Garriga and Derry Elementary
Course/Grade Level: Reading/1st Spanish
Reading Curriculum Map
(This timeline is subject to change in order to meet the needs of students.)

Week	Dates	Genre/Selection	Topic/Student Expectation (SE)/Focus Skill	Student Expectation (SE)/Figure 19	Student Expectation (SE)/Vocabulary Development	Phonemic Awareness Topic/Student Expectation (SE)/Focus Skill	Phonemic Awareness/Phonemes	Sight Words
1	8/22-8/26	*El talento de Jack - Fiction	TEKS (2)Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:(A) orally generate a series of original rhyming words using a variety of endings (e.g., -ita, -osa, -ión); TEKS (3)Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:(A) decode the five vowel sounds;	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	Rhyming and non-rhyming words TEKS Reading/Beginning Reading Skills/Print Awareness. Students understand how Spanish is written and printed. Students are expected to(A) recognize that spoken words are represented in written Spanish by specific sequences of letters;(B) identify upper- and lower-case letters;(C) sequence the letters of the alphabet;(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, beginning and ending punctuation, the em dash to indicate dialogue);(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and(F) identify the information that	**Blend Phonemes and syllables**	**M / p** 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) decode the five vowel sounds;	**Un, una, veo, el, la**

					different parts of a book provide (e.g., title, author, illustrator, table of contents).			
2	8/29-9/2	*¡La tormenta!- Literary Fiction	*Target skill: Infer/ Predict TEKS RC-1(D) *Target Strategy: Understanding Characters TEKS 1.9 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:B describe characters in a story and the reasons for their actions and feelings *Target skill: Sequence of Events TEKS 1.9 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	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Context Clues TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (C) determine what words mean from how they are used in a sentence, either heard or read; *Fluency: Accuracy Words Connected with text TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Open Syllables	s/t 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:A decode the five vowel sounds; 1.3 Reading/Beginning Reading Skills/Phonics. Students	Dice, lee, está, mira, una, qué, mojado, abuelo, abraza, tormenta

			describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and				use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:C use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g";	
3	9/6- 9/9 4 Day Week Tejas Lee/ TPRI	*Jorge el Curioso en la escuela- Fantasy	*Target skill: Sequence of Events

TEKS 1.9 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from | Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension

19B/ask literal questions of text

19C/monitor and adjust comprehension (using | *Multiple Meaning words

TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (C) determine what words | Open Syllables | C(ca,co, cu) and n

1.3 Reading/Beg inning Reading Skills/Phonic s. Students use the relationships between | Mucho, otro, muy, un, niños, ya, mezcla, desastre, triste, busca |

			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; and	background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	mean from how they are used in a sentence, either heard or read; *Fluency: Phrasing Punctuation TEKS 1.5Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.		letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:A decode the five vowel sounds; 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.	

							Students are expected to:E(i) open syllable (e.g., CV, la; VCV, ala; CVCV, toma);	
4	9/12-9/16 Tejas Lee/ TPRI	*Arriba todos, arriba!- Fantasy	*Target skill: Story Structure TEKS 1.9 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; and	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Antonyms TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (C) determine what words mean from how they are used in a sentence, either heard or read; *Fluency Accuracy Self Correct TEKS 1.5Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Open Syllables	R and rr 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:A decode the five vowel sounds; 1.3 Reading/Beginning Reading Skills/Phonic	Todos, va, tren, el, hay, al, conductor, maleta, arriba, divertido

							s. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:E(i) open syllable (e.g., CV, la; VCV, ala; CVCV, toma);	
5	9/19-9/23	*Gabo y el lobo- Fable	*Target skill: Understanding Characters TEKS 1.9 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: (B) describe characters in a story and the reasons for their actions and feelings	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences	*Classify/Categorize TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (D) identify and sort words into conceptual categories (e.g., opposites, living things); and *Fluency Expression TEKS 1.5 Reading/Fluency.	Open Syllables	G(ga,go,gu) d, and v 1.3 Reading/Beg inning Reading Skills/Phonic s. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to	Dijo, por qué, estaba, ser, nadie, viene, amigos, volvieron, aburrido, colina

| | | | | | about text and use textual evidence to support understanding

19E/retell or act out important events in a stories in logical order

19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence | Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension. | | apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:C use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g";

1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more | |

							complex texts. Students are expected to:E(i) open syllable (e.g., CV, la; VCV, ala; CVCV, toma);	
6	9/26-9/30	*¡A hacer musica!- Realistic Fiction	*Target skill: Sequence of Events TEKS 1.9 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; and	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Classify/Categorize TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (D) determine what words mean from how they are used in a sentence, either heard or read; *Fluency: Phrasing-Natural Pauses TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Open Syllables	Ll and r(medial) TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: E(iv) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);	Nos, han, estamos, dentro, alguein, tocar, gritamos, contentos, saltamos, cantamos

							TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (H)decode words that have the same sounds represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c,"	

							"s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela);	
7	10/3-10/7	*Quique de una fiesta- Fantasy	*Target skill: Story Structure TEKS 1.9 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; and	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Synonyms TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (C)determine what words mean from how they are used in a sentence, either heard or read; *Fluency Stress TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Open Syllables	Qu(que, qui), gu(gue, gui), and gu(gue, gui) TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:G decode	Cuando, invitó, dieron, preguntó, después, ultimo, fiesta, orgulloso, pastelero, bellota

								words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita; 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to (l) identify the stressed syllable (*sílaba tónica*);	
8	10/11-10/14 4 Day Week	*Las manchas del leopardo- Folktale	*Target skill: Sequence of Events TEKS 1.9	Figure 19A/establish purpose for reading selected texts based	*Homophones TEKS 1.6	Open Syllables	K, x, and w	Sol, luego, tengo, claro, pintar, bailan,

	End of 1st Quarter		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; and	upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:C determine what words mean from how they are used in a sentence, either heard or read; *Fluency: Rate: TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.		TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:C use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g";	son, feliz, rayas, manchas
9	10/17-10/21	* El vecindario de Lucía- Informative text	*Target skill: text and graphic features TEKS 1.14 Reading/Comprehension	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension	*Alphabetical Order TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it	Open Syllables	B,l, and f 1.3 Reading/Beginning Reading	Bien, gusta, de, soy, en, para, pantalones, vecindario, curiosa, pregunta

| | | | of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

D Use text features (titles, tables, of contents, illustrations) to locate specific | 19B/ask literal questions of text

19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud)

19D/Make inferences about text and use textual evidence to support understanding

19E/retell or act out important events in a stories in logical order

19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence | when reading and writing. Students are expected to:E alphabetize a series of words to the first or second letter and use a dictionary to find words.

*Intonation

 TEKS 1.5Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension. | | Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:A decode the five vowel sounds;

1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater | |

| | | | | | | | depth in increasingly more complex texts. Students are expected to:E(i) open syllable (e.g., CV, la; VCV, ala; CVCV, toma); | |
| 10 | 10/24-10/28 | *El Dr. Seuss-Biography | Target skill: text and Graphic Features

TEKS 1.14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (D)Use text features (titles, tables, of contents, illustrations) to locate specific | Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension

19B/ask literal questions of text

19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud)

19D/Make inferences about text and use textual evidence to support understanding

19E/retell or act out important events in a stories in logical order

19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence | *Antonyms

TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (C) determine what words mean from how they are used in a sentence, either heard or read;

*Fluency: Accuracy: Word Recognition

TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension. | Open Syllables | C (ce, ci), g (ge, gi), and y

TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: C | Llamaban, divertido, desde, leer, hizo, libro, dibujaba, dibujo, geniales, personajes |

							TEKS1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (H) decode words that have the same sounds represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c,"	

							"s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela);	
11	10/31-11/4	*Un buen amigo- Informative text	*Target skill: Main Idea TEKS1.14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) restate the main idea, heard or read;	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Classify/Categorize TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: D identify and sort words into conceptual categories (e.g., opposites, living things); and *Fluency: Accuracy Word Recognition TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Open Syllables	m/p 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:A decode the five vowel sounds;	Amigo, mi, con, somos, es, y, juego, ayudan, Buenos

							1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:C use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g";	
12	11/7-11/11	*Cómo se comunican los animales- Informational text	*Target skill: Details TEKS 1.14 Reading/Comprehension	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension	*Using a Glossary TEKS 1.6 Reading/Vocabulary Development. Students understand new	Open Syllables	Ch, n, and j TEKS 1.3 Reading/Beginning Reading	Animal, cómo, aquí, estoy, hace, mal, peligroso, escucha,

			of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:(B) identify important facts or details in text, heard or read;	19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	vocabulary and use it when reading and writing. Students are expected to:E alphabetize a series of words to the first or second letter and use a dictionary to find words. *Fluency- Rate TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.		Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to(C)use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as "r," "c," and "g"; 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and	jugosa, pelaje

						sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:E(iv) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);	
13	11/14-11/18	*Animales Marinos-Informational Text	*Target skill: Author's Purpose TEKS1.13 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out	*Classify/Categorize TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:D identify and sort words into conceptual categories (e.g., opposites, living things); and *Fluency: Phrasing Punctuation TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency	Open Syllables	Z and h TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in	Habitan, azul, pequeños, frío, color, donde, mar, agua, hoyos, tortuga

			understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.	important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.		increasingly more complex texts. Students are expected to: (F) decode words with the silent "h";	
Holiday	11/21-11/25	*Thanksgiving Break*						
14	11/28-12/2	*Las Estaciones- Informational Text	*Target Skill: Cause and Effect TEKS RC-1 (D)	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Words with Syllables ending in l, m, n, r, z TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:E (ii) closed syllable (e.g., VC, un; CVC, mes); *Fluency: Accuracy: Word Recognition TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate	Closed Syllables	L, m, n, r, and z TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:E (ii) closed syllable (e.g., VC, un;	Todavía, cuál, primavera, bueno, llueve, resbala, invierno, izquierda, otoño, verano,

					phrasing, and comprehension.		CVC, mes);	
15	12/5- 12/9	*Poetry Collection 1

Somos amigas | TEKS 1.8 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. | Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension

19B/ask literal questions of text

19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud)

19D/Make inferences about text and use textual evidence to support understanding

19E/retell or act out important events in a stories in logical order

19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence | | | | |
| 16 | 12/12- 12/16 | *Poetry Collection 2

La piñata | TEKS 1.8 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide | Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension

19B/ask literal questions of text | | | | |

			evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.	19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence				
17	12/19- 12/20 2 Day Week End of 2nd Quarter	*Poetry Collection 2 Continued	TEKS 1.8 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.	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding				

				19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence				
Holiday	12/21-1/6	*Christmas Break*						
18	1/9-1/13	*La gran carrera-Fantasy	*Target Skill: Conclusions TEKS RC-1(D)	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Classify/ Categorize TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: D identify and sort words into conceptual categories (e.g., opposites, living things); and * Fluency: Expression TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Closed Syllables	B,c,d,s, and x TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:E(ii) closed syllable (e.g., VC, un;	Preparados, sitio, línea, tres, cuatro, sobre, público, hoy, carrera, bichos

							CVC, mes);	
19	1/16-1/20 Tejas Lee/ TPRI	*El gran viaje- Fantasy	*Target Skill: Compare and Contrast TEKS RC-1(D)	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Classify/Categorize TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (D) identify and sort words into conceptual categories (e.g., opposites, living things); and Fluency: Phrasing: Punctuation TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Consonant Clusters with	I (bl, cl, fl, gl, pl) TEKS 1.3 Reading/Beg inning Reading Skills/Phonic s. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:B decode syllables; 1.3 Reading/Beg inning Reading Skills/Phonic s. Students use the relationships between letters and sounds to	Ir, puedes, segura, viajar, no, viaje, auto, quizás, entonces, tranquilos

#	Date	Text	Target Skill	Figure 19	Vocabulary/Fluency	Phonics	Fluency	Vocabulary
							decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:E(ii) closed syllable (e.g., VC, un; CVC, mes);	
20	1/23-1/27 Tejas Lee/ TPRI	* El cuento de Conejito- Folktale	*Target Skill: Cause and effect TEKS 1.9 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; and	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order	*Compound Words TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: B determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., paraguas); *Fluency Rate TEKS 1.5Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-	Vowel Pairs	Ae, ea, ee, eo, oe, oa TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension	Puerta, más, mamá, Viejo, tratar, usan, quiero, lavar, corriente, semejante

				19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.			
21	1/30-2/3	*El árbol- fantasy	*Target Skill: Story Structure TEKS 1.9 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	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Words with diphthongs ia, ua, ue, ue TEKS 1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to: E identify syllables in spoken words, including diphthongs and *hiatus* (le-er, rí-o, quie-ro, na-die, ra-dio, sa-po); and *Fluency: Phrasing: Natural Pauses TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Diphthongs	Ia, ua, ue, ue TEKS 1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:E identify syllables in spoken words, including diphthongs and *hiatus* (le-er, rí-o, quie-ro, na-die, ra-dio, sa-po); and	árbol, ver, pensar, volverse, noche, mojar, decir, ventana, marchitas, examinar
22	2/6- 2/10	*Un silbato para Willie- Realistic Fiction	*Target Skill: Cause and Effect TEKS RC-1(D)	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension	*Classify/ Categorize TEKS 1.6 Reading/Vocabulary Development. Students understand new	Diphthongs	Ai, ay, au, oi, oy TEKS 1.2 Reading/Beginning	Niño, nada, a lo largo, comenzar, casa, junto, otra vez, papá, silbar,mejillas

| | | | | 19B/ask literal questions of text

19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud)

19D/Make inferences about text and use textual evidence to support understanding

19E/retell or act out important events in a stories in logical order

19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence | vocabulary and use it when reading and writing. Students are expected to:D identify and sort words into conceptual categories (e.g., opposites, living things); and

*Fluency: Stress:

TEKS 1.5Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension. | | Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to::E identify syllables in spoken words, including diphthongs and *hiatus* (le-er, rí-o, quie-ro, na-die, ra-dio, sa-po); and | |
| 23 | 2/13- 2/17 | *El punto- Realistic Fiction | *Target Skill: Compare and Contrast

TEKS RC-1(D) | Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension

19B/ask literal questions of text

19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud)

19D/Make inferences | *Figurative Language

TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:C determine what words mean from how they are used in a sentence, either heard or read;

*Fluency: Accuracy-Self Correct

TEKS | Suffixes | -oso, -osa

TEKS 1.3 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:C use phonological knowledge to match | Maestro, devolver, inclusive, estudiar, oso, tomar, sorpresa, encima, aprendemos, divertidos |

				about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	1.5Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.		sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";	
24	2/20- 2/24	*La cometa- Fantasy	*Target Skill: Story Structure TEKS 1.9 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; and	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual	*Vocabulary Strategy Homographs TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:C determine what words mean from how they are used in a sentence, either heard or read; *Fluency: Phrasing-Natural Pauses TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Prefixes	in-, im- TEKS 1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to: (B) identify syllables in spoken words; , 1.3 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are	Oír, gritar, cabeza, correr, bola, Segundo, grande, deber, cometa, porquería

				evidence			expected to: B decode syllables;	
25	2/27- 3/3	*Inspector Hopper- Un bote desaparece- Mystery	*Target Skill: Cause and Effect TEKS RC-1(D)	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Words with Prefixes des-, re- TEKS 1.11 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.	Prefixes	des-, re- TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:E(i) open syllable (e.g., CV, la; VCV, ala; CVCV, toma);	Casi, detras, hoja, ninguno, desaparecer, hola, idea, ocurrir
26	3/6- 3/10 End of 3rd Quarter	* Tomás Rivera- Biography	*Target Skill: Conclusions TEKS RC-1(D)	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal	*Synonyms TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and	Closed Syllables with consonant clusters	(CCVC pattern)	Terminar, papel, ayudaban, extraordinarios, pronto, trabajo, ríendose, hablar,

				questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	writing. Students are expected to: C determine what words mean from how they are used in a sentence, either heard or read; *Fluency Intonation TEKS 1.5Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.			hermanos, recogiendo
Holiday	3/13- 3/20							
27	3/21-3/24 4 Day Week	*Mia Hamm- Los ganadores nunca dejan de jugar- Non-Fiction Narrative	*Target Skill: Understanding Characters TEKS 1.9 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 (B) describe characters in a story and the reasons for	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud)	*Base Words and Verb Endings TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:C determine what words mean from how they are used in a sentence, either heard or read; *Fluency: Rate	Base words, Verb endings, and compound words	TEKS 1.3 Reading/Beg inning Reading Skills/Phonic s. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards	Hermano, encantar, persona, equipo, jugar, lamentar, campo, solo

			their actions and feelings	19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.		with greater depth in increasingly more complex texts. Students are expected to:K use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida).	
28	3/27- 3/31	*Cinco grupos de animales- Informational Text	*Target Skill: Compare and Contrast TEKS 1.14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) identify important facts or details in text, heard or read;	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a	*suffixes: -s, -es, -ces (plurals of nouns) TEKS 1.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: l become familiar with creating the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices); and *Fluency: Intonation TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected	Closed syllables	(CVC) pattern, Plurals: -s, -es, -ces TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in	Nido, necesarias, cuerpo, vuelan, se parecen, grupos, piel, huevo, mamífero, anfibios

				stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.		increasingly more complex texts. Students are expected to:E (ii) closed syllable (e.g., VC, un; CVC, mes);	
29	4/3- 4/7	*¡ Vamos a la luna!- Informational Text	*Target Skill: Main Idea and Details TEKS 1.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:B ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community	*Words with n before v, r before n, m before p and m before b TEKS 1.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (vi) words using "n" before "v" (e.g., invitar), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., importante); * Fluency: Stress TEKS 1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Syllables with r before a consonant	N before v, and m before p or b TEKS 1.22 Oral and Written Conventions/ Spelling. Students spell correctly. Students are expected to:D (vi) words using "n" before "v" (e.g., invitar), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., importante);	Superficie, liviano, porque, llevar, traer, mostrar, regresar, mirar, tomamos, colocamos

				and discuss textual evidence				
30	4/10- 4/13 4 Day Week	*De donde viene la comida?- Informational Text	*Target Skill: Author's Purpose TEKS 1.13 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	*Multiple meaning words TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: C identify various written conventions for using digital media (e.g., e-mail, website, video game). *Fluency: Expression TEKS 1.5Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.	Consonant Cluster with	R(cr, pr, tr, br, gr, dr, fr) TEKS 1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:E (iii) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and	Primero, comida, tierra, directamente, a veces, estas, debajo, tu, mantequilla, arrozales
31	4/18- 4/21 *4 Day Week* Tejas Lee/ TPRI	* Animales asombrosos- Informative Text	*Target Skill: Conclusions TEKS RC-1(D)	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal	**Using a dictionary Entry TEKS 1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it	Diphthongs	Io, iu, ie TEKS 1.2: Reading/Beginning Reading Skills/Phonological	Aprender, empezar, hasta, ocho, joven, seguir, años, cría, piel, polar

				questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	when reading and writing. Students are expected to:E alphabetize a series of words to the first or second letter and use a dictionary to find words. *Fluency Accuracy: Connected Text TEKS 1.5Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.		Awareness. Students display phonological awareness. Students are expected to:E identify syllables in spoken words, including diphthongs and *hiatus* (le-er, rí-o, quie-ro, na-die, ra-dio, sa-po); and	
32	4/24- 4/28 Tejas Lee/ TPRI ITBS/ Logramos	*Poetry Collection 3 Patito, patito color de café	TEKS 1.8 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.	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to				Color, saber, fue, dime, contento, feliz, encontré, estoy

				support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence				
33	5/1- 5/5	*Poetry Collection 4 Uno	TEKS 1.8 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.	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence				Tira, noche, techo, invita, canta, junto, camino, visita

34	5/8- 5/12	*Poetry Collection 5	TEKS 1.8 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.	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge, creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence				
35	5/15- 5/18	*Poetry Collection 6	TEKS 1.8 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.	Figure 19A/establish purpose for reading selected texts based upon desired outcome to enhance comprehension 19B/ask literal questions of text 19C/monitor and adjust comprehension (using background knowledge,				

			Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.	creating sensory images, re-reading a portion aloud) 19D/Make inferences about text and use textual evidence to support understanding 19E/retell or act out important events in a stories in logical order 19F/make connection to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence			