



**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**  
**2003-2004 & 2004-2005 ELEMENTARY LANGUAGE ARTS/SOCIAL STUDIES**  
**SIX WEEKS PLANNER: INSTRUCTION AND ASSESSMENT (ENGLISH AND SPANISH)**  
**KINDERGARTEN BROAD-BASED THEME: PATTERNS/PATRONES**

**GENERALIZATIONS:** (1) PATTERNS ARE EVERYWHERE/PATRONES SE ENCUENTRAN EN TODAS PARTES (2) PATTERNS HAVE ORDER/PATRONES TIENEN ORDEN (3) PATTERNS CAN CHANGE/PATRONES PUEDEN CAMBIAR (4) PATTERNS LEAD TO PREDICTIONS/PATRONES GUIAN LAS PREDICCIONES (5) PATTERNS ALLOW FOR CREATIVITY/PATRONES PERMITEN LA CREACION (6) PATTERNS CAN LEAD TO GROWTH/PATRONES GUIAN EL DESARROLLO

SIX WEEKS	LANGUAGE ARTS	ESL	SOCIAL STUDIES & SCIENCE
<b>1</b>  <b>PROGRAMS AND MATERIALS</b>	<p><b><u>District Initiative(s)</u></b>            ✓ Reading Readiness            ✓ Esperanza Readiness            ✓ KTRA Read Aloud Strategies            ✓ Comprehension Strategies            ✓ Effective Writing Instruction For All Students</p> <p><b><u>Implementation Schedule</u></b>            20-30 Minutes Daily            20-30 Minutes Daily            20 Minutes Daily            KTRA **            Introduce: Writing Process  <b>Review:</b> Oral Descriptive and Narrative**  <b>Introduce:</b> Nouns &amp; Verbs</p> <p><b><u>Materials &amp; Resources</u></b>            Neuhaus Readiness Program            Esperanza Readiness Program            State Adopted English &amp; Spanish Materials (See Materials' List)            LEER MAS</p>	<p><b><u>District Initiative(s)</u></b>            State Adopted Materials (See Materials' List)            KTRA            Neuhaus Reading Readiness            Oral Language            Phonological Awareness</p> <p><b><u>Materials &amp; Resources</u></b>            State Adopted Materials (See Materials' List)</p>	<p><b><u>District Initiative(s)</u></b>            Social Studies Strands: Government &amp; Citizenship            FOSS Science Module</p> <p><b><u>Materials &amp; Resources</u></b>            State-Adopted English &amp; Spanish Social Studies Materials: (See Materials' List)            FOSS Science Program</p>
<b>ASSESSMENT</b>	<p><b><u>LANGUAGE ARTS:</u></b></p> <p><b><u>TPRI / TEJAS LEE COMPONENTS/</u></b>Teacher Observation  <b><u>TEKS/Reading:</u></b> All Listening Speaking ▶ Print Awareness &amp; Phonological Awareness ▶ Literary Responses ▶ ESL K.18 – K.19  <b><u>TEKS/Writing:</u></b> All Listening Speaking ▶ Spelling/penmanship ▶ Inquiry &amp; Research ▶ ESL K-17- K.19  <b><u>Grade 3 TAKS Reading:</u></b> retell important events in a story ▶ distinguish different forms of texts, <b>including</b> lists, newsletters, &amp; signs and the function they serve</p>	<p><b><u>SOCIAL STUDIES:</u></b></p> <p><b><u>TEKS:</u></b> Government ▶ Social Studies Skills ▶ ESL K.17  <b><u>TEKS</u></b> Citizenship ▶ Geography ▶ Social Studies Skills</p>	

\*\* See Appendix

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

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

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<p><b>2</b></p> <p><b>PROGRAMS AND MATERIALS</b></p>	<p><b>District Initiative(s)</b>          ✓ Reading Readiness          ✓ Esperanza Readiness          ✓ KTRA Read Aloud Strategies          ✓ Comprehension Strategies          ✓ Effective Writing Instruction          Process          For All Students          and</p> <p><b>Implementation Schedule</b>          20-30 Minutes Daily          20-30 Minutes Daily          20 Minutes Daily          KTRA **          Introduce: Writing</p> <p><b>Review:</b> Oral Descriptive          Narrative**</p> <p><b>Introduce:</b> Nouns &amp; Verbs</p> <p><b>Materials &amp; Resources</b>          Neuhaus Readiness Program          Esperanza Readiness Program          State Adopted English &amp; Spanish Materials (See Materials' List)          LEER MÁS</p>	<p><b>District Initiative(s)</b>          State Adopted Materials (See Materials' List)</p> <p>KTRA          Neuhaus Reading Readiness          Oral Language          Phonological Awareness</p> <p><b>Materials &amp; Resources</b>          State Adopted Materials (See Materials' List)</p>	<p><b>District Initiative(s)</b>          Social Studies Strands: Government &amp; Citizenship</p> <p>FOSS Science Module</p> <p><b>Materials &amp; Resources</b>          State-Adopted English &amp; Spanish Social Studies Materials: (See Materials' List)</p> <p>FOSS Science Program</p>
<p><b>ASSESSMENT</b></p>	<p style="text-align: center;"><b>LANGUAGE ARTS:</b></p> <p><b>TPRI / TEJAS LEE COMPONENTS/Teacher Observation</b>  <b>TEKS/Reading:</b> All Listening Speaking ▶ Print Awareness &amp; Phonological Awareness ▶ <b>Voc. Development</b> ▶ <b>Comprehension</b> ▶ Literary Responses ▶ ESL K.17 – K.19  <b>TEKS/Writing:</b> All Listening Speaking ▶ Spelling/penmanship ▶ <b>Composition</b> ▶ Inquiry &amp; Research ▶ ESL K-17- K.19</p> <p><b>Grade 3 TAKS Reading:</b> retell important events in a story ▶ distinguish different forms of texts, <b>including</b> lists, newsletters, &amp; signs and the function they serve</p>		<p style="text-align: center;"><b>SOCIAL STUDIES:</b></p> <p><b>TEKS:</b> History ▶ Geography          ▶ Social Studies Skills ▶ ESL K.17  <b>TEKS:</b> Economics ▶ Geography          ▶ Social Studies Skills ▶ ESL K.17  <b>TEKS</b> Government ▶ Geography          ▶ Social Studies Skills</p>

\*\* See Appendix

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

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| 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 |



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<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>PROGRAMS AND MATERIALS</b></p>	<p><b>District Initiative(s)</b>          ✓ Reading Readiness          ✓ Esperanza Readiness          ✓ KTRA Read Aloud Strategies          ✓ Comprehension Strategies          ✓ Effective Writing Instruction          Process          For All Students          and</p> <p><b>Materials &amp; Resources</b>          Neuhaus Readiness Program          Esperanza Readiness Program          State Adopted English &amp; Spanish Materials (See Materials' List)          LEER MÁS</p>	<p><b>Implementation Schedule</b>          20-30 Minutes Daily          20-30 Minutes Daily          20 Minutes Daily          KTRA **          Introduce: Writing</p> <p><b>Review:</b> Oral Descriptive          Narrative**</p> <p><b>Introduce:</b> Nouns &amp; Verbs</p>	<p><b>District Initiative(s)</b>          State Adopted Materials (See Materials' List)          KTRA          Neuhaus Reading Readiness          Oral Language          Phonological Awareness</p> <p><b>Materials &amp; Resources</b>          State Adopted Materials (See Materials' List)</p>	<p><b>District Initiative(s)</b>          Social Studies Strands: Government &amp; Citizenship          FOSS Science Module</p> <p><b>Materials &amp; Resources</b>          State-Adopted English &amp; Spanish Social Studies Materials: (See Materials' List)          FOSS Science Program</p>
<p style="text-align: center;"><b>ASSESSMENT</b></p>	<p style="text-align: center;"><b>LANGUAGE ARTS:</b></p> <p><b>TPRI / TEJAS LEE COMPONENTS:</b> Determine Instructional Goals &amp; Grouping Based on February Data</p> <p><b>TEKS/Reading:</b> All Listening Speaking ▶ Phonological Awareness ▶ Letter/Sound Relationships ▶ Voc. Development ▶ Comprehension ▶ <b>Text Structure/literary Concepts</b> ▶ ESL K.17 – <b>K.20</b></p> <p><b>TEKS/Writing:</b> All Listening Speaking ▶ Spelling/penmanship ▶ Composition ▶ Inquiry &amp; Research ▶ ESL K-17- K.19</p> <p><b>Grade 3 TAKS Reading:</b> retell important events in a story ▶ distinguish different forms of texts, <b>including</b> lists, newsletters, &amp; signs and the function they serve</p>		<p style="text-align: center;"><b>SOCIAL STUDIES:</b></p> <p><b>TEKS:</b> History ▶ Geography          ▶ Social Studies Skills ▶ ESL K.17</p> <p><b>TEKS:</b> Economics ▶ Geography          ▶ Social Studies Skills ▶ ESL K.17</p> <p><b>TEKS:</b> Science/Technology ▶ Geography          ▶ Social Studies Skills</p>	

\*\* See Appendix

**TAKS Objectives: Grade 8 Social Studies**

- 1) The student will demonstrate an understanding of issues and events in U.S. History. All History Strand
- 2) The student will demonstrate an understanding of geographic influences on historical issues and events.  
 History/Westward Expansion All Geography Strand
- 3) The student will demonstrate an understanding of economic and social influences on historical issues and events  
 History All Economic Strand All Culture Strand All Science, Technology, and Society Strand
- 4) The student will demonstrate an understanding of political influences on historical issues and events.  
 History All Government Strand All Citizenship Strand
- 5) The student will use critical-thinking to analyze social studies information  
 All Social Studies Skills Strand

**(5) PATTERNS ALLOW FOR CREATIVITY/PATRONES PERMITEN LA CREACION (6) PATTERNS CAN LEAD TO GROWTH/PATRONES GUIAN EL DESARROLO**

<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>PROGRAMS AND MATERIALS</b></p>	<p><b><u>District Initiative(s)</u></b>                  ✓ Reading Readiness                  ✓ Esperanza Readiness                  ✓ KTRA Read Aloud Strategies                  ✓ Comprehension Strategies                  ✓ Effective Writing Instruction Process                  For All Students and</p> <p><b><u>Materials &amp; Resources</u></b>                  Neuhaus Readiness Program                  Esperanza Readiness Program                  State Adopted English &amp; Spanish Materials (See Materials' List)                  LEER MAS</p>	<p><b><u>Implementation Schedule</u></b>                  20-30 Minutes Daily                  20-30 Minutes Daily                  20 Minutes Daily                  KTRA **                  Introduce: Writing</p> <p><b>Review:</b> Oral Descriptive                  Narrative**</p> <p><b>Introduce:</b> Nouns &amp; Verbs</p>	<p><b><u>District Initiative(s)</u></b>                  State Adopted Materials (See Materials' List)                  KTRA                  Neuhaus Reading Readiness                  Oral Language                  Phonological Awareness</p> <p><b><u>Materials &amp; Resources</u></b>                  State Adopted Materials (See Materials' List)</p>	<p><b><u>District Initiative(s)</u></b>                  Social Studies Strands: Government &amp; Citizenship</p> <p>FOSS Science Module</p> <p><b><u>Materials &amp; Resources</u></b>                  State-Adopted English &amp; Spanish Social Studies Materials: (See Materials' List)                  FOSS Science Program</p>
<p style="text-align: center;"><b>ASSESSMENT</b></p>	<p style="text-align: center;"><b><u>LANGUAGE ARTS:</u></b></p> <p><b><u>TPRI / TEJAS LEE COMPONENTS:</u></b> Determine Instructional Goals &amp; Grouping Based on data from April</p> <p><b><u>TEKS/Reading:</u></b> All Listening Speaking ▶ Phonological Awareness ▶ Letter/Sound Relationships                  ▶ Voc. Development ▶ Comprehension ▶ Text Structure/literary Concepts ▶ ESL K.17 – K.20</p> <p><b><u>TEKS/Writing:</u></b> All Listening Speaking ▶ Spelling/penmanship ▶ Composition ▶ Inquiry &amp; Research                  ▶ ESL K-17- K.19</p> <p><b><u>Grade 3 TAKS Reading:</u></b> retell important events in a story ▶ distinguish different forms of texts, <b>including</b> lists, newsletters, &amp; signs and the function they serve</p>		<p style="text-align: center;"><b><u>SOCIAL STUDIES:</u></b></p> <p><b><u>TEKS:</u></b> Culture ▶ Geography                  ▶ Social Studies Skills ▶ ESL K.17</p> <p><b><u>TEKS</u></b> Economics ▶ Geography ▶ Social Studies Skills ▶ ESL K.17</p>	

<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>PROGRAMS AND MATERIALS</b></p>	<p><b><u>District Initiative(s)</u></b>          ✓ Reading Readiness          ✓ Esperanza Readiness          ✓ KTRA Read Aloud Strategies          ✓ Comprehension Strategies          ✓ Effective Writing Instruction          Process          For All Students          and</p> <p><b><u>Materials &amp; Resources</u></b>          Neuhaus Readiness Program          Esperanza Readiness Program          State Adopted English &amp; Spanish Materials (See Materials' List)          LEER MAS</p>	<p><b><u>Implementation Schedule</u></b>          20-30 Minutes Daily          20-30 Minutes Daily          20 Minutes Daily          KTRA **          Introduce: Writing</p> <p><b>Review:</b> Oral Descriptive          Narrative**</p> <p><b>Introduce:</b> Nouns &amp; Verbs</p>	<p><b><u>District Initiative(s)</u></b>          State Adopted Materials (See Materials' List)</p> <p>KTRA          Neuhaus Reading Readiness          Oral Language          Phonological Awareness</p> <p><b><u>Materials &amp; Resources</u></b>          State Adopted Materials (See Materials' List)</p>	<p><b><u>District Initiative(s)</u></b>          Social Studies Strands: Government &amp; Citizenship</p> <p>FOSS Science Module</p> <p><b><u>Materials &amp; Resources</u></b>          State-Adopted English &amp; Spanish Social Studies Materials: (See Materials' List)</p> <p>FOSS Science Program</p>
<p style="text-align: center;"><b>ASSESSMENT</b></p>	<p><b><u>LANGUAGE ARTS:</u></b>  <b><u>TPRI or TEJAS LEE COMPONENTS:</u></b> Determine Instructional Goals &amp; Grouping Based on data from April</p> <p><b><u>TEKS/Reading:</u></b> All Listening Speaking ▶ Phonological Awareness ▶ Letter/Sound Relationships          ▶ Voc. Development ▶ Comprehension ▶ Text Structure/literary Concepts ▶ ESL K.17 – K.20</p> <p><b><u>TEKS/Writing:</u></b> All Listening Speaking ▶ Spelling/penmanship ▶ Composition ▶ Inquiry &amp; Research          ▶ ESL K-17- K.19</p> <p><b><u>Grade 3 TAKS Reading:</u></b> retell important events in a stor ▶ distinguish different forms of texts, <b>including</b> lists, newsletters, &amp; signs and the function they serve</p>			<p style="text-align: center;"><b><u>SOCIAL STUDIES:</u></b></p> <p><b><u>TEKS:</u></b> Culture ▶ Geography          ▶ Social Studies Skills ▶ ESL K.17</p> <p><b><u>TEKS</u></b> Economics ▶ Geography ▶ Social Studies Skills ▶ ESL K.17</p>

\*\* See Appendix