

AISD YEAR AT A GLANCE (1st ELAR)

Quarter 1 August 17-October 13

District Assessments

Amplify Reading: 9/5-9/29
BAS: 9/5-10/13
Instructional Reading Level: D/E
On Demand Pre and Post Assessments (Optional)

Reading & Phonics

Writing & Patterns of Wonder

Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13	Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13
<p>Reading: Procedures and Routines First 15 Days of Reader's Workshop</p> <p>Phonics: Procedures and Routines Foundations: Unit 1 Week 1/2</p> <p>Phonological Awareness: Weeks 1-3</p>	<p>Reading: First 15 Days of Reader's Workshop UofS Unit 1 "Building Good Reading Habits" Bend I & II</p> <p>Phonics: Foundations: Unit 1 Week 3, Unit 2 Week 1/2</p> <p>Phonological Awareness: Weeks 4-6</p>	<p>Reading: UofS Unit 1 "Building Good Reading Habits" Bend II & III</p> <p>Phonics: Foundations: Unit 3 Week 1 and 2 Unit 4 Week 1</p> <p>Phonological Awareness: Weeks 7-9</p>	<p>Writing: Procedures and Routines First 15 Days of Writer's Workshop</p> <p>Patterns of Wonder: 2.1 Use Marks, Symbols, and Letters to Record Language</p>	<p>Writing: First 15 Days of Writer's Workshop UofS Unit 1 "Small Moments: Writing with Focus, Detail, and Dialogue" Bend I & II</p> <p>Patterns of Wonder: 2.1 Use Marks, Symbols, and Letters to Record Language 2.2 Letter-Sound Correspondence 2.3 Use Words to Make Sentences</p>	<p>Writing: UofS Unit 1 "Small Moments: Writing with Focus, Detail, and Dialogue" Bend II, III & IV</p> <p>Patterns of Wonder: 2.6 Verbs Show and Tell Action 2.4 Capitalize Names 2.7 Periods Start Clicking</p>

PRIMARY GOALS

- *building structure of reading workshop to increase engagement, independence, and build stamina
- *learning strategies to decode words helping to develop automaticity
- *synthesize text for important information
- *story structure, characterization and endings
- *habits of writers that help them to become strong readers
- *spelling names, building short words to more complex words
- *high frequency words

- *understanding that print carries meaning
- *generate and record cohesive, sequenced narratives
- *learn how to choose an idea and plan for writing
- *stretch out stories by adding detail bringing stories to life
- *apply phonics skills to reading and writing

AISD YEAR AT A GLANCE (1st ELAR)

Quarter 2 October 17-December 20

District Assessments

BAS: 1/8-2/9
Instructional Reading Level: G/H
Amplify: 11/27-12/15
Pre and Post On Demand Assessment (optional)

Reading & Phonics

Writing & Patterns of Wonder

Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20	Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20
<p>Reading: UofS Unit 2: Learning About the World Bends I & II</p> <p>Phonics: Foundations: Unit 4 Week 2 Unit 5 Week 1 Unit 6 Week 1</p> <p>Phonological Awareness: Heggerty Weeks 10-12</p>	<p>Reading: UofS Unit 2: Learning About the World Bend III</p> <p>Phonics: Foundations: Unit 6 Week 2/3 Unit 7 Week 1</p> <p>Phonological Awareness: Heggerty Weeks 13-15</p>	<p>Reading: UofS Unit 2: Learning About the World Bend III</p> <p>Holiday Around the World</p> <p>Phonics: Foundations: Unit 7 Week 2 Unit 7 Week 3</p> <p>Phonological Awareness: Heggerty Weeks 16-18</p>	<p>Writing: UofS Unit 2: Nonfiction Chapter Books Bends I & II</p> <p>Patterns of Wonder: 2.5: Nouns Show People, Places, Things 2.9: Question Marks 2.10: Adjectives Tell What Kind</p>	<p>Writing: UofS Unit 2: Nonfiction Chapter Books Bends II & III</p> <p>Patterns of Wonder: 2.8: Exclamation Marks 2.11: Adjectives Show and Tell How Many</p>	<p>Writing: UofS Unit 2: Nonfiction Chapter Books</p> <p>Holiday Writing</p> <p>Patterns of Wonder: Review</p>

PRIMARY GOALS

- *build curiosity about the world
- *continue reading workshop model
- *learn comprehension strategies
- *learn vocabulary strategies
- *build fluency
- *continue to work on building stamina

- *write informational texts across all curriculum
- *build on skills learned in small moments unit
- *build on student's understanding of language as they continue to develop writing skills
- *apply spelling strategies, punctuation conventions, and elaborate on writing pieces
- *students self assess and revise writing before publishing
- *apply phonics skills to reading and writing

AISD YEAR AT A GLANCE (2nd ELAR)

Quarter 1 August 17-October 13

District Assessments

Amplify Reading: 9/5-9/29
 BAS: 9/5-10/13
 Instructional Reading Level: J/K
 On Demand Pre and Post Assessments (Optional)

Reading & Phonics

Writing & Patterns of Power

Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13	Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13
<p>Reading: Procedures and Routines First 10 Days of Reader's Workshop</p> <p>Phonics: Procedures and Routines Foundations: Unit 1 Weeks 1-2</p> <p>Phonological Awareness: Weeks 1-2</p>	<p>Reading: UofS Unit 1 "Second Grade Reading Growth Spurt" Bend I, II</p> <p>Phonics: Foundations: Unit 1 Assessments Unit 2 Week 1-2</p> <p>Phonological Awareness: Weeks 3-5</p>	<p>Reading: UofS Unit 1 "Second Grade Reading Growth Spurt" Bend II, III</p> <p>Phonics: Foundations: Unit 3 Week 1 Unit 4 Week 1</p> <p>Phonological Awareness: Weeks 6-8</p>	<p>Writing: Procedures and Routines First 10 Days of Writer's Workshop</p> <p>Patterns of Power: 4.1: Capitalize Names 4.2: Capitalize the Pronoun I</p>	<p>Writing: UofS Unit 1 "Lessons from the Masters: Improving Narrative Writing" Bend I, II</p> <p>Patterns of Power: 4.3 Capitalize Months and Days 4.5 Capitalize Letter Openings and Closings 5.1 Know your Nouns</p>	<p>Writing: UofS Unit 1 "Lessons from the Masters: Improving Narrative Writing" Bend I, II, III</p> <p>Patterns of Power: 5.2 When to Capitalize Nouns 5.3 Proper Nouns</p>

PRIMARY GOALS

- *building structure of reading workshop
- *learning strategies to decode words helping to develop automaticity
- *synthesize text for important information
- *story structure, characterization and endings
- *habits of writers that help them to become strong readers
- *retelling, summarizing in chunks
- *silent e, consonant digraphs

- *Write brief personal narratives focusing on small moments
- *analyzing mentor text noticing author's craft moves
- *rules for capitalization
- *apply phonics principals to writing and reading

AISD YEAR AT A GLANCE (2nd ELAR)

Quarter 2
October 17-December 20

District Assessments

BAS: 1/8-2/9
Instructional Reading Level: L
Amplify: 11/27-12/15
Pre and Post On Demand Assessment (optional)

Reading & Phonics

Writing & Patterns of Power

Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20	Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20
<p>Reading: UofS Unit 2: Becoming Experts: "Reading Nonfiction" Bends I and II</p> <p>Phonics: Foundations: Unit 4 Week 1-2 Unit 5 Week 1-2</p> <p>Phonological Awareness: Heggerty Weeks 9-11</p>	<p>Reading: UofS Unit 2: Becoming Experts: "Reading Nonfiction" Bends III "Balloons over Broadway"/ Thanksgiving book</p> <p>Phonics: Foundations: Unit 5 Week 2 Unit 6 Week 1-2</p> <p>Phonological Awareness: Heggerty Weeks 12 - 14</p>	<p>Reading: Holiday books tied to Fiction and Nonfiction TEKS</p> <p>Phonics: Foundations: Unit 7 Weeks 1-2</p> <p>Phonological Awareness: Heggerty Weeks 15-16</p>	<p>Writing: UofS If/Then Unit: Bend I and II</p> <p>Patterns of Power: 5.4: Plural Nouns 6.1: Verbs Mean Action 6.2: The Verbs of Being</p>	<p>Writing: UofS If/Then Unit: Bend II</p> <p>Patterns of Power: 6.3: Verb Tense 6.4: Irregular Verbs 7.1: The Teeth of the Sentence</p>	<p>Writing: UoS If/Then Unit: Bend III Holiday writing tied to fiction and nonfiction books</p> <p>Patterns of Power: 7.2: Adding to the Basic Noun and Verb</p>

PRIMARY GOALS

- *developing understanding of nonfiction text structure
- *fostering student independence
- *strategies to decode
- *learn to explore and construct knowledge of the world
- *study, notice details and question text
- *synthesize texts for important information
- *word solving and vocabulary development
- *connect, compare, and contrast various topics

- *generate nonfiction writing pieces
- *set up writers to teach about areas of personal expertise
- *make connections to reading and writing nonfiction text
- *learn to write for an audience
- *use mentor text to focus on structure
- *apply phonics principals to writing and reading

AISD YEAR AT A GLANCE (3rd ELAR)

Quarter 1
August 17th - October 13th

District Assessments

Reading MAP: 9/5-9/29
BAS: 9/5-10/13
Instructional Reading Level: M/N
On Demand Pre and Post Assessments (Optional)

Reading, Spelling, & Vocabulary			Writing & Patterns of Power		
Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13	Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13
<p>Reading: Procedures and Routines</p> <p> Final 2-3 First Ten Da...</p> <p>Spelling: 08/28 - Introduce Unit 1 Spelling - Q1 Unit 1</p>	<p>Reading: UofS Unit 1 "Building a Reading Life" Bend II: Understanding the Story; Lessons 8-11, 14-16.</p> <p>Spelling: 09/08 - Assess Unit 1 09/11 - Introduce Unit 2 Spelling - Q1 Unit 2 09/22 - Assess Unit 2</p> <p>Vocabulary: 09/05 - Introduce Unit 1 Vocabulary - Q1 Unit 1 09/15 - Assess Unit 1 09/18 - Introduce Unit 2 Vocabulary - Q1 Unit 2</p>	<p>Reading: UofS Unit 1 "Building a Reading Life" Bend III: Tackling More Challenging Texts; Lessons 17-18.</p> <p>Spelling: 09/25 - Introduce Unit 3 Spelling - Q1 Unit 3 10/06 - Assess Unit 3 10/10 - Introduce Unit 4 Spelling - Q1 Unit 4</p> <p>Vocabulary: 09/29 - Assess Unit 2 10/02 - Introduce Unit 3 Vocabulary - Q1 Unit 3 10/13 - Assess Unit 3</p>	<p>Writing: Procedures and Routines</p> <p> Final 2-3 First Ten Da...</p> <p>Patterns of Power: 4.1: Capitalizing Names</p>	<p>Writing: UofS Unit 1: Crafting True Stories Bend II: Becoming a Storyteller on the Page; Lessons 7, 9-11.</p> <p>Patterns of Power: 12.1: Quotations Marks 4.3: Capitalizing Months/Days</p> <p>Introduce CER</p>	<p>Writing: UofS Unit 1 Crafting True Stories Bend III: Writing with New Independence on a Second Piece; Lesson 16. Bend IV: Fixing Up and Fancying Up Your Best Work: Revision and Editing; Lessons 17, 19-20.</p> <p>Patterns of Power: 5.1: Know your Nouns 5.3: Proper Nouns 4.5: Capitalizing Letter Opening/Closing</p>
PRIMARY GOALS					
<ul style="list-style-type: none"> *establish reading habits and routines to develop independent reading *implement structures of reader's workshop *students continue to work on foundational skills like predicting, retelling, and visualizing *strategies to tackle reading difficulties *identify context clues and author's purpose 			<ul style="list-style-type: none"> *establish routines to develop independent writers *implement structures of writer's workshop *learn the steps of the writing process through the narrative genre 		

AISD YEAR AT A GLANCE (3rd ELAR)

Quarter 2 October 17-December 20

District Assessments

BAS: 1/8-2/9 (T3 and any T2 concerns)
Instructional Reading Level: O
Reading MAP: 1/8 -2/2
Pre and Post On Demand Assessment (optional)

Reading, Spelling, & Vocabulary			Writing & Patterns of Power		
Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20	Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20
<p>Reading: LC Reading UoS Unit 2: Reading to Learn: Grasping Main Ideas and Text Structures Bend I: Determining Importance in Expository Texts; Lessons 1, 2, 3. Author's Purpose Character Traits Unit 2 Pre-Assessment</p> <p>Spelling: 10/20 - Assess Unit 4 10/23 - Introduce Unit 1 ☐ Spelling - Q2 Unit 1 11/03 - Assess Unit 1</p> <p>Vocabulary: 10/17 - Introduce Unit 1 ☐ Vocabulary - Q2 Unit 1 10/27 - Assess Unit 1 ☐ Vocabulary - Q2 Unit 2</p>	<p>Reading: LC Reading UoS Unit 2: Reading to Learn: Grasping Main Ideas and Text Structures Bend II: Lifting the Level of Thinking about Expository Texts; Lessons 7, 8, 9. Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction; Lessons 11, 12 Text Features Author's Purpose</p> <p>Spelling: 11/07 - Introduce Unit 2 ☐ Spelling - Q2 Unit 2 11/17 - Assess Unit 2</p> <p>Vocabulary: 11/10 - Assess Unit 2 11/27 - Introduce Unit 3 ☐ Vocabulary - Q2 Unit 3</p>	<p>Reading: LC Reading UoS Unit 2: Reading to Learn: Grasping Main Ideas and Text Structures Bend III: Synthesizing and Growing Ideas in Narrative Nonfiction; Lesson 14 Celebration Unit 2 Post Assessment</p> <p>Spelling: 12/04 - Introduce Unit 3 ☐ Spelling - Q2 Unit 3 12/15 - Assess Unit 3</p> <p>Vocabulary: 12/08 - Assess Unit 3</p>	<p>Writing: LC Writing UoS Unit 2: The Art of Information Writing Bend I: Organizing Information; Lessons 1, 2. Bend II: Reaching to Write Well; Lessons 6, 7.</p> <p>Patterns of Power: 6.1 Verbs 6.3 Verb Tenses 6.4 Irregular Verb Tense</p>	<p>Writing: LC Writing UoS Unit 2: The Art of Information Writing Bend II: Reaching to Write Well; Lessons 8, 9, 10, 11. Bend III: Moving Toward Publication, Moving Toward Readers; Lesson 14</p> <p>Writing Long Response CER</p> <p>Patterns of Power: 7.1 Subject-Verb Agreement 7.3 Simple Sentences 17.1 The Power of <i>And</i></p>	<p>Writing: LC Writing UoS Unit 2: The Art of Information Writing Bend III: Transferring Learning from Long Projects to Short Ones; Lessons 17, 19 Publication</p> <p>Writing Long Response CER #2</p> <p>Patterns of Power: 17.4 Using Because to Show Why 19.1 Items in a List</p>
PRIMARY GOALS					
<p>*establish well-rounded knowledge of nonfiction text *identify author's purpose, text features, main ideas, and text structures *develop a large bank of vocabulary words to support schema *utilize phonological patterns to support encoding & decoding</p>			<p>*learn the steps of the writing process through the informational genre *establish a baseline for constructing a long written response to text *identify proper verb and contraction usage while applying it to writing</p>		

AISD YEAR AT A GLANCE (4th ELAR)

Quarter 1 August 17-October 13

District Assessments

Reading MAP: 9/5-9/29
BAS: 9/5-10/13
Instructional Reading Level: P/Q
On Demand Pre and Post Assessments (Optional)

Reading & Spelling			Writing & Patterns of Power		
Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13	Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13
<p>Reading: Procedures and Routines First 10 Days of Reader's Workshop UofS Up the Ladder: "Writing and Revision True Trouble Stories" Bend I UofS Unit 1: "Interpreting Characters: The Heart of the Story" Bend I</p> <p>Spelling: Spelling Inventory Double the final consonant Multisyllabic words with closed syllables (vccv) Plural nouns (change the y to i)</p>	<p>Reading: UofS Unit 1: "Interpreting Characters: The Heart of the Story" Bends I and II</p> <p>Spelling: Double the final consonant Multisyllabic words with closed syllables (vccv) Plural nouns (change the y to i)</p>	<p>Reading: UofS Unit 1: "Interpreting Characters: The Heart of the Story" Bends III</p> <p>Spelling: Double the final consonant Multisyllabic words with closed syllables (vccv) Plural nouns (change the y to i)</p>	<p>Writing: Procedures and Routines First 10 Days of Writer's Workshop UofS Up the Ladder: "Writing and Revision True Trouble Stories" Bend I and II</p> <p>Patterns of Power: 4.2 Capitalizing the Pronoun I 4.3 Capitalizing Months and Days 4.4 Capitalizing Titles</p>	<p>Writing: UofS Up the Ladder: "Writing and Revising True Trouble Stories" Bend II and III</p> <p>Patterns of Power: 4.5: Capitalization in Letter Openings and Closings 4.6: Capitalizing Historical Periods and Events 4.7: Capitalizing Nationalities and Languages</p>	<p>Writing: UofS Up the Ladder: "Writing and Revising True Trouble Stories" Bend III</p> <p>Patterns of Power: 5.1: Know Your Nouns 5.2: When to Capitalize, When Not To</p>
PRIMARY GOALS					
<ul style="list-style-type: none"> *building structure of reading workshop and creating good reading habits *think deeply about different fictional genres *grounding out thinking with text evidence to support it *analyze characters, setting, mood, tone, and theme *retell a story chronologically *summarize important information from the text 			<ul style="list-style-type: none"> *learn to live like writers seeing ideas for fiction stories *develop small moments into fictionalized stories *add three dimensional, believable characters that come to life across the pages of a story *develop a story telling voice *use a story arc to draft multiple entries 		

AISD YEAR AT A GLANCE (4th ELAR)

Quarter 2 October 17-December 20					
<u>District Assessments</u> Fall CBA: 11/27-12/15 Reading MAP: 1/8 -2/2 BAS: 1/8 -2/9 (T3 and any T2 concerns) Instructional Reading Level: R Pre and Post On Demand Assessment (optional)					
Reading & Phonics			Writing & Patterns of Power		
Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20	Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20
Reading: UofS Unit 4 “Historical Fiction Clubs” Bends I and II Spelling: Drop the “e” Digraphs and diphthongs Homophones	Reading: UofS Unit 4 “Historical Fiction Clubs” Bends II and III Spelling: Drop the “e” Digraphs and diphthongs Homophones	Reading: UofS Unit 4 “Historical Fiction Clubs” Bend III Spelling: Drop the “e” Digraphs and diphthongs Homophones	Writing: UofS Unit 4: “The Literary Essay: Writing About Fiction” Bends I and II Patterns of Power: 5.3: Proper Nouns 5.4: Plural Nouns 5.5: Pluralism	Writing: UofS Unit 4: “The Literary Essay: Writing About Fiction” Bends II and III Patterns of Power: 5.6: Collective Nouns 6.1: Verbs Mean Action 6.2: Being Verbs	Writing: UofS Unit 4: “The Literary Essay: Writing About Fiction” Bend III Patterns of Power: 6.3: Verb Tenses 6.4: Nonconforming Verbs
PRIMARY GOALS					
*establish procedures for book clubs *read shared historical fiction within a book club *students tackle complex texts *learn how historical fiction intersects with history			*introduction to writer’s workshop *guide students to find topics to draw and approximate writing *opportunities to invent spelling, use high frequency words *show how authors and illustrators use words and pictures on pages *rules for capitalization, periods *letter-sound correlation		

AISD YEAR AT A GLANCE (5th ELAR)

Quarter 1
August 17-October 13

District Assessments

Reading MAP: 9/5-9/29
BAS: 9/5-10/13 (T3 and any T2 concerns)
Instructional Reading Level: S/T
On Demand Pre and Post Assessments (Optional)

Reading & Spelling

Writing & Patterns of Power

Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13	Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13
<p>Reading: Procedures and Routines UofS Unit 1: "Interpreting Book Club: Analyzing Themes" Bend I</p> <p>Spelling: Spelling inventory Closed Syllables</p>	<p>Reading: UofS Unit 1: "Interpreting Book Club: Analyzing Themes" Bend II</p> <p>Spelling: Spelling inventory Open Syllables Suffix-Doubling Final Consonants Homographs</p>	<p>Reading: UofS Unit 1: "Interpreting Book Club: Analyzing Themes" Bend III</p> <p>Spelling: Consonant Changes /t/ to /sh/ Prefix mis-</p>	<p>Writing: Procedures and Routines UofS Unit 1: "Narrative Craft" Bend I</p> <p>Patterns of Power: 5.1: Know Your Nouns</p>	<p>Writing: UofS Unit 1: "Narrative Craft" Bend I and II</p> <p>Patterns of Power: 6.1: Verbs Mean Action 6.2: The Verbs of Being 6.3: Verb Tenses 6.4: Nonconforming Verbs 6.5: Finding Your Active Voice 7.1: Subject-Verb Agreement 7.2: Adding to the Basic Noun and Verb 7.3: Just Being Simple Sentences 13.1: Adjectives Answer Questions</p>	<p>Writing: UofS Unit 1: "Narrative Craft" Bend II</p> <p>Patterns of Power: 12.1: Quotation Marks 12.2: Dialogue 12.3: Quotation Marks with end marks 12.4: Parentheses 10.1: Pronouns 10.2: Pronouns-Possession 10.3: Indefinite Pronouns 11.1: Noun-Verb Agreement 11.2: Nouns and Verbs</p>

PRIMARY GOALS

*building ownership and independence of reading life
*learn to interpret text with deeper complexity
*comparison of multiple themes in a text and support thinking with text evidence
*analyze author's craft and perspective
*learn how to be an active member of a book club

*learn how to construct a personal narrative by expanding on background skills and strategies
*focus on "show don't tell"
*learn how to incorporate effective language and descriptive words in writing
*strategies and skills for expanding writing

AISD YEAR AT A GLANCE (5th ELAR)

Quarter 2 October 17-December 20

District Assessments

Reading MAP: 11/27 -12/15
BAS: 1/8 -2/9 (T3 and any T2 concerns)
Instructional Reading Level: U
Pre and Post On Demand Assessment (optional)

Reading & Spelling			Writing & Patterns of Power		
Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20	Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20
<p>Reading: UofS Unit 2: “Tackling Complexity: Moving Up Levels of Nonfiction” Bend I</p> <p>Spelling: VCe Syllables Unpredictable Vowel Teams (ie & ea) Suffix-Dropping E</p>	<p>Reading: UofS Unit 2: “Tackling Complexity: Moving Up Levels of Nonfiction” Bend II</p> <p>Spelling: Consonant Changes /k/ to /sh/ Prefix sub-</p>	<p>Reading: UofS Unit 2: “Tackling Complexity: Moving Up Levels of Nonfiction” Bend II</p> <p>Spelling: Roots - photo & tele Affix - super</p>	<p>Writing: UofS Unit 2 “The Lens of History: Research Reports” Bend I</p> <p>Patterns of Power: 13.3: Using Adjectives After the Verb 13.4: Crafting Adjectives 13.5: Showing an Action or Use with -ing Adjective 9.1: Apostrophes 9.2: Contractions and Possessives 9.3: Contractions 14.1-14.3: Comparatives and Superlatives 15.1-15.5: Adverbs</p>	<p>Writing: UofS Unit 2 “The Lens of History: Research Reports” Bend I and II</p> <p>Patterns of Power: 17.1: The Power of And 17.2: Using And to Combine 17.3: Using Though to Contrast 17.4: Using Because to Show Why</p>	<p>Writing: UofS Unit 2 “The Lens of History: Research Reports” Bend I and II</p> <p>Patterns of Power: 19.1: Items in a List 19.2: Items in a List 19.3: A Series of Things They Do</p>
PRIMARY GOALS					
<ul style="list-style-type: none"> *strategies to read increasingly complex nonfiction text *support students in building nonfiction reading lives *monitoring for sense, word solving, predicting, and summarizing *research topics of interest *learn how to access primary sources for research in the library 			<ul style="list-style-type: none"> *learn how to write informational text about a topic of interest *learn how to conduct research, cite sources used to gather information, and take meaningful notes *learn how to revise writing pieces *learn the difference between primary and secondary sources used for research 		

AISD YEAR AT A GLANCE (KG ELAR)

Quarter 1 August 17-October 13

District Assessments

Amplify Reading: 9/5-9/29

Reading & Phonics			Writing & Patterns of Wonder		
Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13	Weeks 1-3 8/17-9/1	Weeks 4-6 9/5-9/22	Weeks 7-9 9/25-10/13
<p>Reading: Procedures and Routines First 15 Days of Reader's Workshop</p> <p>Phonics: Procedures and Routines Foundations: Unit 1 Orientation and Week 1 Unit 1</p> <p>Phonological Awareness: Weeks 1-2</p>	<p>Reading: First 15 Days of Reader's Workshop UofS Unit 1 "We Are Readers" Bend I</p> <p>Phonics: Foundations: Unit 1 Week 2-4</p> <p>Phonological Awareness: Weeks 3-5</p>	<p>Reading: UofS Unit 1 "We Are Readers" Bend II</p> <p>Phonics: Foundations: Unit 1 Week 5-7</p> <p>Phonological Awareness: Weeks 6-8</p>	<p>Writing: Procedures and Routines First 15 Days of Writer's Workshop</p> <p>Patterns of Wonder: 1.1 Use Marks to Record Language</p>	<p>Writing: First 15 Days of Writer's Workshop UofS Unit 1 "Launching the Writing Workshop" Bend I & II)</p> <p>Patterns of Wonder: 1.3 Nouns Show People, Places, and Things</p>	<p>Writing: UofS Unit 1 "Launching the Writing Workshop" Bend II Show & Tell Unit Bend I & II</p> <p>Patterns of Wonder: 1.5 Adjectives Tell What Kind 1.6 Adjectives Tell How Many</p>
PRIMARY GOALS					
<ul style="list-style-type: none"> *building structure of reading workshop and creating good reading habits *developing concepts of print and early reading behaviors *learning strategies to decode words helping to develop automaticity *high frequency words *exploring each letter of the alphabet *learning how letters go together to form words 			<ul style="list-style-type: none"> *introduction to writer's workshop *guide students to find topics to draw and approximate writing *opportunities to invent spelling, use high frequency words *show how authors and illustrators use words and pictures on pages *rules for capitalization, periods *letter-sound correlation 		

AISD YEAR AT A GLANCE (KG ELAR)

Quarter 2 October 17-December 20

District Assessments

BAS: 1/8-2/9
Instructional Reading Level: C
Amplify: 11/27-12/15
Pre and Post On Demand Assessment (optional)

Reading & Phonics

Writing & Patterns of Wonder

Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20	Weeks 1-3 10/17-11/3	Weeks 4-6 11/7-12/1	Weeks 7-9 12/4-12/20
<p>Reading: UofS Unit 2: “Super Powers: Reading with Print Strategies” Bend I & II</p> <p>Phonics: Foundations: Unit 1 Week 8-10</p> <p>Phonological Awareness: Weeks 9-11</p>	<p>Reading: UofS Unit 2: “Super Powers: Reading with Print Strategies” Bend II & III</p> <p>Phonics: Foundations: Unit 1 Week 11/12, Unit 2 Week 1</p> <p>Phonological Awareness: Weeks 12-14</p>	<p>Reading: UofS Unit 2: “Super Powers: Reading with Print Strategies” Bend III</p> <p>Phonics: Foundations: Unit 2 Week 2/3</p> <p>Phonological Awareness: Weeks 15-17</p>	<p>Writing: UofS Show and Tell Writing: “From Labels to Pattern Books” Bend II & III</p> <p>Patterns of Wonder: 1.7: Prepositions Tell Where 1.9: Transition Words 2.1: Use Marks, Symbols, and Letters to Record Language</p>	<p>Writing: UofS Show and Tell Writing: “From Labels to Pattern Books” Bend III</p> <p>UofS Unit 1: “Making Friends with Letters” Bend III</p> <p>Patterns of Wonder: 2.2: Letter-Sound Correspondence</p>	<p>Writing: UofS Unit 1: “Launching the Writer’s Workshop” Bend III & IV</p> <p>Review and Incorporate Holiday Writing</p> <p>Patterns of Wonder: Review</p>

PRIMARY GOALS

- *continue to use reading workshop model to ramp up reading
- *learn strategies used to decode unfamiliar words
- *high frequency words
- *exploring each letter of the alphabet
- *learning how letters go together to form words

- *students learn how to write in a way that shows and tells topics they know well
- *learn how to use high frequency words
- *study author’s craft and learn how author’s and illustrators use words and pictures to tell a story
- *apply phonics to reading and writing