



# BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

## 2003-2004 & 2004-2005 ENGLISH AND SPANISH LANGUAGE ARTS

### SCOPE & SEQUENCE: GRADE 1

\*Reviewed by 2002-2003 Grades 1-2 Curriculum Design Committee

I=Introduce I<sup>2</sup>=Introduce/Depth Difference  
E=Extend M=Master R=Reinforce \*=All

*TAKS Objectives += TEKS Explicitly Stated ✓= Connection to TEKS 1 2 3 4				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>LISTENING &amp; SPEAKING</u>	PK	K	1	2	3	4	5	6	7	8	
					<b>1.1 Listening/speaking/purposes.</b> The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:											
+		✓			(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate; (K-3)	I	I <sup>2</sup>	E	M	R						
✓		✓			(B) respond appropriately and courteously to directions and questions; (K-3)	I	I <sup>2</sup>	E	M	R						
					(C) participate in rhymes, songs, conversations, and discussions; (K-3)		I	I <sup>2</sup>	M	R						
					(D) listen critically to interpret and evaluate; (K-3)		I	I <sup>2</sup>	M	R						
+	✓	✓			(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works; and (K-3)	I	I <sup>2</sup>	E	M	R						
+	✓	✓			(Eii) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works in Spanish; and (K-3/SLA)	I	I <sup>2</sup>	E	M	R						
+	✓	✓			(Ei) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works; (K-3/SLA)		I	M	E	R						
					(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (K-1)	I	I <sup>2</sup>	M	E	R						
					(G) distinguish and produce sounds and intonation patterns of English (K-8/SLA)	I	I <sup>2</sup>	E	E	M	M	M	R	R	R	
✓					(H) infer meaning by making associations of utterances with actions, visuals, and the context of the situation. (K-3/ESL)	I	I <sup>2</sup>	E	E	M	M	M	R	R	R	
					<b>1.2 Listening/speaking/culture.</b> The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:											
✓		✓	✓		(A) connect experiences and ideas with those of others through speaking and listening; and (K-3)		I	I <sup>2</sup>	M	R						
✓	+	✓			(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures. (K-3)	I	I <sup>2</sup>	E	M	R						
					<b>1.3 Listening/speaking/audiences/oral grammar.</b> The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:											
					(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate; (K-3)	I	I <sup>2</sup>	E	M	R						
					(Aii) choose and adapt spoken language appropriate to the audience, purpose and occasion, including using appropriate volume and rate; (K-3)	I	I <sup>2</sup>	E	M	R						

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					(Ai) choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including using appropriate volume and rate; (K-3/ESL)	I	I <sup>2</sup>	E	M	R					
		✓			(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions ; (K-3)		I	I <sup>2</sup>	M	R					
		✓			(Bii) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions, including using Spanish conventions such as formal and informal pronouns (tú/usted) ; (K-3/SLA)		I	I <sup>2</sup>	M	R					
		✓			(Bi) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions; (K-3/ESL)		I	I <sup>2</sup>	M	R					
					(C) ask and answer relevant questions and make contributions in small or large group discussions; (K-3)	I	I <sup>2</sup>	E	M	R					
✓		✓			(D) present dramatic interpretations of experiences, stories, poems , or plays: and (K-3)		I	I <sup>2</sup>	M	R					
					(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense. (K-3)	I	I <sup>2</sup>	E	M	R					
✓					(F) employ English content area vocabulary in context. (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					<b>1.4 Listening/speaking/communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:										
					(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories; (K-1)		I	*							
					(B) use vocabulary to describe clearly ideas, feelings, and experiences; (K-3)	I	I <sup>2</sup>	E	M	R					
		✓			(C) clarify and support spoken messages using appropriate props, such as objects, pictures, and charts; and (K-3)	I	I <sup>2</sup>	E	M	R					
✓					(D) retell a spoken message by summarizing or clarifying. (K-3)		I	M	E	R					

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					<b>1.5 Reading/print awareness.</b> The student demonstrates knowledge of concepts of print. The student is expected to:										
					(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as <i>Exit</i> and <i>Danger</i> ; (K-1)	I	M	R							
					(B) know that print moves left-to-right across the page and top-to-bottom; (K-1)	I	M	R							
					(C) understand that written words are separated by spaces; (K-1)		I	*							
					(D) know the difference between individual letters and printed words; (K-1)		I	*							
					(E) know the order of the alphabet; (K-1)		I	*							
					(F) know the difference between capital and lowercase letters; (K-1)		I	*							
					(G) recognize how readers use capitalization and punctuation to comprehend; (K-1)		I	*							
					(H) understand that spoken words are represented in written language by specific sequences of letters; (K-1)	I	M	R							
					(I) recognize that different parts of a book such as cover, title page, and table of contents offer information; (K-1)	I	M	R							
					(J) recognize that there are correct spellings for words; and (1)		*								
					(K) recognize the distinguishing features of a paragraph. (1)		*								
					<b>1.6 Reading/phonological awareness.</b> The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:										
					(A) demonstrate the concept of words, by dividing spoken sentences into individual words; (K-1)	I	M	R							
					(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words; (K-1)	I	M	R							
					(C) produce rhyming words and distinguish rhyming words from non-rhyming words; (K-1)	I	M	R							
					(D) identify and isolate the initial and final sound of a spoken word; (K-1)	I	M	R							
					(Dii) identify vowel and consonant sounds; (K-1/SLA)	I	M	R							
					(Di) identify and isolate the initial and final sound of a spoken word; (K-1/ESL)	I	M	R							
					(E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word; (1)	I	*								
					(F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds. (K-1)	I	M	R							

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					<b>1.7 Reading/letter-sound relationships.</b> The student uses letter-sound knowledge to decode. The student is expected to:										
					(A) name and identify each letter of the alphabet; (K-1)	I	M	R							
					(B) understand that written words are composed of letters that represent sounds; (K-1)	I	M	R							
					(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read; (K-1)		I	*							
					(Cii) learn and apply letter-sound correspondences of consonants-vowel patterns to produce syllables to begin to read; (K-1/SLA)		I	*							
					(Ci) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read; (K-1/ESL)		I	*							
					(D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as <i>bl, st, tr</i> ; consonant digraphs such as <i>th, sh, ck</i> ; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> ; (1)		*								
					(Dii) learn and apply the most common letter-sound correspondences, including vowel sounds/digraphs and consonant sounds such as <i>ñ, rr, ll</i> , and <i>ch</i> ; (1/SLA)		*								
					(Di) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as <i>bl, st, tr</i> ; (consonant digraphs such as <i>th, sh, ck</i> ; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> ; (1/ESL)		*								
					(E) blend initial letter-sounds with common vowel spelling patterns to read words; (1-3)			I	M	R					
					(Eii) decode words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends, and stress; (1-3/SLA)			I	M	R					
					(Ei) blend initial letter-sounds with common vowel spelling patterns to read words; (1-3/ESL)			I	M	R					
					(F) decode by using all letter-sound correspondences within regularly spelled words; and (1-3)			I	M	R					
					(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught. (1)		*								
					(H) apply letter-sound knowledge of consonant-vowel patterns to produce syllables to begin to read. (SPANISH LANGUAGE ARTS ONLY) (1/SLA)		*								

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					<b>1.8 Reading/word identification.</b> The student uses a variety of word identification strategies. The student is expected to:										
					(A) decode by using all letter-sound correspondences within a word; (1-3)		I	M	R						
					(B) use common spelling patterns to read words; (1)		*								
✓					(C) Use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing; (1-2)			I	*						
✓					(Cii) use structural cues to recognize words such as compounds, base words, and inflections such as -mente, -ito, -ada, and -ando; (1-2/SLA)			I	*						
✓					(Ci) use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing; (1-2/ESL)			I	*						
					(D) identify multisyllabic words by using common syllable patterns; (1-3)			I	M	R					
					(E) recognize high frequency irregular words such as <i>said, was, where,</i> and <i>is</i> ; (ENGLISH LANGUAGE ARTS & ESL) (1-2)			I	*						
+					(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning; (1-3)			I	M	R					
					(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread. (1-3)			I	M	R					
					(Gii) develop automatic recognition of words that use specific spelling patterns such as <i>r/rr, y/ll, s/c/z, q/c/k, g/j, j/x, b/v, ch, h, i/y, gue</i> and <i>gui</i> . (1-3/SLA)			I	M	R					
					(Gi) read both regular and irregular words automatically such as through multiple opportunities to read and reread. (1-3/ESL)			I	M	R					
					<b>1.9 Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:										
					(A) read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader); (1)			*							
					(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" first grader reads approximately 60 wpm) (1)			*							
					(C) read orally from familiar text with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation); and (1)			*							
					(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty. (1-3)			I	M	R					
					<b>1.10 Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.										
✓		✓			(A) read fiction, nonfiction, and poetry, including classics and contemporary works, for pleasure and/or information; and (1)			*							

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1	2	3	4													
		✓			(B) use graphs, charts, signs, captions, and other informational texts to acquire information. (1)			*								
					<b>1.11 Reading/vocabulary development.</b> The student develops an extensive vocabulary. The student is expected to:											
					(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences; (K-2)	I	I <sup>2</sup>	M	R							
					(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud; and (K-3)	I	I <sup>2</sup>	E	M	R						
					(C) identify words that name persons, places, or things and words that name actions. (K-1)		I	*								
					<b>1.12 Reading/comprehension.</b> The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:											
			✓		(A) use prior knowledge to anticipate meaning and make sense of texts; (K-3)		I	I <sup>2</sup>	M	R						
✓					(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained; (K-3)		I	I <sup>2</sup>	M	R						
+		✓			(C) retell or act out the order of important events in stories; (K-3)	I	I <sup>2</sup>	E	M	R						
					(D) monitor his/her own comprehension and act purposefully when comprehension breaks using such strategies such as rereading, searching for clues, and asking for help; (1-3)			I	M	R						
					<i>(Dii) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help; (1-3/SLA)</i>			I	M	R						
					<i>(Di) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, translating, and asking for help; (1-3/ESL)</i>			I	M	R						
		✓			(E) draw and discuss visual images based on text descriptions; (1-3)			I	M	R						
+			✓		(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions; and (1-3)			I	M	R						
					(G) identify similarities and differences across texts such as in topics, characters, and problems; (1-2)			I	*							

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1	2	3	4												
					<b>1.13 Reading/literary response.</b> The student responds to various texts. The student is expected to:										
					(A) listen to stories being read aloud; (K-1)	I	M	R							
					(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud; (K-1)	I	M	R							
✓					(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretations; (K-3)	I	I <sup>2</sup>	E	M	R					
					(D) connect ideas and themes across texts; and (1-3)			I	M	R					
					(E) describe how illustrations contribute to the text. (K-1)		I	*							
					<b>1.14 Reading/text structures/literary concepts.</b> The student recognizes characteristics of various types of texts. The student is expected to:										
+					(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve; (K-3)		I	I <sup>2</sup>	M	R					
✓					(B) understand simple story structure; (K-3)	I	M	R							
✓					(C) distinguish fiction from nonfiction, including fact and fantasy; (1-3)		I	I <sup>2</sup>	M	R					
+					(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts; (1-3)			I	M	R					
					(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books; (K-2)		I	M	R						
					(F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the picture; (K-1)		I	M	R						
+					(G) analyze characters, including their traits, feelings, relationships, and changes; (1-3)			I	M	R					
+					(H) identify the importance of the setting to a story's meaning; and (1-3)			I	M	R					
+					(I) recognize the story problem(s) or plot. (1-3)			I	M	R					

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								<b>1.15 Reading/inquiry/research.</b> The student generates questions and conducts research about topics using information a variety of sources including selections read aloud. The student is expected to:								
						(A) identify relevant questions for inquiry such as "What do pill bugs eat?"; (K-3)		I	I <sup>2</sup>	M	R					
						(B) use pictures, print, and people to gather information and answer questions; (K-1)	I	M	R							
						(C) draw conclusions from information gathered; (K-3)	I	I <sup>2</sup>	E	M	R					
						(D) use alphabetical order to locate information; (1-3)			I	M	R					
						(E) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices; (1-3)			I	M	R					
						(F) locate important areas of the library/ media center; (K-1)	I	M	R							
						<b>1.16 Reading/culture.</b> The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:										
						(A) connect his/her own experiences with the life experiences, languages, customs, and culture of others; and (K-3)	I	I <sup>2</sup>	E	M	R					
						(B) compare experiences of characters across cultures. (K-3)		I	I <sup>2</sup>	M	R					

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										<b>1.17 Writing/penmanship/capitalization/punctuation.</b> The student develops the foundations of writing. The student is expected to:								
✓								(A) write his/her own name and other important words; (K-1)	I	M	R							
+								(B) write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing; (1)			*							
✓								(C) use phonological knowledge to map sounds to letter to write messages; (K-1)		I	*							
✓								(D) write messages that move left-to-right and top-to-bottom on the page; (K-1)		I	*							
✓								(E) gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture. (1)			*							
✓								(F) use word and letter spacing and margins to make messages readable; and (1-2)			I	*						

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1	2	3	4	5	6												
+							(G) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points. (1-2)			I	*						
+							(Gii) use basic capitalization and punctuation rules in Spanish such as capitalizing names, first letters in sentences, and proper nouns and using periods, question marks, and exclamation points; (1-2/SLA)			I	*						
							(Gi) use basic capitalization and punctuation such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points; (1-2/ESL)			I	*						
							<b>1.18 Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:										
							(A) dictate messages such as news and stories for others to write; (K-1)	I	M	R							
+							(B) write labels, notes, and captions for illustrations, possessions, charts, and centers; (K-1)		I	*							
+							(C) write to record ideas and reflections; (K-3)		I	P	M	R					
+							(D) write to discover, develop, and refine ideas; (1-3)			I	M	R					
+							(E) write to communicate with a variety of audiences; and (1-3)			I	M	R					
+							(F) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain. (1-3)			I	M	R					
							<b>1.19 Writing/writing processes.</b> The student selects and uses writing processes to compose original text. The student is expected to:										
+							(A) generate ideas before writing on self-selected topics; (K-1)		I	*							
+							(B) generate ideas before writing on assigned tasks; (K-1)		I	*							
+							(C) develop drafts; (1-3)			I	M	R					
+							(D) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images; and (1-3)			I	M	R					
✓							(E) use available technology to compose text. (K-3)		I	P	M	R					
							<b>1.20 Writing/spelling.</b> The student spells proficiently. The student is expected to:										
✓							(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop); (1-3)			I	M	R					
✓							(Aii) write with more proficient spelling including using silent letters in syllables, dieresis marks, accents, verbs, r/rr, y/ll, s/c/z, q/c/k, g/j, j/x, b/v, i/y, ch, and h; (1/SLA)			*							
✓							(Ai) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant CVC (hop), consonant-vowel-consonant-silent e CVCe (hope), and one-syllable words with blends (drop). (1-3/ESL)			I	M	R					

*TAKS Objectives += TEKS Explicitly Stated ✓= Connection to TEKS 1 2 3 4 5 6						Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>WRITING</u>	PK	K	1	2	3	4	5	6	7	8	
+							(B) write with more proficient spelling of inflectional endings such as plurals and verb tenses; (1-2)			I	*							
+							(C) spell single syllable words that have r-controlled vowels such as in <i>burn</i> or <i>star</i> ; that have the final consonants <i>f</i> , <i>l</i> , and <i>s</i> such as in <i>miss</i> or <i>doll</i> ; and that have <i>ck</i> as the final consonants such as in <i>buck</i> ; <b>(ENGLISH LANGUAGE ARTS ONLY)</b> (1 & 1/ESL)			*								
+							(D) use resources to find correct spellings, synonyms, and replacement words; and (1-3)			I	M	R						
+							(E) use conventional spelling of familiar words in final drafts. (1)			*								
							<b>1.21 Writing/grammar/usage.</b> The student composes meaningful texts by applying knowledge of grammar and usage. The student is expected to:											
+							(A) use nouns and verbs in sentences; and (1)			*								
+							(B) compose complete sentences in written texts and use the appropriate end punctuation. (1-2)			I	*							
+							(C) use verb tenses such as present and preterite appropriately and consistently <b>(SPANISH LANGUAGE ARTS ONLY)</b> (1-6/SLA)			I	E	E	E	M	R			
							<b>1.22 Writing/evaluation.</b> The student evaluates his/her own writing and the writing of others. The student is expected to:											
							(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class; (1-3)			I	M	R						
							(B) respond constructively to others' writing; and (1-3)			I	M	R						
+							(C) determine how his/her own writing achieves its purposes. (1-3)			I	M	R						
							<b>1.23 Writing/inquiry/research.</b> The student uses writing as a tool for learning and research. The student is expected to:											
✓							(A) record or dictate questions for investigating; and (K-1)	I	M	R								
✓							(B) record or dictate his/her own knowledge of a topic in a various ways such as by drawing pictures, making lists, and showing connections among ideas. (K-3)	I	I <sup>2</sup>	E	M	R						

**NOTES:**

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I=Introduce I<sup>2</sup>=Introduce/Depth Difference  
E=Extend M=Master R=Reinforce \*=All

*TAKS Objectives + = TEKS Explicitly Stated ✓ = Connection to TEKS				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>ESL</u>	PK	K	1	2	3	4	5	6	7	8
1	2	3	4												
					<b>1.24 Second language acquisition/learning strategies.</b> The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:										
✓		✓			(A) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing expressions; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
✓					(B) use prior knowledge and experiences to understand meanings in English; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(C) monitor oral and written language production and employ self-corrective techniques or other resources; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
		✓			(D) use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing; (K-8/ESL)		I	I <sup>2</sup>	M	R					
					(E) use learning strategies such as using circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(F) make connections across content areas and use and reuse language and concepts in different ways and (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(G) use accessible language and learn new and essential language in the process. (K-8/SLA)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					<b>1.25 Second language acquisition/listening.</b> The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:										
					(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes; (K-3/ESL)		I	I <sup>2</sup>	M	R					
					(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions; (K-8/ESL)	I	I <sup>2</sup>	E	E	M	M	M	R	R	R

**NOTES:**

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\*Reviewed by 2002-2003 Grades 1-2 Curriculum Design Committee

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*TAKS Objectives += TEKS Explicitly Stated ✓= Connection to TEKS 1 2 3 4				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>ESL</u>	PK	K	1	2	3	4	5	6	7	8
					(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
✓					(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas; and (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers. (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					<b>1.26 Second language acquisition/speaking.</b> The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:										
					(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, foods, occupations, and time; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(C) ask and give information such as directions and address, as well as, name, age, and nationality; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
✓					(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts; (K-3/ESL)		I	I <sup>2</sup>	M	R					
	✓		✓		(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(F) describe the immediate surroundings such as classroom, school, or home (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(G) arrange phrases clauses, and sentences into correct and meaningful patterns (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(H) produce phonological elements of simple vocabulary and phrases; and (K-3/ESL)		I	I <sup>2</sup>	M	R					
					(I) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters. (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					<b>1.27 Second language acquisition/reading.</b> The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:										
					(A) learn sound/symbol relationships as they apply to the phonological system of English; (K-8/ESL)	I	I <sup>2</sup>	E	E	M	M	M	R	R	R
					(B) recognize directionality of English reading such as left to right and top to bottom; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
✓					(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R

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*TAKS Objectives + = TEKS Explicitly Stated ✓ = Connection to TEKS 1 2 3 4				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>ESL</u>	PK	K	1	2	3	4	5	6	7	8
					(D) participate in shared reading; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(E) develop basic sight vocabulary; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
✓					(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes. (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
					(G) read silently with increasing ease for longer periods; (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
✓					(H) use print from the environment to derive meaning; and (K-8/ESL)		I	I <sup>2</sup>	E	E	M	M	R	R	R
✓					(I) use graphic organizers as pre-reading activities to prepare for reading text. (K-3/ESL)		I	I <sup>2</sup>	M	R					

**TAKS Objectives: Grade 3 English and Spanish Reading**

- 1) The student will demonstrate a basic understanding of culturally diverse written texts.  
Word Identification Variety of Texts Vocabulary Development Comprehension
- 2) The student will apply knowledge of literary elements to understand culturally diverse written texts. Text Structures/Literary Concepts
- 3) The student will use a variety of strategies to analyze culturally diverse written texts.  
Comprehension Text Structures/Literary Concepts
- 4) The student will apply critical-thinking skills to analyze culturally diverse written texts.  
Comprehension Literary Responses

**TAKS Objectives: Grade 4 English and Spanish Writing**

- 1) The student will, within a given context, produce an effective composition for a specific purpose.  
Purposes Penmanship/Capitalization Writing Processes
- 2) The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.  
Penmanship/Capitalization/Punctuation Spelling Grammar/Usage Writing Processes
- 3) The student will recognize appropriate organization of ideas in written text. Writing Processes
- 4) The student will recognize correct and effective sentence construction in written text. Grammar/Usage Writing Processes
- 5) The student will recognize standard usage and appropriate word choice in written text. Grammar/Usage Writing Processes
- 6) The student will proofread for correct punctuation, capitalization, and spelling in written text.  
Penmanship/Punctuation/Capitalization Spelling Grammar/Usage Writing Processes