

Grade 1: 5 th 6 Weeks		
TEKS	Spanish TEKS	Check for Understanding

ON-GOING TEKS

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		
(D) decode words with common spelling patterns		What word can you make if you add this letter to the word family ____? What other words can you make with the word family____?
(I) monitor accuracy of decoding		Does that look right? Does that sound right? Does that make sense?
(H) identify and read at least 100 high-frequency words from a commonly used list; (see MISD list)	<i>MISD: identify and read high-frequency words from a commonly used list;(see MISD list)</i>	Does this word follow the spelling rules? Did you use the word wall to help you spell the word____? Is this word on of our sight words?
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:		
(A) confirm predictions about what will happen next in text by "reading the part that tells";	(A) confirm predictions about what will happen next in text by "reading the part that tells";	Based on what you have read what do you think will happen next?
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;	(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts;	What did the author mean when he said_____ Can you find more about that in the story?
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	
(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to		
read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	DRA First Grade TPRI
(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to		
read independently for a sustained period of time.	read independently for a sustained period of time.	
(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		
(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	Tell me about your drawing. What can you tell me about _____?

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(B) develop drafts by sequencing ideas through writing sentences;	(B) develop drafts by sequencing ideas through writing sentences;	Can you add more to tell me what happened next?
(C) revise drafts by adding or deleting a word, phrase, or sentence;	(C) revise drafts by adding or deleting a word, phrase, or sentence;	Would it make sense if we added/took away the word____? How many times did you use the word and or then?
(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	Does your sentence begin with a capital letter? Does your sentence end with punctuation? Does your sentence make sense?
(E) publish and share writing with others.	(E) publish and share writing with others.	
<i>(MISD)Students write about their own experiences</i>	<i>(MISD)Students write about their own experiences</i>	District writing bench mark
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)	
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A)(vii) understand and use the following parts of speech in the context of reading, writing, and speaking: time-order transition words;		
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		
(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) listen attentively to speakers and ask relevant questions to clarify information; and	(A) listen attentively to speakers and ask relevant questions to clarify information; and	Are you looking at the persons speaking? What did the speaker mean when he said_____?
(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	Who can tell me what the directions were? Do you remember what the directions were?

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(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to		
share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	Share with a partner what you just learned about_____? Share with the class something you know about_____?
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to		
follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	Has everyone had a chance to share their ideas?
(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(C) write brief comments on literary or informational texts.	(C) write brief comments on literary or informational texts.	Write a response about_____.
(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		
(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance);	(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance);	What is the purpose of_____?
(B) identify techniques used in media (e.g., sound, movement).	(B) identify techniques used in media (e.g., sound, movement)	What techniques did they use in this type of media?
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(C) spell high-frequency words from a commonly used list;		Can you find the word _____ on the word wall? Can you find that word on the sight word list?
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(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		
(A)(v) vowel digraphs including ay, ai, aw, and au,		What two vowels make the sound ___?
(A)(vi) vowel diphthongs including oy, and oi,		What two vowels make the sound ___?
(C) use common syllabication patterns to decode words, including: (ii) open syllable (CV) (e.g., he, ba-by);		How many syllables does the word _____ have? What sounds do you hear in the first/last syllable of the word _____?

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(C)(iii) final stable syllable (e.g., ap-ple, a-ble)		What do you hear in the last syllable of this word? What do you say when you see the letters le or able in the final syllable of a word?
(C)(v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);		What sound do the vowels ____ make?
(C)(vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);		What sound does the vowel ____ make followed by the letter "r"?
(E) read base words with inflectional endings (e.g., plurals, past tenses);		What do I add to the end of this word to make it mean more than one? How do I change this word if I want it to mean this happened yesterday?
(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:		
(A) connect the meaning of a well-known story or fable to personal experiences;	(A) connect the meaning of a well-known story or fable to personal experiences;	What does this event in the story make you think of? Has anything like this ever happened to you?
(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.	(B) explain the function of recurring phrases (e.g., "Había una vez" or "Colorín Colorado, este cuento se ha acabado") in traditional folk- and fairy tales.	What do the words "Once upon a time" mean? What does "They lived happily ever after" mean?
(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to		
(B) explain the meaning of specific signs and symbols (e.g., map features).	(B) explain the meaning of specific signs and symbols (e.g., map features).	What does the symbol ____ stand for on this page? What symbol represents _____ on the map?
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive: green, tall)	(A) understand and use the following parts of speech in the context of reading, writing, and speaking (iii) adjectives (e.g., descriptive: verde, alto);	What words can we use to tell what _____ looked like, smelled like, felt like, sounded like, or tasted like?
(A) (iv) adverbs (e.g., time: before, next);	(A) (iv) adverbs (e.g., time: before, next);	