters in a drama</b> -Context Clues: illustrations and text	<b>Unit 6 – Writing Expertise Books</b> <b>Text Type:</b> Informational Text <b>Focus:</b> Immersion <b>Grammar/Mentor</b> <b>Sentence:</b> Prepositions K.10D(v) <b>Focus Phrase:</b> I can add detail to my sentences.	<b>Phonological Awareness:</b> Phoneme isolation; blending; blend onset and rime <b>Skill:</b> v (initial); qu (initial) <b>Word Family:</b> - ick <b>HF Words:</b> are, come, have, here, look, me, said, two	No Integrated TEKS
		<b>Unit 9</b> <b>Genre:</b> Informational Text <b>Standards Assessed in Unit:</b> -Text Features -Identify the central idea (main topic) and supporting evidence -Text Structure: Compare/Contrast -Use a picture dictionary	<b>Unit 6 – Writing Expertise Books</b> <b>Text Type:</b> Informational Text <b>Focus:</b> Generating and Developing <b>Grammar/Mentor</b> <b>Sentence:</b> Produce and expand complete sentences <b>Focus Phrase:</b> Sentences can be short and long.	<b>Phonological Awareness:</b> Phoneme isolation; blending; addition; substitution <b>Skill:</b> x (final); z (initial) <b>Word Family:</b> - ock <b>HF Words:</b> my, to	<b>SS Weekly:</b> <i>Jobs People Do</i>  <b>Economics:</b> K5A-C; K6A-B <b>Social Studies Skills:</b> K13A-B; K14C-D; K15
		<b>Unit 9</b> <b>Genre:</b> Informational Text <b>Standards Assessed in Unit:</b> -Illustrations support text -Determine Author’s Purpose -Compare and Contrast Characters Experiences -Identify Shades of meaning among verbs	<b>Unit 6 – Writing Expertise Books</b> <b>Text Type:</b> Informational Text <b>Focus:</b> Drafting and Revising <b>Grammar/Mentor</b> <b>Sentence:</b> Produce and expand complete sentences <b>Focus Phrase:</b> Sentences can be short and long.	<b>Phonological Awareness:</b> Phoneme isolation; blending; addition; substitution <b>Skill:</b> long a (a_e) <b>Word Family:</b> - ame <b>HF Words:</b> of, what	<b>SS Weekly:</b> <i>Money</i>  <b>Geography:</b> K4A-B <b>Economics:</b> K5A-C <b>Social Studies Skills:</b> K13A-B; K14C-D; K15



	<p><b>Unit 9</b>  <b>Genre:</b> Informational Text  <b>Standards Assessed in Unit:</b>          -Illustrations support text          -Determine Author’s Purpose</p>	<p><b>Unit 6 – Writing Expertise Books</b>  <b>Text Type:</b> Informational Text  <b>Focus:</b> Revise and Edit  <b>Grammar/Mentor Sentence:</b> Produce and expand complete sentences  <b>Focus Phrase:</b> Sentences can be short and long.</p>	<p><b>Phonological Awareness:</b>          Phoneme isolation; blending; addition; substitution  <b>Skill:</b> long o (o_e)  <b>Word Family:</b> - ope  <b>HF Words:</b> come, here, look, my, of, to, what</p>	<p><b>SS Weekly:</b> <i>Let’s Review</i>  <b>Economics:</b> K5A-C; K6A-B <b>Social Studies Skills:</b> K13A-B; K14C-D; K15</p>
	<p><b>Unit 10</b>  <b>Genre:</b> Informational Text  <b>Standards Assessed in Unit:</b>          -Identify the central idea (main topic) and supporting evidence          -Text Structure: Sequence of Events          -Context Clues</p>	<p><b>Unit 6 – Writing Expertise Books</b>  <b>Text Type:</b> Informational Text  <b>Focus:</b> Revise and Edit  <b>Grammar/Mentor Sentence:</b> Produce and expand complete sentences  <b>Focus Phrase:</b> Sentences can be short and long.</p>	<p><b>Phonological Awareness:</b>          Phoneme isolation; addition; substitution  <b>Skill:</b> long i (i_e)  <b>Word Family:</b> - ide  <b>HF Words:</b> put, want</p>	<p>No Integrated TEKS</p>
	<p><b>Unit 10</b>  <b>Genre:</b> Informational Text  <b>Standards Assessed in Unit:</b>          -Identify the central idea (main topic) and supporting evidence          -Describe how illustrations support text          -Context Clues</p>	<p><b>Unit 6 – Writing Expertise Books</b>  <b>Text Type:</b> Informational Text  <b>Focus:</b> Publish and Celebrate  <b>Grammar/Mentor Sentence:</b> Produce and expand complete sentences  <b>Focus Phrase:</b> Sentences can be short and long.</p>	<p><b>Phonological Awareness:</b>          Phoneme isolation; blending; addition; substitution  <b>Skill:</b> long u (u_e)  <b>Word Family:</b> - o (so, go,)  <b>HF Words:</b> saw, this</p>	<p>No integrated TEKS</p>
	<p><b>Unit 10</b>  <b>Genre:</b> Informational Text  <b>Standards Assessed in Unit:</b>          -Identify and describe events          -Describe how illustrations support text          -Make connections between words and their uses</p>	<p><b>Review</b></p>	<p><b>Phonological Awareness:</b>          Phoneme isolation; addition; substitution  <b>Skill:</b> long e (e_e)  <b>Word Family:</b> - e (be, he)  <b>HF Words:</b> my, of, put, saw, this, want, what</p>	<p>No integrated TEKS</p>