

Grade: 2nd Grade			Designated Six Weeks: 6th six weeks		
Unit: Texas Treasures/Tesoros Unit 6			Days to teach: 5 weeks of instruction and 1 week of review		
TEKS	Spanish TEKS	Assessment & Specificity	Vocabulary	Instructional Strategies	Resources/ Weblinks

(7) 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					
describe how rhyme, rhythm, and repetition interact to create images in poetry.	describe how rhyme, rhythm, and repetition interact to create images in poetry.	Listen for rhyming words as I read the poem aloud. Which words rhyme? Listen as I read and clap the rhythm of this poem. Clap with me. What image (s) does this poem create in your mind?	Rhyme, rhythm, repetition, poetry, poem, imagery, alliteration, metaphor, simile, onomatopoeia, stanza	Choral reading, echo reading, model and provide many examples	<ul style="list-style-type: none"> Treasures – Unit 6, TE 401D www.poetryteachers.com http://www.theteachersguide.com/poetrymonth.htm
(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.	What image(s) does this poem create in your mind?	Senses Sensory detail Sensory language	Model, write as a class, give opportunities to write, introduce various poetic structures	<ul style="list-style-type: none"> http://www.emints.org/ethemes/resources/S00000021.shtml Treasures: Unit 1, TE 63A, 105A; Unit 3, TE 349W, 351A, 439D, 457C, 457Q, 459A; Unit 4, TE 117A; Unit 6, TE 435A http://www.eduplace.com/graphicorganizer/pdf/sense_eng.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.	Students will write how, why, or what-if questions about the text.	Review Literary text Informational text	Create a book jacket with a book review.	<ul style="list-style-type: none"> Treasures: Unit 6, TE 389N, 401N, 434N, 457N



Language Arts

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(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:					
(B) develop drafts by sequencing ideas through writing sentences;	(B) develop drafts by sequencing ideas through writing sentences;	MISD Writing Prompt: If you could choose one item to add to the cafeteria menu, what would it be? Write a letter to the principal explaining your reasons.	Peer, conference	Use story maps, brainstorming and organizers.	