

---

# Texas 1 English Language Arts / Reading

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------|
| State            | Texas                                                                                                |
| Grade            | 1 (Elementary)                                                                                       |
| Subject          | English Language Arts / Reading                                                                      |
| Course category  | Core                                                                                                 |
| Standards family | English Language Arts / Literacy                                                                     |
| Framework        | Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 110 -- English Language Arts and Reading |
| Issuing agency   | Texas Education Agency                                                                               |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                                            |

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Reading Smoothly

### Unit 3: Reading With Fluency · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                  |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What makes reading sound smooth?                                                                                                                                                                                                                                                                 |
| Standards          | <b>Reading Smoothly -&gt; 1.11(C) Composition: listening, speaking, reading, writing, and thinking using multiple texts</b> — revise drafts by adding details in pictures or words;<br><b>Shared Reading -&gt; 1.11(A), 1.4, 1.11(D), 1.6(F)</b> — 4 standards; full text in the standards table |
| Learning target    | "I can read a text smoothly, not word by word."                                                                                                                                                                                                                                                  |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                  |

### Measurable objectives

- Students will read grade-appropriate texts with accuracy and fluency.
- Students will read with appropriate phrasing and expression.

### Success criteria (student-friendly)

- "I read the words correctly."
- "I group words together."
- "I read with expression."

### Academic vocabulary

fluency, smooth, phrase, expression, punctuation

### Materials and technology

- Grade-appropriate decodable texts
- Phrase-marked copies
- Audio model
- Partner reading spots
- Chart paper

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Observation: child reads a passage with accuracy and phrasing.

**Family communication**

Take turns reading a page each and listen to each other.

## Day 41 — What Smooth Reading Sounds Like

Week 9, Day 1 • Unit 3 • Standards: 1.11(C), 1.11(A), 1.4, 1.11(D), 1.6(F)

|                   |                                                 |
|-------------------|-------------------------------------------------|
| Focus             | Modelling fluency.                              |
| Learning target   | "I can read a text smoothly, not word by word." |
| Vocabulary in use | fluency, smooth, phrase                         |
| Local date        | _____                                           |

### Learning sequence

Read: teacher models fluent and choppy. Teach: the difference. Practise: identifying. Write: criteria charted. Reflect: target set.

### Check for understanding

Student distinguishes fluent from choppy reading.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Reading in Phrases

Week 9, Day 2 · Unit 3 · Standards: 1.11(C), 1.11(A), 1.4, 1.11(D), 1.6(F)

|                   |                                                 |
|-------------------|-------------------------------------------------|
| Focus             | Phrasing.                                       |
| Learning target   | "I can read a text smoothly, not word by word." |
| Vocabulary in use | fluency, smooth, phrase                         |
| Local date        | _____                                           |

### Learning sequence

Read: phrase-marked text. Teach: grouping words. Practise: phrase reading. Write: phrases marked. Reflect: smoothness noticed.

### Check for understanding

Student reads a marked text in phrases rather than word by word.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Letting Punctuation Guide Me

Week 9, Day 3 · Unit 3 · Standards: 1.11(C), 1.11(A), 1.4, 1.11(D), 1.6(F)

|                   |                                                 |
|-------------------|-------------------------------------------------|
| Focus             | Punctuation and prosody.                        |
| Learning target   | "I can read a text smoothly, not word by word." |
| Vocabulary in use | fluency, smooth, phrase                         |
| Local date        | _____                                           |

### Learning sequence

Read: punctuated text. Teach: stops and pauses. Practise: reading to punctuation. Write: marks noticed. Reflect: function named.

### Check for understanding

Student pauses appropriately at punctuation.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Reading With Expression

Week 9, Day 4 • Unit 3 • Standards: 1.11(C), 1.11(A), 1.4, 1.11(D), 1.6(F)

|                   |                                                 |
|-------------------|-------------------------------------------------|
| Focus             | Expression.                                     |
| Learning target   | "I can read a text smoothly, not word by word." |
| Vocabulary in use | fluency, smooth, phrase                         |
| Local date        | _____                                           |

### Learning sequence

Read: dialogue text. Teach: voices and feeling. Practise: expressive reading. Write: notes on tone. Reflect: engagement noted.

### Check for understanding

Student reads a line with appropriate expression.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Reading to a Partner

Week 9, Day 5 • Unit 3 • Standards: 1.11(C), 1.11(A), 1.4, 1.11(D), 1.6(F)

|                   |                                                 |
|-------------------|-------------------------------------------------|
| Focus             | Partner practice.                               |
| Learning target   | "I can read a text smoothly, not word by word." |
| Vocabulary in use | fluency, smooth, phrase                         |
| Local date        | _____                                           |

### Learning sequence

Read: paired texts. Teach: listening and helping kindly. Practise: partner reading. Write: feedback given. Reflect: routine set.

### Check for understanding

Student reads to a partner and receives feedback.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

---

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Texas Education Agency, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

**Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.**

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Texas Education Agency, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code> and local school or district guidance.

## Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 110 -- English Language Arts and Reading. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>