

**Unit Title: Investigating My World**

Suggested Duration: 39 Days

October 18th -December 17th,2021

MOY Universal Screener Nov. 29-Dec. 16, 2021

**Reading Summary:** In this unit students will continue to develop fluency skills by focusing on their expression, phrasing and intonation. Students will identify important facts and details in various genres of text including informational, biography, fantasy, folktales, realistic fiction, and songs to help them determine the central idea within a story. Students will use text features, story structures ,ideas and support to help them better understand the genre of the text. Students will also participate in ongoing formative assessments to demonstrate student progress toward mastery of skills and standards.

**Writing Summary:** In this unit students' will complete the full writing process to produce an imaginative story.Students will interact with sources and provide written responses about a text using complete sentences and correct punctuation. The grammar focus will include verbs in the present, past and future, and compound sentences.

**Note:** Though the focus of this unit is literary 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:**

- Foundational skills will begin to develop by manipulating phonemes, syllables, and words in order to become highly proficient decoders and readers.
- Readers determine the important lessons characters learn in a story and the characteristics that make a good leader within the story.
- Readers can identify the visual patterns and structures in a poem.
- Use higher order thinking and metacognitive strategies to analyze and comprehend when listening and reading a variety of texts.
- Readers build an understanding of a variety of texts by making connections, understanding key ideas such as the author's purpose, locate the central idea and supporting details, summarize, as well as asking questions about the text.
- Author's write and apply appropriate English grammatical conventions and writing elements to compose, revise and edit various texts including a personal narrative, a descriptive essay, and a persuasive text.

**Essential Questions**

**Weeks 1-3:**

- What lessons can we learn from the characters in the stories we read?
- Why is it important for me to get along with others?
- Can the central idea support the point of view of an author?
- Why is it important to make connections with our reading?

**Weeks 4-6:**

- What are the qualities of a good leader?
- What are the literary elements of a biography and folktale?
- What do we link prepositions/prepositions phrases to in a sentence?
- How do characters grow or change in a story?

**Weeks 7-9:**

- Explain what is procedural text? Use words like first, next ,then to explain.
- How do statement sentences and command sentences differ? How are they alike?
- What is a proper noun? When do you use a proper noun?What are the characteristics of a good leader?
- How do the characteristics of the text and text features help the author explain an idea to a reader?
- How does the evidence in the text support your inference?

**Core Competencies:**

**Formative:**

- Students will demonstrate progression of foundational reading skills through:
  - knowing when and how to use proper nouns.
  - increased fluency of multisyllabic word and sight word recognition
  - application of taught decoding and encoding skills to all syllable types
  - independent reading of grade level text with increasing fluency (reference DVISD Reading Correlation below)
- Students will demonstrate understanding of literary text by:
  - recognizing the characteristics of multiple genres.
  - make and confirm predictions using what they know about text features, characteristics of genre and structure.
  - engage in conversations about the character, plot and settings to determine central idea and author's purpose
  - Making connections between a text and their own lives.
- Students will demonstrate understanding of writing by:
  - writing an option that includes supporting facts and details.
  - writing a response to a text,using evidence to support ideas:

**Summative:**

- Students will critically analyze and compose a personal narrative focusing on the steps in the writing process.
- Students will demonstrate progress towards mastery of unit content on end of unit Module Assessments and Inventories.

[Constructed Response Rubric](#)

**Constructed-Response Rubric**

Points	Description
2	<b>2 points</b> <ul style="list-style-type: none"> <li>• Response gives a <b>complete and correct</b> explanation of, or answer to, the question.</li> <li>• Response includes clear and specific explanations, interpretations, or opinions based on an accurate understanding of the text.</li> <li>• Response is supported with details from the text.</li> </ul>
1	<b>1 point</b> <ul style="list-style-type: none"> <li>• Response gives a <b>partially complete and correct</b> explanation of, or answer to, the question.</li> <li>• Response attempts to include explanations, interpretations, or opinions, but they may be unclear and show a limited understanding of the text.</li> <li>• Response is supported with limited details (in quantity or quality) from the text.</li> </ul>
0	<b>0 points</b> <ul style="list-style-type: none"> <li>• Response is incorrect, irrelevant, or not provided.</li> </ul>

**Culminating Projects:***Solving Problems in the World*- Students will research the governments' responsibilities towards citizens, choose one significant issue, create a visual, and an oral presentation. After all students present their ideas, they will vote to select one they can execute as a class project or send their idea to a government agency with adult assistance.

**Weeks 1-3:** Students will brainstorm issues that worry them as a citizen and research how they can help solve the issue.

**Weeks 4-6:** Students will work individually or collaboratively to write about the issue and create a plan with steps to provide assistance to help the government (fundraiser, donation drive, food drive, volunteering with family, etc

**Weeks 7-9:** Students will work individually or collaboratively to create a poster and/or video explaining their plan to participate in their governance by supporting their community leaders. Students will give oral presentations to present to the class.

Unit 2 TEKS

Concept and Language Development

Vocabulary and Comprehension

Foundational Skills  
Phonics/Word Study

Writer's Workshop  
Writing Instruction

Priority Standards

**2.1B** follow, restate, and give oral instructions that involve short, related sequence of actions

**2.3B** use context within and beyond a sentence to determine the meaning of unfamiliar words  
**2.6C** make correct, or confirm predictions using text features, characteristics of genre and structures  
**2.6E** make connections to personal experiences, ideas in other texts, and society  
**2.6F** make inference and use evidence to support understanding  
**2.6H** synthesize information to create new understanding  
**2.7A** describe personal connections to a variety of sources  
**2.7C** use text evidence to support an appropriate response  
**2.7D** retell and paraphrase texts in ways that maintain meaning and logical order  
**2.8C** describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and  
**2.9D** recognize characteristics and

**2.2A** demonstrate phonological awareness by:  
**2.2B** demonstrate and apply phonetic knowledge by:  
**2.2C** demonstrate and apply spelling knowledge by  
**2.2Ci** spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r- controlled syllables; and final stable syllables  
**2.2Cii** spelling compound words, contractions, and common abbreviations  
**2.2Civ** spelling multisyllabic words with multiple sound-spelling patterns  
**2.2Cv** spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word  
**2.2Cvi** spelling words with prefixes including un-, re-, and dis-, and inflectional

**2.11A** plan a first draft by generating ideas for writing such as by drawing and brainstorming  
**2.11C** revise drafts by adding, deleting, or rearranging words, phrases, or sentences  
**2.11D** edit drafts using standard English conventions, including:  
**2.11Dxi** correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and  
**2.12A** compose literary texts, including personal narratives and poetry  
**2.12B** compose informational texts, including procedural texts and reports; and

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

	structures of informational text, including:	endings, including -s, -es, -ed, -ing, -er, and -est <b>2.4A</b> use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	
<b>New to Grade Level Standards</b>			
	<b>2.3A</b> use print or digital resources to determine meaning and punctuation of unknown words <b>2.3D</b> identify, use and explain the meaning of antonyms, synonyms, idioms, and homographs in context <b>2.8D</b> describe the importance of the setting <b>2.9A</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	<b>2.2A(ii)</b> distinguishing between long and short vowel sounds in one syllable and multisyllabic words; <b>2.2C(v)</b> spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and <b>2.2D</b> alphabetize a series of words and use a dictionary or glossary to find words; and	<b>2.11D(vii)</b> pronouns including subjective, objective, and possessive cases <b>2.13E</b> demonstrate understanding of information gathered
<b>Spiraled Standards</b>			
<b>2.1A</b> listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses <b>2.1C</b> share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language <b>2.1D</b> work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	<b>2.3(A)</b> use print or digital resources to determine meaning and pronunciation of unknown words <b>2.3C</b> identify the meaning of words with the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and <b>2.6A</b> establish a purpose for reading assigned and self-selected texts <b>2.6B</b> generate questions and texts before, during and after reading to deepen understanding and gain information <b>2.6D</b> create mental images to deepen understanding <b>2.6G</b> evaluate details to determine what is	<b>2.2B</b> demonstrate and apply phonetic knowledge by: <b>2.2Bi</b> decoding words with short, long, or variant vowels, trigraphs, and blends <b>2.2Biii</b> decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r- controlled syllables; and final stable syllables <b>2.2Biv</b> decoding compound words, contractions, and common abbreviations <b>2.2Bv</b> decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	<b>2.11Bi</b> organizing with structure <b>2.11Bii</b> developing an idea with specific and relevant details <b>2.11.D(i)</b> complete sentences with subject-verb agreement <b>2.11.D (ii)</b> past, present and future verb tense <b>2.11.D (iii)</b> singular, plural, common, and proper nouns, <b>2.11D (iv)</b> adjectives, including articles <b>2.11D(v)</b> adverb <b>2.11D (viii)</b> coordinating conjunctions <b>2.11.D(ix)</b> capitalization months, days of the week, and the salutation and conclusion of a letter

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

<p><b>2.1E</b> develop social communication such as conversing politely in all situations</p>	<p>most important  <b>2.7E</b> interact with sources in meaningful ways such as illustrating or writing; and  <b>2.7F</b> respond using newly acquired vocabulary as appropriate  <b>2.8B</b> describe the main character's (characters') internal and external traits  <b>2.9B</b> explain visual patterns and structures in a variety of poems  <b>2.9C</b> discuss elements of drama such as characters, dialogue and setting  <b>2.9F</b> recognize characteristics of multimodal and digital texts  <b>2.10A</b> discuss the author's purpose for writing text  <b>2.10B</b> discuss how the use of text structure contributes to the author's purposes  <b>2.10D</b> discuss the use of descriptive, literal, and figurative language  <b>2.10E</b> identify the use of first or third person in a text</p>	<p><b>2.2Bvi</b> decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est  <b>2.2Bvii</b> identifying and reading high-frequency words from a research based list</p>	<p><b>2.11.D (x)</b> end punctuation, apostrophes in contractions, and commas with items in a series and in dates  <b>2.11E</b> publish and share writing  <b>2.12C</b> compose correspondence such as thank you notes or letters  <b>2.13A</b> generate questions for formal and informal inquiry with adult assistance  <b>2.13C</b> identify and gather relevant sources and information to answer the questions  <b>2.13F</b> site sources appropriately; and  <b>2.13G</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>
---	---	--	---

**Reading Academic Vocabulary**

Beginning Reading/Writing	Text Interaction	Genre Characteristics
<p>Decode Rhyme Syllable Idiom</p>	<p>Fluency Genre Mental Image Prediction Connections Key idea</p>	<p>Folktale Fairy tale Fiction Theme Topic Character Conflict Plot Resolution Setting Evidence Central idea</p>

<b>Tier 1</b> <i>Tier 1 should be accessed through guided (or modeled) support during whole-class instruction with use of Daily 6 responsive teaching strategies.</i>	<a href="#">Daily 6 Critical Reading, Writing, Structured Conversations, Frequent Feedback</a>		
	Before Reading Strategies	During Reading Strategies	Response Strategies
	<ul style="list-style-type: none"> <li><a href="#">Vocabulary Routine</a> <ul style="list-style-type: none"> <li><a href="#">Vocabulary in Context</a></li> </ul> </li> <li>Activate Reading                             <ul style="list-style-type: none"> <li><a href="#">Activate Prior Knowledge</a></li> <li><a href="#">Preview &amp; Purpose</a></li> </ul> </li> <li>Genre Characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Chunk &amp; <a href="#">Annotate</a> <ul style="list-style-type: none"> <li><a href="#">Strategy Success Criteria</a></li> </ul> </li> <li>Clarifying Meaning Strategies</li> <li>Model Reading with Fluency and Prosody                             <ul style="list-style-type: none"> <li>Weekly Focus on Component                                     <ul style="list-style-type: none"> <li>Self-Correction</li> <li>Reading Rate</li> <li>Phrasing</li> <li>Expression</li> <li>Intonation</li> </ul> </li> </ul> </li> </ul>	<b>Discussion:</b> <ul style="list-style-type: none"> <li><a href="#">Turn and Talk Routines</a> <ul style="list-style-type: none"> <li>Anchors for Routine</li> <li><a href="#">Thinking Stems</a></li> </ul> </li> <li><a href="#">QSSSA</a></li> <li><a href="#">Academic Conversation Placemat</a></li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li><a href="#">Summary (10-20 words)</a></li> <li>Prompts provided in the Weekly Tier 1 Guides</li> </ul>
	Vocabulary and Comprehension ( <a href="#">Guided Reading</a> )	Foundational Skills Phonics/Word Study/Fluency	Writer's Workshop Writing Instruction
	<b>Weeks 1-3:</b> <ul style="list-style-type: none"> <li><b>Texts:</b> <i>Goldilocks and the Three Dinosaurs, Rabbit's Snow Dance, A perfect Season for Dreaming.</i></li> <li><b>Vocabulary:</b> Suffixes- ful, -less, Multiple Meaning Words, Words that Describe People, Place, Things, Words That Describe Actions</li> <li><b>Comprehension:</b> Text Organization, Story Structure, Author's Purpose, Cause and Effect, Make inferences, Create Mental Images, Elements of a Drama, Make Connections, Make and Confirm Predictions, Figurative Language.</li> <li>Anchor Charts :</li> </ul> <b>Weeks 4-6:</b> <ul style="list-style-type: none"> <li><b>Texts:</b> <i>Seed by Seed: The Legend and Legacy of John "Appleseed", My Dream Playground, Whoosh! Lonnie Johnson's Super- Soaking Stream of Inventions.</i></li> <li><b>Vocabulary:</b> Suffixes -y, -ly, Reference</li> </ul>	<b>Foundations Required Resource :</b> <b>Unit 6</b> (2 weeks): Review VCe syllable; s /s/, /z/; Spelling option procedure; 2-syllable with closed and VCe syllables; Compound Words; VCe exception -ive; Suffix -ive <b>Unit 7</b> (2 weeks): Open syllable; y as a vowel; Combine open with closed and VCe syllables; Additional syllable division rules; Suffixes -y, -ly <b>Unit 8</b> (1 week): R-controlled syllables; Sounds of ar and or; Combining r-controlled syllables with other syllable types; <b>Unit 9</b> (2 weeks): Sound of er, ir, and ur; Spelling option for /ər/; Combining r-controlled syllables with er, ir, and ur with other syllable types; Dictionary Skills <b>Unit 10</b> (2 weeks): Double Vowel syllable type; Sounds of ai and ay; Spelling option for /ä/; Combining all syllable types; Homophones	<b><a href="#">DVISD Teacher and Student Genre Rubrics</a></b> <b><a href="#">K-2 Writing Process Continuum</a></b> <b><a href="#">Second-Unit Writing Summaries</a></b> <b>Weeks 1-3</b> <ul style="list-style-type: none"> <li><b>Text:</b> <i>Aunt Isabel Tells a Good One</i></li> <li>Imaginative story, Narrative, Verbs in the present, past, and future, compound sentences.</li> </ul> <b>Weeks 4-6</b> <ul style="list-style-type: none"> <li><b>Text:</b> <i>Stand Tall, Molly Lou Melon</i></li> <li>Informational Text, Personal Essay, Quotation Marks, Proper Nouns, Abbreviations.</li> </ul> <b>Weeks 7-9</b> <ul style="list-style-type: none"> <li><b>Text:</b> <i>When the Moon is full: A Lunar Year,</i></li> <li>Poem, Poetry, Pronouns, Subject-Verb Agreement, Verb Be.</li> </ul>

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

	<p>Sources, Prefix dis-, Words That Name People.</p> <ul style="list-style-type: none"> <li>■ <b>Comprehension:</b> Ideas and support, Figurative Language, Ask and Answer Questions, Characters, Synthesize, Text Features, Evaluate, Text organization, Summarize, Content-Area words, Chronological Order.</li> <li>■ <b>Anchor Charts:</b></li> </ul> <p><b>Weeks 7-9:</b></p> <p><b>Texts:</b> <i>Freddy the Frogcaster, The Story of Snow: The Science of Winter's Wonder, Fall Leaves.</i></p> <ul style="list-style-type: none"> <li>■ <b>Vocabulary:</b> Suffixes -er, -est, Homophones, Prefixes un-, re-, Inflections -ed, -ing.</li> <li>■ <b>Comprehension:</b> Text features, Point of View, Make inferences, Text Organization, Make connections, Content-Area Words, Evaluate, Cause and Effect, Elements of Poetry, Ask and Answer Questions.</li> </ul>		
	Explicit Instructional References & Resources		
	<ul style="list-style-type: none"> <li>• <a href="#">Common Syllable Division Principles</a></li> <li>• <a href="#">English-Language Spelling Pattern Generalizations</a></li> <li>• <a href="#">K-3 TEKS Decoding &amp; Encoding Vertical Alignment</a></li> <li>• <a href="#">K-3 Decoding/Encoding Progression</a></li> <li>• <a href="#">K-3 Literacy Activities by Component</a></li> <li>• <a href="#">Teaching Irregular Words</a></li> </ul>		
	Vocabulary and Comprehension ( <a href="#">Guided Reading</a> )	Foundational Skills Phonics/Word Study/Fluency	Writer's Workshop Writing Instruction
<b>Tier 2 Intervention</b> Tier 2 should be accessed through Tier 1 with additional	<ul style="list-style-type: none"> <li>• HMH Start Right Readers</li> <li>• Rigby Leveled Library</li> <li>• Learning A-Z</li> <li>• Focus: Language &amp; Vocabulary               <ul style="list-style-type: none"> <li>○ <a href="#">FCRR-Florida Center for Reading</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Foundations/HMH Correlated Decodables</a></li> <li>• <a href="#">Small Group Instructional Framework</a></li> <li>• <a href="#">Read Naturally</a></li> <li>• <a href="#">FCRR-Florida Center for Reading Research</a></li> <li>• <a href="#">Amplify Phonological Awareness</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Writing Rubric</a></li> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">FCRR-Florida Center for Reading Research</a></li> </ul>

	<a href="#">YAG</a>	<a href="#">Vertical Alignment</a>	<a href="#">ELPS</a>	<a href="#">Assessment Calendar</a>	<a href="#">Feedback</a>
scaffolding supports.	<ul style="list-style-type: none"><li><a href="#">Research</a></li><li><a href="#">Amplify Comprehension</a></li></ul>		<ul style="list-style-type: none"><li><a href="#">Amplify Phonics</a></li><li><a href="#">Heart Word Magic Dissect a Word (HF Words)</a></li></ul>		
<b>Tier 3 Urgent Intervention</b> Tier 3 should be accessed through Tier 1 and 2 with additional scaffolding supports.	<ul style="list-style-type: none"><li>Rigby Leveled Library</li><li>Learning A-Z</li><li><a href="#">FCRR-Florida Center for Reading Research</a></li></ul>		<ul style="list-style-type: none"><li><a href="#">FCRR-Florida Center for Reading Research</a></li><li><a href="#">Building RTI University of Texas</a></li></ul>		<ul style="list-style-type: none"><li><a href="#">Graphic Organizers</a></li><li><a href="#">Writing Rubric</a></li><li><a href="#">Sentence Frames</a></li><li><a href="#">FCRR-Florida Center for Reading Research</a></li></ul>
<b>Enrichment</b> Strategies should be engaging and present options to access learning.	<ul style="list-style-type: none"><li>Rigby Leveled Library</li><li>Learning A-Z</li></ul>		<ul style="list-style-type: none"><li><a href="#">Accurate-Fluent Reading</a></li></ul>		

Resources and References for Student Progress

[DVISD Reading Level Correlation Chart](#)

[DVISD Fluency and Instructional Level Goals for Reading](#)

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
6th		V/W		W		W		X		X		X		Y		Y		Y
7th		Y		Y		Y		Y		Y/Z		Z		Z		Z		Z
8th		Z		Z		Z		Z		Z		Z		Z		Z		Z
9th-12th		Z+		Z+		Z+		Z+		Z+		Z+		Z+		Z+		Z+