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Unit Title: The more We Know

Suggested Duration: **48 days**

Dates: March 21st-May 27th, 2022

Reading Summary: In this unit the students will look closely at details, think differently, ask questions about and make connections to a variety of text. Genre characteristics from fiction, non-fiction, biography, poetry and persuasive text will be used to further develop knowledge in text structures and story elements. Students will continue to develop their phonemic knowledge while building grade level appropriate fluency.

Writing Summary: In this unit the students will write pieces of poetry using sensory and descriptive words. Application of grammar skills will be spiraled through mentor texts and independent writing tasks.

Note: Though the focus of this unit is literary, poetry, biography, and informational text, teachers are encouraged to spiral in multiple genres to teach the TEKS. Recommended texts for multi-genre skills integration are noted in the weekly unit documents.

Big Ideas:

- Manipulation of sounds in words and understanding patterns in words will help us encode, decode, and read more fluently.
- We will continue to learn and apply syllable knowledge for decoding and encoding.
- Knowing and using complete sentences with correct verb tenses will help us communicate our ideas effectively.
- Reading a variety of genres helps us use the author's craft to refine our own writing skills.
- Using the writing process helps us have well developed writing.
- Creative story writing allows us to use our imagination and senses to engage our readers.
- Writing poetry gives a new way to use structure, rhyming and word play.
- We can write about our own opinions and provide reasons for these opinions.

Essential Questions:

Weeks 1-3:

- How can we use our senses to add detail to our writing?
- How does paying attention to details help us understand texts better?

Weeks 4-6:

- What types of text features help us understand informational texts?
- What are some of the connections you can make between informational texts?

Weeks 7-9:

- How do text features and organization of events support understanding in informational and fiction texts?
- How will setting a purpose for reading a text help you better understand when we begin reading?

Core Competencies:

Formative:

- Students will develop oral language through listening, speaking and discussion by:
 - demonstrate active listening during read alouds by sitting and keeping a calm body
 - actively participating in structured conversations
 - asking and answering questions in complete sentences
 - identifying rhythm and rhyme in a poem or nursery rhyme read aloud
- Students will demonstrate progression of foundational reading skills through:
 - demonstrating their understanding of proper letter formation
 - decoding and encoding closed syllable words
 - blending and segmenting one syllable words
 - demonstrate one-to-one correspondence when reading by pointing to each word as they read
- Students begin to develop metacognitive skills to deepen understanding by:
 - making connections to personal experiences
 - asking and answering questions about a variety of texts read aloud
 - identifying the topic, central idea, and supporting details in a text
 - identifying and using text features in text to learn new information
 - visualizing a story read aloud
 - using text clues to make inferences about a text read aloud

Summative:

- The class will orally create and write a research presentation following the writing process with adult assistance.
- Students will demonstrate progress towards mastery of unit content on end of Module Assessments and Inventories

Culminating Projects:

Week 1-3: Students will work collaboratively to generate and share ideas to create a Five Senses poster. Then they will gather and record information about each of the five senses from a variety of sources.

Week 3-6: Write and draw information about five senses and collect objects that each sense is used for. Share your group's poster. Students will plant seeds and brainstorm what the seed needs to grow. Students will continue to document their observations and begin to research the changes plants go through.

Week 7-9: Students will use all of the observations and information they have gathered through the last two weeks and create a slideshow. Complete and practice sharing their slideshow to their class.

Unit 4 TEKS

Concept and Language Development

Vocabulary and Comprehension

**Foundational Skills
Phonics/Word Study**

**Writer's Workshop
Writing Instruction**

Priority Standards

• K.1A listen actively and ask questions to understand information and answer questions using multi-word responses • K.6A describe personal connections to a variety of sources • K.6D retell texts in ways that maintain meaning	• K.3C identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations • K.5B generate questions about texts before, during and after reading to deepen understanding and gain • K.5F make inferences and use evidence to support understanding with adult assistance • K.7C describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance • K.8Di the central idea and supporting evidence with adult assistance • K.8Dii titles and simple graphics to gain information; and • K.8Diii the the steps in a sequence with adult assistance • K.9A discuss with adult assistance the author's purpose for writing text;	• K.2A demonstrate phonological awareness by: • K.2Ai identifying and producing rhyming words • K.2Aii recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; • K.2Aiii identifying the individual words in a spoken sentence • K.2Aiv identifying syllables in spoken words • K.2Av blending syllables to form multisyllabic words • K.2Avi segmenting multisyllabic words into syllables • K.2Avii Identify initial and final sounds in simple words; • K.2Aviii blending spoken phonemes to form syllables; and • K.2Aix manipulating syllables within a multisyllabic word • K.2B demonstrate and apply phonemic knowledge by • K.2Bi identifying and matching the common sounds that letters represent • K.2B(ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV • K.2B(iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and	• K.2E develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality • K.10A plan by generating ideas for writing through class discussions and drawings • K.10B develop drafts in oral, pictorial, or written form by organizing ideas • K.10C revise drafts by adding details in pictures or words • K.10D edit drafts with adult assistance using standard English conventions, including • K.10Dvii capitalization of the first letter in a sentence and names • K.10E share writing.
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		● K.2Biv recognizing that new words are created when syllables are changed, added, or deleted ● K.2C(i) spelling common letter and sound correlations; and ● K.2C(ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.	
New to Grade Level Unit			
●	● K.5A establish purpose for reading assigned and self - selected texts with adult assistance;	● K.2Aviii blending spoken phonemes to form syllables; and	●
Spiraled Standards			
● K.1C share information and ideas by speaking audibly and clearly using the convention of language ● K.1D work collaboratively with others by following agreed-upon rules for discussion, including taking turns ● K.1E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants. ● K.6B provide an oral, pictorial, or written response to text ● K.6C use text evidence to support an appropriate response ● K.8F recognize characteristics of multimodal and digital texts	● K.3A use a resource such as a picture dictionary or digital resource to find words ● K.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings ● K.5C make and confirm predictions using text features and structures with adult assistance; ● K.5D create mental images to deepen understanding with adult assistance; ● K.5E make connections to personal experiences, ideas in other texts, and society with adult assistance ● K.5G evaluate details to determine what is most important with adult assistance ● K.5H synthesize information to create new understanding with adult assistance ● K.6E interact with sources in meaningful ways such as illustrating or writing	● K.2D demonstrate print awareness ● K.2Diii recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	K.10Di complete sentences ● K.10Dii verbs ● K.10Div ● K.10Dv ● K.10Dvi pronouns, including personal, and the difference in the use of formal pronoun <i>usted</i> and informal <i>tu</i> ● K.10Dviii punctuation marks at the end of declarative sentences ● K.10Dix correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and ● K.11A dictate or compose literary texts, including personal narratives; and ● K.11B dictate or compose informational texts ●

	• K.6F respond using newly acquired vocabulary as appropriate • K.7B identify and describe the main character(s) • K.7D describe the setting • K.8A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes • K.8E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; • K.12A generate questions for formal and informal inquiry with adult assistance • K.12B develop and follow a research plan with adult assistance • K.12C gather information from a variety of sources with adult assistance • K.12D demonstrate understanding of information gathered with adult assistance; and • K.12E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		
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Reading Academic Vocabulary

Beginning Reading/Writing	Text Interaction	Genre Characteristics
Ideas claves Key details Sustantivo Noun Verbo Verb Planifique Plan	Personajes Characters Eventos principales Main events Una serie Series Escenario Setting Predicción Prediction Idea central Central idea Trama Plot	Ficción Fiction Narrativa Narrative Texto informativo Informational text Cuentos populares Folktale Drama Play Narrador Narrator Problema Problem Biografía Biography

	Evento Event Resolución Resolution Tema Theme Inferencia Inference Rima Rhyme Ritmo Rhythm Visualizar Visualize Propósito del autor Author's purpose Poeta Poet Secuencia Sequence Informar Inform Tópico Topic Diagramas Diagram Razón Reason Opinión Opinion Echo Fact Detalle Detail	Poema Poem Poesía Poetry Entretener Entertain Persuadir Persuade
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Tier 1	Daily 6 Critical Reading, Writing, Structured Conversations, Frequent Feedback		
	Before Reading Strategies	During Reading Strategies	Response Strategies
	Vocabulary Routine Vocabulary in Context - Activate Reading Activate Prior Knowledge Preview & Purpose Genre Characteristics	- Chunk & Annotate Strategy Success Criteria - Clarifying Meaning Strategies - Model Reading with Fluency and Prosody - Weekly Focus on Component - Self-Correction - Reading Rate - Phrasing - Expression - Intonation	Discussion: Turn and Talk Routines Anchors for Routine Thinking Stems QSSSA Academic Conversation Placemat
	Writing: Summary (10-20 words)		
	Writing Prompts and Rubrics K-2 Writing Process Continuum Foundational Skills Required Resource (Foundations): Unit 2 Weeks 3-4: Blending, Segmenting, & Manipulation of Sounds (VC, CVC), Uppercase Letter Formation, Alphabetic Order Unit 3 Weeks 1-6: Blending, Segmenting, & Manipulation of Sounds (VC, CVC), Uppercase Letter Formation, Segment & Spell 3-phoneme short vowel words, Distinguish long and short vowel sounds, High Frequency Words (10)		

Unit 4 Weeks 1-2: Segmentation, Consonant Digraph-Key Word-Sounds (wh, ch, sh, th, ck); Decoding & Spelling 3-phoneme words with digraphs, Spelling ck at the end of words, High Frequency Words (8)			
Explicit Instructional References & Resources			
Common Syllable Division Principles English-Language Spelling Pattern Generalizations K-3 TEKS Decoding & Encoding Vertical Alignment K-3 Decoding/Encoding Progression K-3 Literacy Activities by Component Teaching Irregular Words Texasgateway.com Lead4Ward Reading Rockets			
	Vocabulary and Comprehension (Guided Reading)	Foundational Skills Phonics/Word Study/Fluency	Writer's Workshop Writing Instruction
Tier 2 Intervention Tier 2 should be accessed through Tier 1 with additional scaffolding supports.	- HMH Start Right Readers - Rigby Leveled Library - Learning A-Z - Focus: Language & Vocabulary (PreK) FCRR-Florida Center for Reading Research Amplify Comprehension	Foundations/HMH Correlated Decodables Small Group Instructional Framework Read Naturally - Focus: Phonological Awareness & Emergent Writing (PreK) FCRR-Florida Center for Reading Research Amplify Phonological Awareness Amplify Phonics Heart Word Magic Dissect a Word (HF Words)	Graphic Organizers Sentence Frames FCRR-Florida Center for Reading Research
Tier 3 Urgent Intervention Tier 3 should be accessed through Tier 1 and 2 with additional scaffolding supports.	- Rigby Leveled Library - Learning A-Z FCRR-Florida Center for Reading Research	FCRR-Florida Center for Reading Research	Graphic Organizers Sentence Frames FCRR-Florida Center for Reading Research
Enrichment Strategies should be engaging and present options to access learning.	- Rigby Leveled Library - Learning A-Z	Accurate-Fluent Reading	

RECURSOS DE LA UNIDAD			
DVISD	Instructional Resources	Data, Diagnosis, Direct Teach, Commitment	Responsive Teaching
Writer's Workshop Instructional Guidelines PLC Template HMH Arriba la lectura-Spanish Phonics Sequence	Biliteracy Website TEA TEKS Guide ELPS Preguntas Kilgo Alineación vertical Lead4Ward Playlist Lead4ward Virtual Instructional Strategies-Adaptations Year at a Glance	Fluency 3DC Comprehension 3DC Writing 3DC Phonics/Phonemic Awareness 3DC Vocabulary 3DC	DVISD Responsive Teaching Techniques Learning Intention & Success Criteria Frequent Talk Frequent Feedback Critical Reading Critical Writing QSSSA-Question, Stem, Signal, Share, Assess

DVISD Fluency and Instructional Level Biliteracy Goals

Grade	BOY			MOY			EOY		
	September			December			May		
	STAR Spanish IRL	Fluency-words per minute	Instructional Level	STAR Spanish IRL	Fluency-words per minute	Instructional Level	STAR Spanish IRL	Fluency-words per minute	Instructional Level
Kinder	<0.0-.4	Letter Name/Sound	-	0.5-0.8	10	B	0.8-1.0	30	D
1st	0.8-1.2	35	D/E	1.3-1.7	45	F	1.8-2.0	59	I
2nd	1.8-2.2	60	J/K	2.3-2.7	70	L	2.8-3.0	84	M
3rd	2.8-3.2	85	M/N	3.3-3.7	90	O	3.8-4.0	99	P
4th	3.8-4.2	100	P/Q	4.3-4.7	107	R	4.8-5.0	114	S
5th	4.8-5.2	115	S/T	5.3-5.7	119	U	5.8-6.0	124	V

Grade	BOY						MOY						EOY					
	September		October		November		December		January		February		March		April		May	
	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level
Kinder	Letter Name/Sound	-	Letter Name/Sound	A	5	B	10	B	15	C	20	C	25	D	30	D	30	D
1st	25	D/E	30	E	35	F	40	F	45	G	50	H	55	H	60	I	60	I
2nd	55	J/K	60	K	65	K	70	L	75	L	80	M	85	M	90	M	90	M
3rd	85	M/N	90	N	95	N	100	O	105	O	110	O	115	P	120	P	120	P
4th	115	P/Q	120	Q	125	Q	130	R	135	R	140	R	145	S	150	S	150	S
5th	145	S/T	150	T	155	T	160	U	165	U	170	U	175	V	180	V	180	V

[DVISD Reading Level Correlation Chart](#)