

Grade: 1st Grade			Designated Six Weeks: On-going		
Unit:			Days to teach:		
TEKS	Spanish TEKS	Assessment & Specificity	Vocabulary	Instructional Strategies	Resources/ Weblinks

Figure 19. Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	Why do you think we read _? How did this story make you feel? What do you like best in _? What did you learn from listening to me read _? Which of these 2 selections do you think you would enjoy reading most?	purpose	Preview cover/title Book walk	
(B) ask literal questions of text;	(B) ask literal questions of text;	Who was _’s mother? What did _ do in the story? What happened in the story? When was this article written?	Literal questions	5 W’s Who, What, Where, When, Why	
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	Reread to find out why _ is important.	Monitor Adjust Background knowledge Sensory images	Think-Alouds	
(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	You can tell from the story that_ Which sentence in the story shows you that— From this article the reader can tell that –	Inference Text evidence	Think-Alouds	
(E) retell or act out important events in stories in logical order;	(E) retell or act out important events in stories in logical order;	Retell the 3 most important events in the order in which they	Retell Sequence Important/main event	Graphic organizers	

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		happened in the story. What happened after/before _? What happened when _?			
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	How are your experiences like those of the character in the story? Have you read about this information before in a different article? What information in this article reminded you of your community?	Connections Community Text evidence	Text to self Text to text Text to world	
(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:					
(D) decode words with common spelling patterns	(D) decode words with common spelling patterns	What word can you make if you add this letter to the word family ____? What other words can you make with the word family ____?	<ul style="list-style-type: none"> • spelling pattern • word family • consonant • blend • digraph • vowel 	<ul style="list-style-type: none"> • Making Words activities 	<ul style="list-style-type: none"> • Scholastic word family series • Touch Phonics
(H) identify and read at least 100 high-frequency words from a commonly used list; (see MISD list)	<i>MISD: identify and read high-frequency words from a commonly used list (see MISD list)</i>	Does this word follow the spelling rules? Did you use the word wall to help you spell the word ____? Is this word on of our sight words?	<ul style="list-style-type: none"> • sight word • word wall word 	<ul style="list-style-type: none"> • Flash cards • Matching games • Sight word bingo 	<ul style="list-style-type: none"> • Treasures -High-frequency words • Curriculum sight list • Review of Kindergarten words See MISD sight word list
(I) monitor accuracy of decoding		Does that look right? Does that sound right? Does that make sense?		<ul style="list-style-type: none"> • Use fluency checks and progress monitoring tools, chart progress 	<ul style="list-style-type: none"> • Rigby • DRA • TPRI

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(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:					
(A) confirm predictions about what will happen next in text by "reading the part that tells";	(A) confirm predictions about what will happen next in text by "reading the part that tells";	The reader can tell that _ (prediction stated) because _. What do you think will happen next? Why?	<ul style="list-style-type: none"> • predict 	<ul style="list-style-type: none"> • Guided reading • Shared reading • Bloom’s questioning stems 	<ul style="list-style-type: none"> • Treasures • Open Court • Fountas/Pinnell-Guided Reading • Jr. Great Books
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;	(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;	What happened when _ did_? Why did _ go to _? Why is _ important?	<ul style="list-style-type: none"> • questions • fact • detail 		
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	What did you think about _ at the beginning (end) of the story? Did you change your mind about _ (character) as you read the story? What did you learn from reading this information?	<ul style="list-style-type: none"> • background knowledge • questions • monitor and adjust 		
(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to					
read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<ul style="list-style-type: none"> • Developed on TPRI • DRA/Rigby level 3 	<ul style="list-style-type: none"> • fluency rate • expression • phrasing 	<ul style="list-style-type: none"> • Choral reading • Paired reading • Shared reading 	<ul style="list-style-type: none"> • Treasures • Open Court • Fountas/Pinnell-Guided Reading • Read Naturally
(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to					
(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);	(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);	Find the nouns in this poem. Who can find the action word in the sentence	<ul style="list-style-type: none"> • Verb • noun 		<ul style="list-style-type: none"> • Treasures: -practice book • Scholastic Grammar Series

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(8) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to					
respond to and use rhythm, rhyme, and alliteration in poetry.	respond to and use rhythm, rhyme, and alliteration in poetry.	What words rhyme in the first verse of this poem? What other word would rhyme with _ in this poem? What sounds are repeated over in this poem? (alliteration) Listen to me clap the rhythm in this poem and clap with me.	<ul style="list-style-type: none"> rhyme rhythm alliteration 	<ul style="list-style-type: none"> Poetry Notebook Focus Poem 	<ul style="list-style-type: none"> Treasures: Genre study guide -interactive read –a loud anthology Share the Rhyme
(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:					
(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events	(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and	What happened when _? What happened at the beginning/end of the story? Why is paragraph _ important? Retell 3 important events in the order they happened in the story.	<ul style="list-style-type: none"> Fantasy Narrative Plot Problem Retell Sequence Setting Solution Theme 	<ul style="list-style-type: none"> Story maps Graphic organizers Somebody, Wanted, But, So, Then summary frame 	<ul style="list-style-type: none"> Treasures -practice books -Read-aloud Anthology Start Smart readers -Language chart
(B) describe characters in a story and the reasons for their actions and feelings.	(B) describe characters in a story and the reasons for their actions and feelings.	How does _ feel about _? Why do you think _ did _? Which word best describes _? Why did _ want to _?		Character charts	
(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:					
determine whether a story is true or a	determine whether a story is true or a	This story was mainly written to—	<ul style="list-style-type: none"> Fantasy True story 		<ul style="list-style-type: none"> Treasures -practice books

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fantasy and explain why.	fantasy and explain why.	Could the events in this story really happen in real life? Why or why not? Why did the author write this story? You can tell this story is make-believe because—	<ul style="list-style-type: none"> Factual Make-believe 		-Read-aloud anthology -Start Smart readers <ul style="list-style-type: none"> Treasures Teaching Charts
(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to					
read independently for a sustained period of time.	read independently for a sustained period of time		<ul style="list-style-type: none"> Sustained silent reading 		
(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);	Tell me about your drawing. What can you tell me about _____?	<ul style="list-style-type: none"> plan brainstorm draft 	<ul style="list-style-type: none"> Guided writing Modeled writing Shared writing 	<ul style="list-style-type: none"> Treasures: <ul style="list-style-type: none"> -Shared & Interactive writing lesson <u>Teaching the Youngest Writer</u> By: Marcia Freeman Empowering Writers
<i>(MISD)Students write about their own experiences.</i>	<i>(MISD)Students write about their own experiences.</i>	District writing benchmark			
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:					
(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	Did you begin writing your letter at the top of the line? Is there a space between each word?	<ul style="list-style-type: none"> upper case letter lower case letter spacing print conventions 		<ul style="list-style-type: none"> <u>Teaching the Youngest Writer</u> By: Marcia Freeman www.bes.fayette.k12.il.us/reading.htm (under letter recognition)

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(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:					
(A) listen attentively to speakers and ask relevant questions to clarify information; and	(A) listen attentively to speakers and ask relevant questions to clarify information; and	Are you looking at the persons speaking? What did the speaker mean when he said_____?	<ul style="list-style-type: none"> listen relevant questions 		
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to					
(B) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	(B) to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	Share with a partner what you just learned about_____? Share with the class something you know about_____?	<ul style="list-style-type: none"> pace conventions of language grammar speaking voice 	Sample rubric provided in link. Modify as needed.	http://www.sites4teacher.com/links/redirect.php?url=http://content.scholastic.com/content/collateral_resources/pdf/1/lesson_plans_pdf_june05_RubricForSpeeches.pdf
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to					
follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	Has everyone had a chance to share their ideas?	<ul style="list-style-type: none"> listening speaking cooperation 	Create a T-chart. What does good teamwork look like/sound like? Sample rubric provided in link. Modify as needed.	http://www.readwritethink.org/files/resources/lesson_images/lesson95/coop_rubric.pdf
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:					
(C) write brief comments on literary or informational texts.	(C) write brief comments on literary or informational texts.	Write a response about_____.	<ul style="list-style-type: none"> expository text procedural text 		

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(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:					
(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and	(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and	What is the purpose of_____?	<ul style="list-style-type: none"> • media • images • graphics • text • sound 	Teachers should talk to students about advertising from an early age, encouraging them to become active, not passive consumers of commercial messages. Kids should understand that while commercial sites may be fun to visit, they exist to sell their products, to build brand recognition and loyalty and to collect data for marketing purposes.	Website for multi-media lessons: http://www.media-awareness.ca/english/teachers/ Co-Co's AdverSmarts lesson: http://www.media-awareness.ca/english/games/coco/index.cfm
(B) identify techniques used in media (e.g., sound, movement).	(B) identify techniques used in media (e.g., sound, movement).	What techniques did they use in this type of media?			
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:					
(C) spell high-frequency words from a commonly used list; (see MISD list)	<i>MISD: spell high-frequency words from a commonly used list; (see MISD list)</i>	Can you find the word _____ on the word wall?	Sight word <ul style="list-style-type: none"> • word wall words 		Curriculum sight word list