

| Kindergarten | | Number of times taught in unit: | | | | | | | |
|---------------------------------|---|---------------------------------|----|----|----|----|----|---|---|
| Text Types and Purposes | | 1 | 2a | 2b | 3a | 3b | 4 | 5 | 6 |
| # | Texas Essential Knowledge and Skills (TEKS) | | | | | | | | |
| W.K.1 | | | | | | | 10 | | |
| W.K.2 | (K.15) - Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations. | | | | | 9 | | | |
| W.K.3 | K.13 (B) - Develop drafts by sequencing the action or details in the story. | | 7 | 10 | 10 | | | 4 | |
| Production and Distribution | | 1 | 2a | 2b | 3a | 3b | 4 | 5 | 6 |
| W.K.4 | (Begins in grade 3) | | | | | | | | |
| W.K.5 | K.13 (C) - Revise drafts by adding details or sentences. | | | | | | 7 | | 5 |
| W.K.6 | | | | | | | | | 1 |
| Research to Build and Present | | 1 | 2a | 2b | 3a | 3b | 4 | 5 | 6 |
| W.K.7 | K.13 (A) - Plan a first draft by generating ideas for writing through class discussion. | | | | | | | | 5 |
| W.K.8 | K.20 (A) - Gather evidence from provided text sources. | | | | | | | | 6 |
| W.K.9 | (Begins in grade 4) | | | | | | | | |
| Range of Writing | | 1 | 2a | 2b | 3a | 3b | 4 | 5 | 6 |
| W.K.10 | (Begins in grade 3) | | | | | | | | |
| Conventions of Standard English | | 1 | 2a | 2b | 3a | 3b | 4 | 5 | 6 |
| L.K.1a | K.17 (A) - Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression). | | 7 | 2 | 2 | | | | |
| L.K.1b | K.5 (A) - Identify and use words that name actions, directions, positions, sequences, and locations. | | | | 10 | | | 1 | |
| L.K.1c | K.16 (A) (ii) - Nouns (singular/plural) | | | | | | | | |
| L.K.1d | K.21 (A) - Listen attentively by facing speakers and asking questions to clarify information. | | | | | | 10 | | |
| L.K.1e | K.16 (A) (iv) - Prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over) | | | | 10 | | | | |
| L.K.1f | K.16 (B) - Speak in complete sentences to communicate. K.16 (C) - Use complete simple sentences. | | | | | | 3 | | 6 |
| L.K.2a | K.16 (A) (v) - Pronouns (e.g., I, me) K.17 (B) - Capitalize the first letter in a sentence. | | | | 3 | 8 | 9 | 6 | 2 |

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|---------------------------------------|--|----------|-----------|-----------|-----------|-----------|----------|----------|----------|
| L.K.2b | K.17 (C) - Use punctuation at the end of a sentence. | | | | 5 | 8 | 10 | 4 | 2 |
| L.K.2c | | 6 | 6 | 10 | 10 | | | 5 | |
| L.K.2d | | | | 10 | | | | 3 | 1 |
| L.K.3 (Begins in grade 2) | | | | | | | | | |
| Vocabulary Acquisition and Use | | 1 | 2a | 2b | 3a | 3b | 4 | 5 | 6 |
| L.K.4a | | | | | | | | | |
| L.K.4b | | | | | | | | 1 | |
| L.K.5a | K.5 (C) - Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures). | | | | | | | | |
| L.K.5b | | | | | | | | | |
| L.K.5c | | | | | | | | | |
| L.K.5d | | | | | | | | | |
| L.K.6 | | | | | | | | | |

| Grade 1 | | Number of times taught in unit: | | | | | | |
|---------------------------------|--|---------------------------------|----|----|----|----|---|---|
| Text Types and Purposes | | 1 | 2a | 2b | 3 | 4 | 5 | 6 |
| # | Texas Essential Knowledge and Skills (TEKS) | | | | | | | |
| W.1.1 | | | | | | 12 | | |
| W.1.2 | | 2 | | | 13 | | | |
| W.1.3 | | | 14 | 15 | | | 7 | |
| Production and Distribution | | 1 | 2a | 2b | 3 | 4 | 5 | 6 |
| W.1.4 | (Begins in grade 3) | | | | | | | |
| W.1.5 | 1.17 (C) - Revise drafts by adding or deleting a word, phrase, or sentence. 1.17 (E) - Publish and share writing with others. | | | 6 | 1 | 3 | | 2 |
| W.1.6 | | | | | | | | 1 |
| Research to Build and Present | | 1 | 2a | 2b | 3 | 4 | 5 | 6 |
| W.1.7 | 1.17 (E) - Publish and share writing with others. | | | | | | | 6 |
| W.1.8 | 1.24 (A) - Gather evidence from available sources (natural and personal) as well as from interviews with local experts. | | | | | | | 8 |
| W.1.9 | (Begins in grade 4) | | | | | | | |
| Range of Writing | | 1 | 2a | 2b | 3 | 4 | 5 | 6 |
| W.1.10 | (Begins in grade 3) | | | | | | | |
| Conventions of Standard English | | 1 | 2a | 2b | 3 | 4 | 5 | 6 |
| L.1.1a | 1.21 (A) - Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences. | | 5 | | | | | 1 |
| L.1.1b | 1.20 (A) (ii) - Nouns (singular/plural, common/proper) 1.6 (A) - Identify words that name actions (verbs) and words that name persons, places, or things (nouns). | | | 8 | | | | 3 |
| L.1.1c | 1.20 (A) (ii) - Nouns (singular/plural, common/proper) 1.22 (D) - Spell base words with inflectional endings (e.g., adding "s" to make words plurals). 1.3 (E) - Read base words with inflectional endings (e.g., plurals, past tenses). | | | | | 2 | | 1 |
| L.1.1d | | | | | | 3 | | |
| L.1.1e | 1.20 (A) (i) - Verbs (past, present, and future) 1.3 (E) - Read base words with inflectional endings (e.g., plurals, past tenses). | | | | | 3 | | 4 |
| L.1.1f | 1.20 (A) (iii) - Adjectives (e.g., descriptive: green, tall) | | | | | 6 | | 4 |

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|---------------------------------------|--|--|--|---|---|---|--|--|--|----------|-----------|-----------|----------|----------|----------|----------|
| L.1.1g | | | | | | | | | | 3 | | | | | | |
| L.1.1h | | | | | | | | | | | | 2 | | | | |
| L.1.1i | 1.20 (A) (v) - Prepositions and prepositional phrases | | | | | | | | | 6 | | | | | | |
| L.1.1j | 1.21 (C) - Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences. | | | | | | | | | | 1 | 3 | | | | |
| L.1.2a | 1.21 (B) (iii) - Names of people | | | 7 | 8 | | | | | | 7 | | | | | |
| L.1.2b | 1.1 (D) - Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation). | | | 5 | 7 | | | | | 5 | 5 | 1 | | | | |
| L.1.2c | | | | | | | | | | | | 4 | | | | |
| L.1.2d | 1.22 (A) - Use phonological knowledge to match sounds to letters to construct known words. 1.22 (C) - Spell high-frequency words from a commonly used list. | | | 6 | 9 | | | | | | 4 | 1 | | | | |
| L.1.2e | 1.22 (A) - Use phonological knowledge to match sounds to letters to construct known words. 1.22 (C) - Spell high-frequency words from a commonly used list. | | | 6 | 8 | 9 | | | | | | | | | | |
| Knowledge of Language | | | | | | | | | | 1 | 2a | 2b | 3 | 4 | 5 | 6 |
| L.1.3 (Begins in grade 2) | | | | | | | | | | | | | | | | |
| Vocabulary Acquisition and Use | | | | | | | | | | 1 | 2a | 2b | 3 | 4 | 5 | 6 |
| L.1.4a | 1.6 (C) - Determine what words mean from how they are used in a sentence, either heard or read. | | | | | | | | | | | | | | | |
| L.1.4b | | | | | | | | | | | | | | | | |
| L.1.4c | 1.22 (D) - Spell base words with inflectional endings (e.g., adding "s" to make words plurals). 1.3 (E) - Read base words with inflectional endings (e.g., plurals, past tenses). | | | | | | | | | | | | | | | |
| L.1.5a | 1.6 (D) - Identify and sort words into conceptual categories (e.g., opposites, living things). | | | | | | | | | | | | | | | |
| L.1.5b | 1.6 (D) - Identify and sort words into conceptual categories (e.g., opposites, living things). | | | | | | | | | | | | | | | |
| L.1.5c | | | | 2 | | | | | | | | | | | | |
| L.1.5d | | | | | | | | | | | | 4 | | | | |
| L.1.6 | | | | | | | | | | | | | | | | |

| Grade 2 | | Number of times taught in unit: | | | | | | |
|---------------------------------|---|---------------------------------|----|----|----|----|----|---|
| Text Types and Purposes | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| # | Texas Essential Knowledge and Skills (TEKS) | | | | | | | |
| W.2.1 | | | | | | 12 | | |
| W.2.2 | | | | 13 | 14 | | | |
| W.2.3 | | 3 | 10 | | | | 13 | |
| Production and Distribution | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| W.2.4 (Begins in grade 3) | | | | | | | | |
| W.2.5 | | 1 | 1 | 8 | 10 | 5 | 4 | 2 |
| W.2.6 | | | | | 2 | 2 | | 1 |
| Research to Build and Present | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| W.2.7 | 2.17 (E) - Publish and share writing with others. | | | | | | | 7 |
| W.2.8 | | | | | 12 | | | 7 |
| W.2.9 (Begins in grade 4) | | | | | | | | |
| Range of Writing | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| W.2.10 (Begins in grade 3) | | | | | | | | |
| Conventions of Standard English | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| L.2.1a | | | | | | | | 4 |
| L.2.1b | | | | 5 | 1 | | 4 | 1 |
| L.2.1c | | | | | | 9 | | |
| L.2.1d | | | 2 | | | | 5 | |
| L.2.1e | 2.21 (A) (iii) - Adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) 2.21 (A) (iv) - Adverbs (e.g., time: before, next; manner: carefully, beautifully) | 1 | 1 | 5 | | | 6 | 5 |
| L.2.1f | 2.21 (C) - Distinguish among declarative and interrogative sentences. | 1 | 1 | 7 | 7 | | | |
| L.2.2a | | | 2 | | 7 | | | |
| L.2.2b | 2.22 (B) (iii) - The salutation and closing of a letter | | | | | 4 | | |
| L.2.2c | 2.2 (F) - Identify and read contractions (e.g., haven't, it's). 2.22 (C) (ii) - Apostrophes and contractions 2.22 (C) (iii) - Apostrophes and possessives.. | | | 4 | | 5 | 4 | |

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|---------------------------------------|--|----------|----------|-----------|-----------|----------|----------|----------|---|
| | 2.23 (E) - Spell simple contractions (e.g., isn't, aren't, can't). | | | | | | | | |
| L.2.2d | 2.23 (A) - Use phonological knowledge to match sounds to letters to construct unknown words. 2.23 (C) - Spell high-frequency words from a commonly used list. | 1 | 1 | | 1 | | | 2 | |
| L.2.2e | 2.23 (F) - Use resources to find correct spellings. | | | | 9 | | | | 1 |
| Knowledge of Language | | 1 | 2 | 3a | 3b | 4 | 5 | 6 | |
| L.2.3a | | | | | | | | | |
| Vocabulary Acquisition and Use | | 1 | 2 | 3a | 3b | 4 | 5 | 6 | |
| L.2.4a | 2.5 (B) - Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words. | | | | | | | | |
| L.2.4b | 2.2 (D) - Read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful). 2.5 (A) - Use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow). | | | | | | | | |
| L.2.4c | | | | | | | | | |
| L.2.4d | | | | | | | | | |
| L.2.4e | 2.14 (D) - Use text features (e.g., table of contents, index, headings) to locate specific information in text. 2.25 (B) - Use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information. 2.5 (D) - Alphabetize a series of words and use a dictionary or a glossary to find words. | | | | 3 | | | | 2 |
| L.2.5a | | | | | | | | | |
| L.2.5b | | | | | | | | | |
| L.2.6 | 2.21 (A) (iii) - Adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) 2.21 (A) (iv) - Adverbs (e.g., time: before, next; manner: carefully, beautifully) | | | | | | | | |

| Grade 3 | | Number of times taught in unit: | | | | | | |
|-----------------------------|--|---------------------------------|---|----|----|----|----|----|
| Text Types and Purposes | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| # | Texas Essential Knowledge and Skills (TEKS) | | | | | | | |
| W.3.1a | (3.11) - Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). | | | | | 10 | | |
| W.3.1b | (3.11) - Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). | | | | | 6 | | |
| W.3.1c | (3.11) - Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). | | | | | 4 | | |
| W.3.1d | | | | | | | 4 | |
| W.3.2a | 3.17 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs. | | | 8 | 7 | | | 8 |
| W.3.2b | 3.20 (A) (ii) - Include supporting sentences with simple facts, details, and explanations | | | 10 | 8 | | | 11 |
| W.3.2c | 3.22 (A) (viii) - Time-order transition words and transitions that indicate a conclusion | | | 6 | 4 | | | 4 |
| W.3.2d | 3.20 (A) (iii) - Contain a concluding statement | | | 6 | 5 | | | |
| W.3.3a | (3.19) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences. 3.18 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting. | 1 | 9 | | | | 6 | |
| W.3.3b | 3.18 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting. | 2 | 3 | 1 | | | 3 | |
| W.3.3c | (3.19) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences. 3.18 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting. | 1 | 3 | | | | 1 | |
| W.3.3d | (3.19) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences. 3.18 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting. | 1 | 2 | | | | 1 | |
| Production and Distribution | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| W.3.4 | 3.17 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs. | | 3 | 1 | 1 | 5 | 3 | 8 |
| W.3.5 | 3.17 (A) - Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals). 3.17 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience. | 1 | 9 | 7 | 2 | 2 | 15 | 8 |
| W.3.6 | 3.24 (G) - Use print and electronic resources to find and check correct spellings. | | | | | | | 1 |

| Research to Build and Present | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
|-------------------------------------|--|---|---|----|----|---|---|----|
| W.3.7 | (3.27) - Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic). 3.25 (A) - Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic. | | | | 1 | | | 13 |
| W.3.8 | 3.26 (A) (ii) - Data from experts, reference texts, and online searches | | | | 1 | | | 9 |
| W.3.9 (Begins in grade 4) | | | | | | | | |
| Range of Writing | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| W.3.10 | 3.17 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience. | 1 | 5 | | | | 2 | |
| Conventions of Standard English | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| L.3.1a | 3.22 (A) (i) - Verbs (past, present, and future) 3.22 (A) (ii) - Nouns (singular/plural, common/proper) 3.22 (A) (iii) - Adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the) 3.22 (A) (iv) - Adverbs (e.g., time: before, next; manner: carefully, beautifully) | 1 | 2 | | 1 | 3 | 4 | |
| L.3.1b | 3.22 (A) (ii) - Nouns (singular/plural, common/proper) | | | | 2 | | | 5 |
| L.3.1c | | 1 | 1 | | | | | 1 |
| L.3.1d | 3.22 (A) (i) - Verbs (past, present, and future) | | | | 1 | | 1 | |
| L.3.1e | 3.22 (A) (i) - Verbs (past, present, and future) | 1 | 1 | | 1 | | 1 | |
| L.3.1f | 3.22 (C) - Use complete simple and compound sentences with correct subject-verb agreement. | 1 | 1 | 1 | | | | |
| L.3.1g | | | | | | | | |
| L.3.1h | 3.22 (A) (vii) - Coordinating conjunctions (e.g., and, or, but) | 1 | 2 | 1 | 1 | | 1 | |
| L.3.1i | 3.17 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience. 3.22 (C) - Use complete simple and compound sentences with correct subject-verb agreement. | 1 | 1 | 1 | 1 | | | 4 |
| L.3.2a | | | | | 2 | 3 | 3 | |
| L.3.2b | | | | | | | | |
| L.3.2c | | | 2 | | | | 2 | |
| L.3.2d | 3.23 (C) (i) - Apostrophes in contractions and possessives | 1 | | 1 | 1 | 1 | 3 | |
| L.3.2e | 3.1 (A) (iv) - Using knowledge of common prefixes and suffixes (e.g., dis-, -ly) 3.1 (A) (v) - Using knowledge of derivational affixes (e.g., -de, -ful, -able) 3.24 (A) - Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell. 3.24 (C) - Spell high-frequency and compound words from a commonly used list. 3.4 (A) - Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. | 2 | 1 | 1 | 1 | 1 | | |
| L.3.2f | 3.24 (A) - Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell. 3.24 (C) - Spell high-frequency and compound words from a commonly used list. | 1 | 1 | 1 | 2 | 1 | | |
| L.3.2g | 3.24 (G) - Use print and electronic resources to find and check correct spellings. | 1 | 1 | | 1 | 1 | 1 | |

| Knowledge of Language | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
|--------------------------------|---|---|---|----|----|---|---|---|
| L.3.3a | | | 2 | 4 | 6 | | 5 | |
| L.3.3b | | | | | | | | |
| Vocabulary Acquisition and Use | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| L.3.4a | 3.4 (B) - Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs. | | | | | | | |
| L.3.4b | 3.1 (A) (iv) - Using knowledge of common prefixes and suffixes (e.g., dis-, -ly) 3.1 (A) (v) - Using knowledge of derivational affixes (e.g., -de, -ful, -able) 3.4 (A) - Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. | | | | | | | |
| L.3.4c | | | | | | | | |
| L.3.4d | 3.4 (E) - Alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words. | | | | | | | 3 |
| L.3.5a | | | | | | | | |
| L.3.5b | | | | | | | | |
| L.3.5c | | | | | | | | |
| L.3.6 | | | | | | | | |

| Grade 4 | | Number of times taught in unit: | | | | | | |
|-------------------------------|---|---------------------------------|---|----|----|---|---|----|
| Text Types and Purposes | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| # | Texas Essential Knowledge and Skills (TEKS) | | | | | | | |
| W.4.1a | | | | | | 8 | | |
| W.4.1b | | | | | | 8 | | |
| W.4.1c | | | | | | 3 | | |
| W.4.1d | | | | | | 2 | | |
| W.4.2a | 4.15 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs. | | | | 6 | | | 3 |
| W.4.2b | 4.18 (A) (ii) - Include supporting sentences with simple facts, details, and explanations | | | 4 | 6 | | | 13 |
| W.4.2c | 4.20 (A) (viii) - Use time-order transition words and transitions that indicate a conclusion | | | 1 | 7 | | | 3 |
| W.4.2d | | | | 2 | 4 | | | 9 |
| W.4.2e | 4.18 (A) (iii) - Contain a concluding statement | | | 3 | 7 | | | 1 |
| W.4.3a | (4.17) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences. 4.16 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting. | 2 | 3 | | | | 4 | |
| W.4.3b | 4.16 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting. | 2 | 6 | 1 | | | | 3 |
| W.4.3c | 4.20 (A) (viii) - Use time-order transition words and transitions that indicate a conclusion | 1 | 5 | 2 | | | | 1 |
| W.4.3d | | 2 | 8 | | | | | 5 |
| W.4.3e | (4.17) - Writing. Students write about their own experiences. Students are expected to write about important personal experiences. 4.16 (A) - Write imaginative stories that build the plot to a climax and contain details about the characters and setting. | 1 | | | | | | |
| Production and Distribution | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| W.4.4 | 4.15 (B) - Develop drafts by categorizing ideas and organizing them into paragraphs. | 1 | 6 | | 1 | 5 | 3 | |
| W.4.5 | 4.15 (A) - Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals). 4.15 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience. | 1 | 8 | 7 | 10 | 6 | 3 | 7 |
| W.4.6 | 4.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings. | | | 1 | | | | 1 |
| Research to Build and Present | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| W.4.7 | (4.25) - Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic). 4.23 (A) - Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic. 4.23 (B) - Generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question. | | | | 1 | | | 6 |
| W.4.8 | 4.24 (A) (ii) - Data from experts, reference texts, and online searches 4.24 (C) - Take simple notes and sort evidence into provided categories or an organizer. 4.24 (D) - Identify the author, title, publisher, and publication year of sources. 4.24 (E) - Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. | | | | 4 | | | 6 |

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|--|--|----------|----------|-----------|-----------|----------|----------|----------|
| W.4.9 | (4.5) - Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature. 4.3 (B) - Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. 4.6 (B) - Describe the interaction of characters including their relationships and the changes they undergo. | | | | 5 | 1 | | |
| W.4.9b | 4.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding. | | | | 4 | | | 3 |
| Range of Writing | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| W.4.10 | 4.15 (C) - Revise drafts for coherence, organization, use of simple and compound sentences, and audience. | | 6 | 1 | 1 | 2 | 3 | 3 |
| Conventions of Standard English | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| L.4.1a | | 1 | 1 | 1 | | | | 1 |
| L.4.1b | | 1 | | 1 | 1 | | | 1 |
| L.4.1c | | 1 | 2 | | 1 | 1 | 1 | |
| L.4.1d | 4.20 (A) (iii) - Adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest) | | 2 | 1 | | | 3 | |
| L.4.1e | 4.20 (A) (v) - Prepositions and prepositional phrases to convey location, time, direction, or to provide details | 1 | 2 | 1 | | 1 | 1 | 1 |
| L.4.1f | | 1 | 2 | 2 | 2 | 2 | 2 | |
| L.4.1g | 4.2 (B) - Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words. 4.22 (C) - Spell commonly used homophones (e.g., there, they're, their; two, too, to). | | | 1 | | 1 | 1 | |
| L.4.2a | | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| L.4.2b | 4.21 (C) (ii) - Quotation marks.. | 1 | 4 | 2 | | | 2 | |
| L.4.2c | | 1 | 2 | 1 | 1 | 1 | 2 | 1 |
| L.4.2d | 4.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings. | 1 | 2 | 2 | 1 | 1 | 1 | |
| Knowledge of Language | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| L.4.3a | | 1 | 5 | 1 | | 3 | 3 | 8 |
| L.4.3b | | 1 | | | | | | |
| L.4.3c | (4.29) - Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others. 4.27 (A) - Listen attentively to speakers, ask relevant questions, and make pertinent comments. | | | | | | | |
| L.4.4a | 4.2 (B) - Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words. | | | | | | | |
| L.4.4b | 4.2 (A) - Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes. 4.22 (B) - Spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-). | | | | | | | |
| L.4.4c | 4.2 (E) - Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. | | | | | | | |
| L.4.5a | (4.8) - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery. | 3 | 1 | 2 | 1 | | | |
| L.4.5b | 4.2 (D) - Identify the meaning of common idioms. | | | | | | | |

| | | | | | | | | | |
|--------|--|--|---|---|---|--|---|--|---|
| L.4.5c | | | 1 | 1 | 1 | | | | |
| L.4.6 | | | | | | | 1 | | 1 |

| Grade 5 | | Number of times taught in unit: | | | | | | |
|-------------------------|--|---------------------------------|---|----|----|----|---|---|
| Text Types and Purposes | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| # | Texas Essential Knowledge and Skills (TEKS) | | | | | | | |
| W.5.1a | | | | | | 5 | | |
| W.5.1b | | | | | | 10 | | |
| W.5.1c | | | | | | 2 | | |
| W.5.1d | | | | | | 4 | | |
| W.5.2a | | | | 6 | 6 | | | 4 |
| W.5.2b | 5.18 (A) (ii) - Guide and inform the reader's understanding of key ideas and evidence 5.18 (A) (iii) - Include specific facts, details, and examples in an appropriately organized structure 5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions. 5.26 (D) - Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited). | | | 4 | 7 | 1 | | 3 |
| W.5.2c | 5.18 (A) (iv) - Use a variety of sentence structures and transitions to link paragraphs 5.20 (A) (viii) - Transitional words (e.g., also, therefore) | | | | 5 | | | 1 |
| W.5.2d | | | | 5 | 3 | | | 1 |
| W.5.2e | 5.18 (A) (i) - Present effective introductions and concluding paragraphs | | | 3 | 4 | 2 | | |
| W.5.3a | (5.17) - Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience. 5.15 (B) - Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing. 5.16 (A) (i) - A clearly defined focus, plot, and point of view 5.16 (A) (ii) - A specific, believable setting created through the use of sensory details 5.16 (A) (iii) - Dialogue that develops the story | 1 | 2 | | | | 6 | |
| W.5.3b | (5.17) - Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience. 5.16 (A) (i) - A clearly defined focus, plot, and point of view 5.16 (A) (ii) - A specific, believable setting created through the use of sensory details 5.16 (A) (iii) - Dialogue that develops the story | 2 | 6 | | | | 3 | |
| W.5.3c | 5.15 (C) - Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed. 5.20 (A) (viii) - Transitional words (e.g., also, therefore) | 1 | 1 | 4 | | | 2 | |
| W.5.3d | 5.16 (A) (ii) - A specific, believable setting created through the use of sensory details | 2 | 3 | 4 | | | | |
| W.5.3e | (5.17) - Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience. 5.16 (A) (i) - A clearly defined focus, plot, and point of view 5.16 (A) (ii) - A specific, believable setting created through the use of sensory details 5.16 (A) (iii) - Dialogue that develops the story | 1 | 3 | | | | 1 | |

| Production and Distribution | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
|---------------------------------|---|---|---|----|----|----|---|----|
| W.5.4 | 5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions. 5.26 (C) - Presents the findings in a consistent format. | 1 | 3 | 4 | 3 | 2 | 5 | 4 |
| W.5.5 | | 1 | 8 | 6 | 4 | 10 | 6 | 11 |
| W.5.6 | 5.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings. 5.22 (E) - Know how to use the spell-check function in word processing while understanding its limitations. | | | | | | | 1 |
| Research to Build and Present | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| W.5.7 | 5.23 (A) - Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic. 5.25 (A) - Refine the major research question, if necessary, guided by the answers to a secondary set of questions. 5.26 (A) - Compiles important information from multiple sources. 5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions. 5.26 (C) - Presents the findings in a consistent format. | | | | 1 | | | 7 |
| W.5.8 | 5.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding. 5.23 (B) - Generate a research plan for gathering relevant information about the major research question. 5.24 (A) - Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts. 5.24 (C) - Record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes. 5.24 (D) - Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format. 5.26 (A) - Compiles important information from multiple sources. 5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions. 5.26 (C) - Presents the findings in a consistent format. 5.26 (D) - Uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited). | | | | 4 | | 1 | 9 |
| W.5.9a | 110.16 (D) - Make inferences about text and use textual evidence to support understanding. 110.16 (F) - Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence. | | 2 | | | | 1 | |
| W.5.9b | 5.18 (C) - Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding. 5.24 (E) - Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. | | 3 | 1 | 3 | 3 | | 6 |
| Range of Writing | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| W.5.10 | 5.15 (C) - Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed. 5.26 (B) - Develops a topic sentence, summarizes findings, and uses evidence to support conclusions. 5.26 (C) - Presents the findings in a consistent format. | | 8 | 8 | 3 | 6 | 7 | 4 |
| Conventions of Standard English | | 1 | 2 | 3a | 3b | 4 | 5 | 6 |
| L.5.1a | 5.20 (A) (v) - Prepositions and prepositional phrases to convey location, time, direction, or to provide details | | 5 | 3 | 1 | 2 | 1 | 1 |

| | | | | | | | | |
|---------------------------------------|---|--|----------|-----------|-----------|-----------|----------|----------|
| L.5.1b | | | 1 | | | | 1 | |
| L.5.1c | | | 1 | 1 | 2 | 2 | 1 | 1 |
| L.5.1d | 5.15 (D) - Edit drafts for grammar, mechanics, and spelling. | | | | 2 | | 1 | 2 |
| L.5.1e | | | | 1 | 1 | 1 | | |
| L.5.2a | | | 1 | 1 | 1 | 1 | 1 | 2 |
| L.5.2b | | | | 2 | 1 | | | 2 |
| L.5.2c | | | | | | | | 2 |
| L.5.2d | 5.21 (B) (ii) - Proper punctuation and spacing for quotations | | | 2 | | 2 | 1 | 1 |
| L.5.2e | 5.22 (D) - Use spelling patterns and rules and print and electronic resources to determine and check correct spellings. 5.22 (E) - Know how to use the spell-check function in word processing while understanding its limitations. | | 1 | 1 | 2 | 2 | 1 | 1 |
| L.5.3a | 5.15 (C) - Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed. | | 1 | 1 | | 1 | 3 | 2 |
| L.5.3b | | | | | | | | |
| L.5.4a | 5.2 (B) - Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning 5.20 (A) (iii) - Adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best) | | | | | | | |
| L.5.4b | 5.2 (A) - Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes. 5.22 (B) (i) - Greek Roots (e.g., tele, photo, graph, meter) | | | | | | | 3 |
| L.5.4c | 5.2 (E) - Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. | | 1 | | | 2 | | |
| Vocabulary Acquisition and Use | | | 1 | 2a | 3a | 3b | 4 | 5 |
| L.5.5a | (5.8) - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text. | | 3 | 1 | 3 | | | |
| L.5.5b | 5.2 (D) - Identify and explain the meaning of common idioms, adages, and other sayings. | | | | | | | 1 |
| L.5.5c | | | | | | | | 1 |
| L.5.6 | | | | | 1 | | | |