

Grade: 1st Grade			Designated Six Weeks: 6th six weeks		
Unit: Texas Treasures/Tesoros Unit 6			Days to teach: 32		
TEKS	Spanish TEKS	Assessment & Specificity	Vocabulary	Instructional Strategies	Resources/ Weblinks

<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>					
(A)(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, oa, ie as in chief, ie as in pie, and -igh;		What two vowels make the sound ___?	<ul style="list-style-type: none"> vowel vowel digraph 	<ul style="list-style-type: none"> Making words activities Word sorts 	<ul style="list-style-type: none"> See reading link (under vowel digraphs) http://www.bes.fayette.k12.il.us/reading.htm Treasures-Phonics/Spelling
(A)(vi) vowel diphthongs including oy, oi, ou, and ow REVIEW		What two vowels make the sound ___?	<ul style="list-style-type: none"> vowel vowel diphthongs 		<ul style="list-style-type: none"> See reading link (under vowel diphthongs) http://www.bes.fayette.k12.il.us/reading.htm Sound-Spelling Cards
(C) use common syllabication patterns to decode words, including: (ii) open syllable (CV) (e.g., he, ba-by);		How many syllables does the word _____ have? What sounds do you hear in the first/last syllable of the word _____?	<ul style="list-style-type: none"> syllable consonant vowel 		
(C)(iii) final stable syllable (e.g., ap-ple, a-ble)		What do you hear in the last syllable of this word? What do you say when you see the letters le or able in the final syllable of a word?	<ul style="list-style-type: none"> final syllable -le -able 		<ul style="list-style-type: none"> See reading link http://www.bes.fayette.k12.il.us/reading.htm
(C)(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and		What two vowels make the sound ___? What pairs of vowels do you see in this word?	<ul style="list-style-type: none"> vowel digraph vowel diphthong 		

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(E) read base words with inflectional endings (e.g., plurals, past tenses);		What do I add to the end of this word to make it mean more than one? How do I change this word if I want it to mean this happened yesterday?	<ul style="list-style-type: none"> • base word • root word • inflectional ending • suffix • plurals • past tense 	<ul style="list-style-type: none"> • use magnetic letters or letter tiles to add/change word endings 	<ul style="list-style-type: none"> • <u>Spelling Through Phonics</u> by: McCracken
(11) 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 recognize sensory details in literary text	to recognize sensory details in literary text	How did you feel when you read _? Which words in this story made you feel like you could almost (smell, hear, etc.) _?	<ul style="list-style-type: none"> • sensory details 	<ul style="list-style-type: none"> • Sensory bingo 	<ul style="list-style-type: none"> • Empowering Writers • Treasures interactive read-aloud anthology
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to					
(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	MISD Writing Prompt: Write a letter to a family member about your favorite thing about school.	<ul style="list-style-type: none"> • plan • brainstorm • draft 	<ul style="list-style-type: none"> • Guided writing • Modeled writing • Shared writing 	
(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:					
(B) write short poems that convey sensory details.	(B) write short poems that convey sensory details.		<ul style="list-style-type: none"> • poem • sensory details 	<ul style="list-style-type: none"> • Teacher models using senses to describe 	<ul style="list-style-type: none"> • Treasures- Writing Literacy Workstation Flip Chart (47) • http://www.eduplace.com/graphicorganizer/pdf/sense_eng.pdf

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(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:					
(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases;	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (v) prepositions and prepositional phrases (" <i>por la mañana</i> ");		<ul style="list-style-type: none"> • preposition • prepositional phrase 		<ul style="list-style-type: none"> • Treasures-Grammar Practice Book
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:					
(E) use resources to find correct spellings.	(J) use resources to find correct spellings.	Can you find the word you are trying to spell on the word wall/word bank?	<ul style="list-style-type: none"> • dictionary • word wall • word bank 		<ul style="list-style-type: none"> • dictionary