

Summer Scholars and Texas ELAR TEKS

Rising 1st Grade

Day	Lesson	Focus Reading TEK	Foundational Language Skills TEK	Fluency TEK
Day 1	Lesson 1	K.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	K.2Ai demonstrate phonological awareness by: identifying and producing rhyming words	1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. **Note: Rising grade-level TEK
Day 2	Lesson 1		K.2Ai demonstrate phonological awareness by: identifying and producing rhyming words	
Day 3	Lesson 2	K.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance K.5B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	K.2A viii demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words	
Day 4	Lesson 2		K.2Bii demonstrate and apply phonetic knowledge by: using letter - sound relationships to decode, including VC, CVC, CCVC, and CVCC words	
Day 5	Lesson 3	K.6D retell texts in ways that maintain meaning	K.2Biii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed, added, or deleted such as it -pit -tip - tap	
Day 6	Lesson 3		K.2Biii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed, added, or deleted such as it -pit -tip - tap	
Day 7	Lesson 4	K.6D retell texts in ways that maintain meaning K.8Di recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance	K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 8	Lesson 4		K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 9	Lesson 5	K.5C make and confirm predictions using text features and structures 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.2Avi demonstrate phonological awareness by: segmenting multisyllabic words into syllables;	
Day 10	Lesson 5		K.2Avi demonstrate phonological awareness by: segmenting multisyllabic words into syllables;	
Day 11	Lesson 6	K.5C make and confirm predictions using text features and structures with adult assistance K.8Di recognize characteristics and structures of informational text, including: titles and simple graphics to gain information	K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 12	Lesson 6		K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 13	Lesson 7	K.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings K.8Di recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance	K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 14	Lesson 7		K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 15	Lesson 8	K.9D discuss with adult assistance how the author uses words that help the reader visualize	K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 16	Lesson 8		K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 17	Lesson 9	K.5F make inferences and use evidence to support understanding with adult assistance; K.5H synthesize information to create new understanding with adult assistance; and	K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 18	Lesson 9		K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 19	Lesson 10	K.5F make inferences and use evidence to support understanding with adult assistance;	K.2Biii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed, added, or deleted such as it -pit -tip - tap	
Day 20	Lesson 10		K.2Biii demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed, added, or deleted such as it -pit -tip - tap	
Day 21	Lesson 11	K.5G evaluate details to determine what is most important with adult assistance K.6C use text evidence to support an appropriate response	K.2Ai demonstrate phonological awareness by: identifying and producing rhyming words	
Day 22	Lesson 11		K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 23	Lesson 12	K.5G evaluate details to determine what is most important with adult assistance K.6C use text evidence to support an appropriate response	K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	
Day 24	Lesson 12		K.2Bi demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent	

Summer Scholars and Texas ELAR TEKS Rising 2nd Grade

Day	Lesson	Focus Reading TEK	Foundational Language Skills TEK	Fluency TEK
Day 1	Lesson 1	1.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	1.2Aiii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words	1.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
Day 2	Lesson 1	1.7D retell texts in ways that maintain meaning	1.2Aiii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words	
Day 3	Lesson 2	1.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	1.2Aiii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words	
Day 4	Lesson 2		1.2Aiv demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
Day 5	Lesson 3	1.6G evaluate details to determine what is most important with adult assistance; 1.7D retell texts in ways that maintain meaning	1.2Aiv demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
Day 6	Lesson 3		1.2Aiv demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
Day 7	Lesson 4	1.6H synthesize information to create new understanding with adult assistance	1.2Avii demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
Day 8	Lesson 4	1.7D retell texts in ways that maintain meaning	1.2Avii demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
Day 9	Lesson 5	1.8C describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	1.2Avii demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
Day 10	Lesson 5	1.6C make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	1.2Avii demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
Day 11	Lesson 6	1.6C make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	1.2Biii demonstrate and apply phonetic knowledge by: decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
Day 12	Lesson 6	1.9Diii recognize characteristics and structures of informational text, including: features and simple graphics to locate or gain information	1.2Biii demonstrate and apply phonetic knowledge by: decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
Day 13	Lesson 7	1.6B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	1.2Bi decoding words in isolation and in context by applying common letter sound correspondences	
Day 14	Lesson 7	1.8C describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	1.2Bi decoding words in isolation and in context by applying common letter sound correspondences	
Day 15	Lesson 8	1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings	1.2Bi decoding words in isolation and in context by applying common letter sound correspondences	
Day 16	Lesson 8	1.6C make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	1.2Avii demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
Day 17	Lesson 9	1.8B describe the main character(s) and the reason(s) for their actions	1.2Bi decoding words in isolation and in context by applying common letter sound correspondences	
Day 18	Lesson 9	1.10D discuss how the author uses words that help the reader visualize;	1.2Bi decoding words in isolation and in context by applying common letter sound correspondences	
Day 19	Lesson 10	1.6F make inferences and use evidence to support understanding with adult assistance	1.2Avii demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
Day 20	Lesson 10		1.2Avii demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
Day 21	Lesson 11	1.7C use text evidence to support an appropriate response	1.2Bi decoding words in isolation and in context by applying common letter sound correspondences	
Day 22	Lesson 11		1.2Biii demonstrate and apply phonetic knowledge by: decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	
Day 23	Lesson 12	1.6F make inferences and use evidence to support understanding with adult assistance	1.2Av demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	
Day 24	Lesson 12	1.7C use text evidence to support an appropriate response	1.2Av demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	

**Summer Scholars and Texas ELAR TEKS
Rising 3rd Grade**

Day	Lesson	Focus Reading TEK	Foundational Language Skills TEK	Fluency TEK
Day 1	Lesson 1	2.7.D retell and paraphrase texts in ways that maintain meaning and logical order	2.2Aii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	2.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
Day 2	Lesson 1		2.2Aii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
Day 3	Lesson 2	2.7.D retell and paraphrase texts in ways that maintain meaning and logical order	2.2Bi demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends	
Day 4	Lesson 2		2.2Aii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
Day 5	Lesson 3	2.6C make and correct or confirm predictions using text features, characteristics of genre, and structures;	2.2Biii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
Day 6	Lesson 3		2.2Biii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
Day 7	Lesson 4	2.9Dii recognize characteristics and structures of informational text, including features and graphics to locate and gain information	2.2Aii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
Day 8	Lesson 4		2.2Aii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
Day 9	Lesson 5	2.6B generate questions about text before, during, and after reading to deepen understanding and gain information	2.2Biii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
Day 10	Lesson 5		2.2Aii demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
Day 11	Lesson 6	2.6B generate questions about text before, during, and after reading to deepen understanding and gain information	2.2Bi demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends	
Day 12	Lesson 6	2.9Ei recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do	2.2Bi demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends	
Day 13	Lesson 7	2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words	2.2Bi demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends	
Day 14	Lesson 7		2.2Bi demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends	
Day 15	Lesson 8	2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words 2.10C discuss the use of descriptive, literal, and figurative language	2.2Biii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
Day 16	Lesson 8		2.2Biii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
Day 17	Lesson 9	2.6F make inferences and use evidence to support understanding	2.2Bii demonstrate and apply phonetic knowledge by: decoding words with silent letters such as knife and gnat	
Day 18	Lesson 9	2.7C use text evidence to support an appropriate response	2.2Bii demonstrate and apply phonetic knowledge by: decoding words with silent letters such as knife and gnat	
Day 19	Lesson 10	2.6F make inferences and use evidence to support understanding 2.7C use text evidence to support an appropriate response	2.2Biii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
Day 20	Lesson 10		2.2Biii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	
Day 21	Lesson 11	2.6G evaluate details read to determine key ideas	2.2Ci demonstrate and apply spelling knowledge by: spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 22	Lesson 11	2.6H synthesize information to create new understanding	2.2Bi demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends	
Day 23	Lesson 12	2.6H synthesize information to create new understanding	2.2Biv demonstrate and apply phonetic knowledge by: decoding compound words, contractions, and common abbreviations	
Day 24	Lesson 12		2.2Biv demonstrate and apply phonetic knowledge by: decoding compound words, contractions, and common abbreviations	

Summer Scholars and Texas ELAR TEKS Rising 4th Grade

Day	Lesson	Focus Reading TEK	Foundational Language Skills TEK	Fluency TEK
Day 1	Lesson 1	3.7D retell and paraphrase texts in ways that maintain meaning and logical order	3.2i demonstrate and apply phonetic knowledge by: decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	3.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
Day 2	Lesson 1		3.2i demonstrate and apply phonetic knowledge by: decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	
Day 3	Lesson 2	3.7D retell and paraphrase texts in ways that maintain meaning and logical order 3.9Dii recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 4	Lesson 2		3.2Biv demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound- spelling patterns	
Day 5	Lesson 3	3.6C make and correct or confirm predictions using text features, characteristics of genre, and structures	3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 6	Lesson 3		3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 7	Lesson 4	3.6C make and correct or confirm predictions using text features, characteristics of genre, and structures 3.9B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	3.2Biv demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound- spelling patterns	
Day 8	Lesson 4		3.2Biv demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound- spelling patterns	
Day 9	Lesson 5	3.6B generate questions about text before, during, and after reading to deepen understanding and gain information	3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 10	Lesson 5		3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 11	Lesson 6	3.10D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 12	Lesson 6		3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 13	Lesson 7	3.10D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 14	Lesson 7		3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 15	Lesson 8	3.6E make connections to personal experiences, ideas in other texts, and society; 3.6F make inferences and use evidence to support understanding;	3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 16	Lesson 8		3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 17	Lesson 9	3.6F make inferences and use evidence to support understanding	3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 18	Lesson 9		3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 19	Lesson 10	3.7C use text evidence to support an appropriate response	3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 20	Lesson 10		3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 21	Lesson 11	3.6G evaluate details read to determine key ideas; 3.7C use text evidence to support an appropriate response	3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 22	Lesson 11		3.2vi demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	
Day 23	Lesson 12	3.6H synthesize information to create new understanding;	3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 24	Lesson 12		3.2ii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCesyllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	

Summer Scholars and Texas ELAR TEKS Rising 5th Grade

Day	Lesson	Focus Reading TEK	Foundational Language Skills TEK	Fluency TEK
Day 1	Lesson 1	4.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	4.2Av demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	4.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
Day 2	Lesson 1	4.8B explain the interactions of the characters and the changes they undergo	4.2Av demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and	
Day 3	Lesson 2	4.6C make and correct or confirm predictions using text features, characteristics of genre, and structures;	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 4	Lesson 2	4.9Di recognize characteristics and structures of informational text, including: the central idea with supporting evidence	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 5	Lesson 3	4.6C make and correct or confirm predictions using text features, characteristics of genre, and structures	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 6	Lesson 3	4.8C analyze plot elements, including the rising action, climax, falling action, and resolution	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 7	Lesson 4	4.6C make and correct or confirm predictions using text features, characteristics of genre, and structures	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 8	Lesson 4	4.9Dii recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 9	Lesson 5	4.6B generate questions about text before, during, and after reading to deepen understanding and gain information;	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 10	Lesson 5		4.2Biii demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns	
Day 11	Lesson 6	4.6B generate questions about text before, during, and after reading to deepen understanding and gain information;	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 12	Lesson 6		4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 13	Lesson 7	4.6E make connections to personal experiences, ideas in other texts, and society;	4.2Av demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	
Day 14	Lesson 7		4.2Av demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	
Day 15	Lesson 8	4.6H synthesize information to create new understanding	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 16	Lesson 8	4.8B explain the interactions of the characters and the changes they undergo	4.2Bi demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 17	Lesson 9	4.6F make inferences and use evidence to support understanding; 4.7C use text evidence to support an appropriate response;	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 18	Lesson 9		4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
Day 19	Lesson 10	4.7C use text evidence to support an appropriate response; 4.9Eii recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 20	Lesson 10		4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 21	Lesson 11	4.10A explain the author's purpose and message within a text	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 22	Lesson 11		4.2Ai demonstrate and apply phonetic knowledge by: decoding words with specific orthographic patterns and rules, including regular and irregular plurals	
Day 23	Lesson 12	4.6H synthesize information to create new understanding; 4.8C analyze plot elements, including the rising action, climax, falling action, and resolution	4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	
Day 24	Lesson 12		4.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllables; vowel teams, including digraphs and diphthongs; r controlled syllables; and final stable syllables	

Summer Scholars and Texas ELAR TEKS Rising 6th Grade

Day	Lesson	Focus Reading TEK	Foundational Language Skills TEK	Fluency TEK
Day 1	Lesson 1	5.7D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	5.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
Day 2	Lesson 1	5.8B analyze the relationships of and conflicts among the characters	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 3	Lesson 2	5.8B analyze the relationships of and conflicts among the characters 5.9Dii recognize characteristics and structures of informational text, including:	5.2Aiv demonstrate and apply phonetic knowledge by: decoding words using advanced knowledge of the influence of prefixes and suffixes on base words	
Day 4	Lesson 2	features such as insets, timelines, and sidebars to support understanding;	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 5	Lesson 3	5.6C make and correct or confirm predictions using text features, characteristics of genre, and structures	5.2Aiv demonstrate and apply phonetic knowledge by: decoding words using advanced knowledge of the influence of prefixes and suffixes on base words	
Day 6	Lesson 3	5.8B analyze the relationships of and conflicts among the characters	5.2Aiv demonstrate and apply phonetic knowledge by: decoding words using advanced knowledge of the influence of prefixes and suffixes on base words	
Day 7	Lesson 4	5.6C make and correct or confirm predictions using text features, characteristics of genre, and structures; 5.9Dii recognize characteristics and structures of informational text, including	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 8	Lesson 4	features such as insets, timelines, and sidebars to support understanding;	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 9	Lesson 5	5.6B generate questions about text before, during, and after reading to deepen understanding and gain information	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 10	Lesson 5		5.2Aiv demonstrate and apply phonetic knowledge by: decoding words using advanced knowledge of the influence of prefixes and suffixes on base words	
Day 11	Lesson 6	5.6B generate questions about text before, during, and after reading to deepen understanding and gain information	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 12	Lesson 6		5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 13	Lesson 7	5.6E make connections to personal experiences, ideas in other texts, and society;	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 14	Lesson 7	5.6F make inferences and use evidence to support understanding	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 15	Lesson 8	5.6F make inferences and use evidence to support understanding;	5.2Aiv demonstrate and apply phonetic knowledge by: decoding words using advanced knowledge of the influence of prefixes and suffixes on base words	
Day 16	Lesson 8	5.6H synthesize information to create new understanding	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 17	Lesson 9	5.9Eii recognize characteristics and structures of argumentative text by: explaining how the author has used facts for or against an argument	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 18	Lesson 9		5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 19	Lesson 10	5.6G evaluate details read to determine key ideas	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 20	Lesson 10	5.7C use text evidence to support an appropriate response	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 21	Lesson 11	5.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 22	Lesson 11	5.10A explain the author's purpose and message within a text;	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 23	Lesson 12	5.6G evaluate details read to determine key ideas	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	
Day 24	Lesson 12	5.6H synthesize information to create new understanding;	5.2Aii demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; Vce syllable; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables	