



2021-22 1er Grado Artes de lenguaje y lectura Unidad 04 Semana 6 (April 26-29, 2022)

Unit Title: Putting it All Together! Nonfiction & Literary

[YAG](#)

[Vertical Alignment](#)

[ELPS](#)

[Assessment Calendar](#)

[Feedback](#)

Big Ideas:

- Biographical essays can be written about others that inspire us!
- Characteristics of the nonfiction genre and the literary genre
- Nonfiction texts include narrative, informational and opinion.
- Literary texts include realistic fiction, poetry and traditional tales.
- Use knowledge of genre to synthesize and make connections.

Essential Questions:

- What are three types of nonfiction genre texts?
- What are the characteristics of informational text?
- What genre characteristics are found in narrative nonfiction?
- What are the characteristics of opinion text?

Core Competencies:

Formative:

- Students will demonstrate progression of foundational reading skills through:
 - Blending and segmenting syllables, rhyming including onset rhyme, identifying word parts within compound words
 - Increased fluency of letter/sound and sight word recognition
 - Application of taught decoding and encoding skills on closed and open syllables
 - Independent reading of grade level text with increasing fluency (reference DVISD Reading Correlation below)
- Students will demonstrate understanding of literary text by:
 - oral, drawn or written summary of the beginning, middle, and end of a story
 - identify characters in a story and describe them and their actions through writing or verbal discussions
 - using evidence from the text to ask and answer questions
 - identifying the genre of a text using text features (poetry, fables, fantasy, informational text)
 - identify through writing or verbal discussions the setting of a story
- Students will demonstrate understanding of informational text by:
 - understanding elements of informational text (introduction, body, conclusion)
 - understanding informational text gives facts about a topic and has: central ideas and details, facts, text and graphic features, text organization

Summative:

- Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.
- Students will fully develop one of their literary pieces (realistic fiction, poetry or traditional tale) to share with their peers.
- Students will demonstrate progress towards mastery of unit content on end of unit Module Assessments and Inventories.

Culminating Projects:

Weeks 4-6: Nonfiction Presentation

- Informational Writing-Informational Magazine Article



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- Narrative Nonfiction-Script for a Movie or Television Program
- Opinion- Newspaper Review

Spanish Language Arts

Unit 4 Week 6

21-22 SLAR Unpacked TEKS

Concept and Language Development	Foundational Skills	Vocabulary and Comprehension	Writer's Workshop
<p>1.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p> <p>1.1B follow, restate, and give oral instructions that involve a short, related sequence of actions;</p> <p>1.1C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;</p> <p>1.1D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and</p> <p>1.1E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	<p>1.2A(i) producing a series of rhyming words;</p> <p>1.2A(iv) segmenting spoken words into individual syllables;</p> <p>1.2A(v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;</p> <p>1.2A(vi) segmenting spoken words into syllables including words with sílabas trabadas;</p> <p>1.2A(vii) manipulating syllables within words.</p> <p>1.2B(i) identifying and matching sounds to individual letters;</p> <p>1.2B(ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;</p> <p>1.2B(iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;</p> <p>1.2B(vi) decoding three- to four-syllable words;</p> <p>1.2B(viii) decoding words with common prefixes and suffixes;</p> <p>1.2C(i) spelling common letter and sound correlations;</p> <p>1.2C(ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;</p> <p>1.2C(vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro,</p>	<p>1.6A establish purpose for reading assigned and self-selected texts with adult assistance;</p> <p>1.6B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>1.6C make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p> <p>1.6E make connections to personal experiences, ideas in other texts, and society with adult assistance;</p> <p>1.6F make inferences and use evidence to support understanding with adult assistance;</p> <p>1.6G evaluate details to determine what is most important with adult assistance;</p> <p>1.6H synthesize information to create new understanding with adult assistance; and</p> <p>1.6I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>1.7A describe personal connections to a variety of sources;</p> <p>1.7B write brief comments on literary or informational texts;</p>	<p>1.11A plan a first draft by generating ideas for writing such as drawing and brainstorming;</p> <p>1.11B develop drafts in oral, pictorial, or written form by:</p> <p>1.11B(i) organizing with structure; and</p> <p>1.11B(ii) developing an idea with specific and relevant details;</p> <p>1.11C revise drafts by adding details in pictures or words;</p> <p>1.11D edit drafts using standard Spanish conventions, including:</p> <p>1.11D(i) complete sentences with subject-verb agreement;</p> <p>1.11D(iii) singular, plural, common, and proper nouns, including gender-specific articles;</p> <p>1.11D(vii) pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú;</p> <p>1.11D(viii) capitalization for the beginning of sentences;</p> <p>1.11E publish and share writing.</p> <p>1.12A dictate or compose literary texts, including personal narratives and poetry;</p> <p>1.12B dictate or compose informational texts, including procedural texts; and</p> <p>1.12C dictate or compose correspondence such as thank you notes or letters.</p>



2021-22 1er Grado Artes de lenguaje y lectura Unidad 04 Semana 6 (Abril 26-29, 2022)

Unit Title: Putting it All Together! Nonfiction & Literary

	<p>na-die, and ra-dio and hiatus such as le-er and rí-o;</p> <p>1.2C(vii) spelling words with common prefixes and suffixes.</p> <p>1.2E alphabetize a series of words to the first or second letter and use a dictionary to find words; and</p> <p>1.2F develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>1.3A use a resource such as a picture dictionary or digital resource to find words;</p> <p>1.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p> <p>1.3C identify the meaning of words with the affixes, including -s, -es, and -or; and</p> <p>1.3D identify and use words that name actions, directions, positions, sequences, categories, and locations.</p> <p>1.4 use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p>1.5 self-select text and interact independently with text for increasing periods of time.</p>	<p>1.7C use text evidence to support an appropriate response;</p> <p>1.7D retell texts in ways that maintain meaning;</p> <p>1.7E interact with sources in meaningful ways such as illustrating or writing; and</p> <p>1.7F respond using newly acquired vocabulary as appropriate.</p> <p>1.8B describe the main character(s) and the reason(s) for their actions;</p> <p>1.8C describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and</p> <p>1.8D describe the setting.</p> <p>1.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p> <p>1.9D recognize characteristics and structures of informational text, including:</p> <p>1.9D(i) the central idea and supporting evidence with adult assistance;</p> <p>1.9D(ii) features and simple graphics to locate or gain information; and</p> <p>1.9D(iii) organizational patterns such as chronological order and description with adult assistance;</p> <p>1.9E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;</p> <p>1.9F recognize characteristics of multimodal and digital texts.</p> <p>1.10A discuss the author's purpose for writing text;</p>	<p>1.13A generate questions for formal and informal inquiry with adult assistance;</p> <p>1.13B develop and follow a research plan with adult assistance;</p> <p>1.13C identify and gather relevant sources and information to answer the questions with adult assistance;</p> <p>1.13D demonstrate understanding of information gathered with adult assistance; and</p> <p>1.13E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
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2021-22 1er Grado Artes de lenguaje y lectura Unidad 04 Semana 6 (April 26-29, 2022)

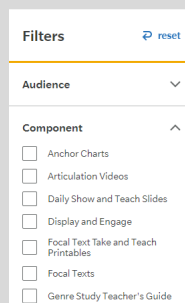
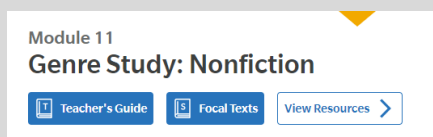
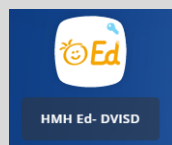
Unit Title: Putting it All Together! Nonfiction & Literary

1.10B discuss how the use of text structure contributes to the author's purpose;
1.10C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
1.10E listen to and experience first- and third-person texts.

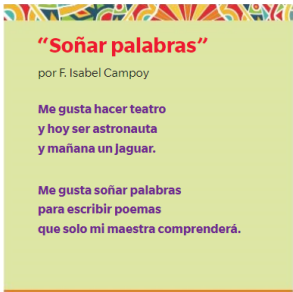

Unit 04 Week 04

Primary Resources Location: Module 11 (M11)

*Finding HMH-Ed online TE-View All Resources - Components - Genre Study










	Day 1	Day 2	Day 3	Day 4	Day 5
Foundational Skills	Vocabulary				
Rutina de vocabulario: 1. Observen la palabra. 2. Digan la palabra. 3. Modele-Cómo formar la palabra 4. Formen la palabra.	Words to Know M11 T92 <ul style="list-style-type: none"> ● alrededor ● eso ● las ● son ● tierra <p>Follow vocabulary routine with students and ask students to add these words to their high frequency words collection.</p>	Words to Know M11 T102 <ul style="list-style-type: none"> ● alrededor ● eso ● las ● son ● tierra <p>Review vocabulary routine with students and play Letras amigas with the class to practice identifying the words.</p>	Words to Know M11 T110 <ul style="list-style-type: none"> ● alrededor ● eso ● las ● son ● tierra <p>Review vocabulary routine with students and play Juego de emparejar with the class to practice identifying the words.</p>	Words to Know M11 T118 <ul style="list-style-type: none"> ● alrededor ● eso ● las ● son ● tierra <p>Review vocabulary routine with students and play Desafío con tarjetas de fotos with the class to practice identifying the words.</p>	Words to Know M11 T124 <ul style="list-style-type: none"> ● alrededor ● eso ● las ● son ● tierra <p>Vocabulary words in context. -Allow students to choose a game from this week to play with the words. -Do a read aloud and model how to find the words in a text.</p>



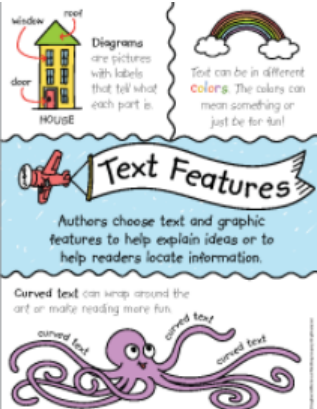
<p>5. Encuentren la palabra en un texto.</p>		-CFU-Students will individually identify the word in context.	-CFU-Students will individually identify the word in context.	-CFU-Students will individually identify the word in context.	-CFU-Students will individually identify the word in context.
	Phonological Awareness - Heggerty Week 33				
	Heggerty Week 33				
	Phonics/Fluency/Spelling HMH Decodable Correlation				
	<p>Blends ea, ee, oa, oe M11 T94</p> <p>Explain/Model: Use the following poem to identify vowel combinations ea, ee, oa, oe</p>  <p>Model: Use picture cards to identify vowel combinations.</p> <p>GP: Using letter cards, follow the routine to combine syllables to create and read words that have vowel combinations.</p> <p>IP: show a list of words with the vowel</p>	<p>Blends ea, ee, oa, oe M11 T104</p> <p>Explain/Model: Reinforce phonological awareness by giving students a sentence and having them identify words with the vowel combinations.</p> <p>Review how to identify the stress syllable by tapping on a table when they hear the stress syllable.</p> <p>Use picture cards to identify vowel combinations. Identify la sílaba tónica in those words.</p> <p>GP: Guide students use the <i>Rutina de combinación de palabras</i> to make and read words in groups.</p>	<p>Blends oí, eí, aí, aú M11 T112</p> <p>Explain/Model: Tell children that they will be saying blends with oí, eí, aí, aú.</p> <p>Write the word oído on the board and have children read it aloud. This word blends vowels o and í. Notice that letter í has a stress mark. Read the syllables at the bottom of the card as you point to each one and then have children repeat them chorally after you.</p> <p>GP: Using letter cards, follow the routine to combine syllables to create and read words with blends.</p> <p>IP: show a list of words with diminutive. Ask a student to read aloud. Repeat the routine with all the words.</p> <p>Fluency: Intonation T11</p>	<p>Repaso de fonética M11 T119</p> <p>Follow the routine to review vowel blends</p>  <p><i>¿Qué palabras tienen una sílaba con oí, eí, aí, aú?</i></p> <p>IP: Students will write sentences with the target sounds and compare the spelling to the anchor chart to revise their work.</p>	<p>Evaluación de ortografía M11 T125</p> <p>Students will be assessed on word/ sentence dictation with the words from the week</p> <p>Students will reread decodable books to review fluency and identification of targeted syllables.</p>



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<p>2. Deslice primera letra para identificar la primera sílaba y lea. 3. Repita el proceso para próxima sílaba. 4. Deslice sílabas juntas y lea la palabra.</p>	<p>combinations. Ask a student to read aloud. Repeat the routine with all the words.</p>	 <p>IP: Students will practice reading target words in pairs.</p>			
<p>Rutina de estudio de palabras: 1. Diga la palabra. Pida a los niños que la repitan. 2. Explique el significado para los niños. 3. Conversen usando una imagen o una</p>	<p>Word Study/Academic Language/Oral Language</p>				
	<p>Review needed vocabulary for each of the focal texts as needed.</p>				

estrategia para dar ejemplos.	
<p>Rutina de Conversación en Parejas.</p> <p>1.Question/<i>Pre pregunta- Presenta la pregunta a estudiantes.</i></p> <p>2.Stem/<i>Una/un fragmento- Da una señal a estudiantes para que ellos señalen cuando estén listos para compartir</i></p> <p>3.Signal/<i>Señala- Presenta el tallo de oración que el estudiante utilizará para contestar la pregunta en oración completa.</i></p> <p>4.Share/<i>Comparte-Estudiante compartirá su oración y su pensamiento con su grupo o compañero/a.</i></p> <p>5.Assess/<i>Evalúa -Elegir al azar a</i></p>	<p>Interactive Read Aloud/ Mini-Lesson</p> <div data-bbox="289 313 596 1461"> <p>M11 Genre Study G32-33 Focal Text: I am Amelia Earhart Read Aloud Book Model filling out the first of Printable: Genre Study 3 to identify one or two examples of some of the features of biography in I am Amelia Earhart</p>  <p>Structured Conversation: discuss why they think the author chose to write a biography of Amelia Earhart. Prompt children with questions such as these: <i>What dream did Amelia have? How did she achieve her dream? Why do you think Amelia tells readers to chase their dreams and work hard?</i></p> </div> <div data-bbox="604 313 911 1461"> <p>M11 Genre Study G34-35 Focal Text: Pelé, King of Soccer Read Aloud Book</p>  <p>Work with children to investigate how the author uses text organization to achieve her purpose for writing Pelé, King of Soccer. pages 12–13: <i>What important event happened when Pelé was almost ten years old?</i> pages 18–21: <i>What sequence of events happens on these pages? Why do you think the author organized these events in chronological order?</i></p>  <p>Structured Conversation: Discuss the events that</p> </div> <div data-bbox="919 313 1255 1461"> <p>M11 Genre Study G36-37 Focal Text: My Name is Gabriela Read Aloud Book</p>  <p>Work with children to investigate how the author uses text organization to achieve her purpose for writing My Name is Gabriela. pages 10–13: <i>What do you learn about Gabriela from these pages?</i> pages 14–19: <i>What sequence of events happens on these pages? Why do you think the author organized the events in chronological order?</i></p>  <p>Structured Conversation: Discuss how chronological order helps them to better understand the important events in Gabriela Mistral's</p> </div> <div data-bbox="1264 313 1600 1461"> <p>M11 Genre Study G38-39 Focal Text: Pelé, King of Soccer Read Aloud Book Work with children to investigate how the author uses text features to achieve her purpose for writing Pelé, King of Soccer page 4: <i>What do you notice about how the first word in the text is written? What does this help a reader know?</i> pages 8–11: <i>Why do you think the author used curved text on pages 10–11?</i></p>  <p>Structured Conversation: Discuss how the book's text features help them to better understand the important events in Pelé's life.</p> </div> <div data-bbox="1608 313 2005 1461"> <p>M11 Genre Study G40-41 Focal Text: I am Amelia Earhart Read Aloud Book</p> </div>

<p><i>los estudiantes o grupo que compartirán su respuesta y pensamiento.</i></p> <p>Accountable Talk Routine:</p> <ol style="list-style-type: none"> 1. Gira hacia tu compañero. 2. Mira a tu compañero a los ojos. 3. Un compañero habla. Un compañero escucha. 4. Intercambia roles. 		<p>happened later in Pelé's life and what he did to keep his promise to his father about winning the World Cup.</p>	<p>life.</p>		
Mini-Lesson					
	<p>Biography</p> <p>Remind children that biography is a genre, or type of writing, that tells about the life of a real person.</p> 	<p>Text Organization</p> <p>Point out that a common form of text organization is chronological order, which means telling about events in the order that they happened.</p>	<p>Text Organization</p> <p>Review that authors who write biographies organize their texts in ways that fit the topic and their purpose for writing.</p> 	<p>Text Features</p> <p>Review that authors of biographies include different kinds of text features and graphics to help explain ideas or to help readers locate information in the text.</p>	<p>Text Features</p> 

<p>Writer's Workshop</p> <p>Writing Prompt: Write a letter to the boy in the story telling him that he should read a book you have chosen for him.</p> <p>Teacher Rubric</p> <p>Student Friendly Rubric SP</p>	<p>Revisar III: Formato de fechas E172</p> <p>Remind children that in the previous lesson they received feedback from peers about their opinion and the reasons that support their opinion.</p> <p>Tell children that an important part of revising their opinion letters is correctly formatting the date so that the reader knows when they wrote the letter.</p>	<p>Editar I: Revisar la gramática E173</p> <p>Post Cartel didáctico E10: ¡Verifica lo que escribiste! Point out where it lists checking writing for complete sentences.</p> <p>Tell children to take turns quizzing each other about the days of the week and months of the year. For example: Point to Monday. Which month is May?</p>	<p>Editar II: Prepararse para publicar E174</p> <p>Discuss subject-verb agreement. Say: <i>Un sujeto es una persona, un lugar o una cosa de la que trata una oración. El verbo es lo que hace el sujeto de la oración. Los verbos varían según el sujeto. Tienen distintas terminaciones según si el sujeto es yo, tú, usted, él/ella, nosotros/nosotras, ustedes, ellos/ellas.</i></p>	<p>Publicar E175</p> <p>Diga: <i>Hoy publicaremos nuestras cartas de opinión. Primero tendrán tiempo para verificar sus textos para asegurarse de que todo luzca bien.</i></p> <p>Explain to children that published opinion pieces often feature a photo of the author and a few sentences about his or her experience as a writer.</p>	<p>Compartir E176</p> <p>Have writers share their opinion letters by reading them aloud. Encourage children to use expression when they read to engage readers' attention.</p>
	<p>Independent Writing</p>				



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	Have children return to their drafts to add or revise the date in the correct format.	Have groups choose a date on the calendar to write on the board in the correct format.	Pair children. Give each child a copy of Cuaderno del escritor, page 11.12. Tell children that they will complete the editing checklist with partners.	Ask children to revisit Cuaderno del escritor, page 11.4 to review the writing goals they set for themselves in the beginning of the module.	
Grammar	Grammar				
	Repasar las exclamaciones E234	Repasar clases de oraciones E239	Repasar los sustantivos singulares y plurales E254	Repasar partes de oraciones E204	Repasar los adjetivos E319
Research Class Project	- Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers. <ul style="list-style-type: none"> • Informational Writing-Informational Magazine Article • Narrative Nonfiction-Script for a Movie or Television Program • Opinion- Newspaper Review 				
Literacy Stations	Phonemic Awareness	Phonics	Fluency	Self-Selected Reading	Vocabulary
Find Literacy Station Ideas in Module 11 pages T101-129					

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