



Plan de instrucción de 1er Grado de Lectura, Habilidades y Sociales: Primer semestre

Welcome to 1st Grade Bilingual

This course is very important because it will help children develop a love for reading and strengthen the skills needed to understand what they read. Throughout the year, we will practice identifying characters, settings, and events in stories, learn new words, and improve the ability to retell what happens in a text using our own words. We will also work on fundamental skills such as listening carefully, expressing complete ideas, and working as a team, which will help students grow as readers and as confident learners.

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Classroom Expectations

Our classroom is a safe place to learn, promoting teamwork, positive feedback, and academic achievement. All students will be respectful to others. We will listen carefully to the teacher and to our classmates' ideas. All students will make an effort and actively participate in their learning process to achieve success and reach their full potential.

Expectation 1: Be respectful

- Use an appropriate tone of voice
- Raise your hand and wait for your turn to speak
- Listen to all instructions and guidelines
- Remain in your seat and wait for the teacher's permission

Expectation 2: Be responsible

- Complete all assigned tasks
- Be prepared: have all necessary materials



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Expectation 3: Be safe

- Keep hands and feet to yourself at all times
- Always walk; do not run in the classroom or hallways
- Inform an adult if there is a problem

Expectation 4: Be ready to learn and give your best every day

- Arrive to class on time
- Prioritize daily attendance

Positive reinforcement, visual support, and clear routines will help students learn and meet these expectations.

If expectations are not met, the teacher will re-teach and remind the student of them. If the student continues not to meet the expectations, they will be redirected and parents will be contacted. If, after these preventive measures, the student is still unable to meet the expectations, a referral to the office will be made.

Attendance Policies and Their Importance

Daily attendance is very important because each day students learn a new reading skill that connects to the next one. Frequent absences can cause a child to miss important steps in developing reading comprehension and confidence.

Please notify the school if your child will be absent. Prolonged absences can affect progress in the skills necessary for success this year and in the following years.



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Reading Learning Goals

By the end of the first semester, students will be able to:

- Use comprehension strategies such as confirming predictions, asking relevant questions, and monitoring understanding while reading
- Read aloud with fluency, intonation, and comprehension appropriate for first grade (fluency and comprehension)
- Identify main ideas and key details, and summarize stories heard or read
- Actively engage with narrative and informational texts (responses, retelling, and brief comments)
- Recognize essential print concepts: directionality of reading, left-to-right movement, word spacing, and parts of a book
- Use basic phonics to decode words and segment sounds

Resources used to achieve these goals:

- *Amplify Knowledge (K-5) and Amplify Skills (K-3)*: To develop vocabulary and reading comprehension through interactive, level-appropriate texts.
 - *i-Ready: Teacher Toolbox (K-5)*: To reinforce reading strategies according to student needs.
 - *K-2 mCLASS Instruction (K-2)*: To guide early phonological instruction and assess reading progress.
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Social Studies Learning Goals

By the end of the first semester, students will be able to:

- Identify symbols and customs of the United States and Texas, such as the flag, the pledge, and important holidays
- Recognize important historical figures who contributed to the community, state, or country, such as local and national leaders
- Describe the function of the community and the school, including the importance of rules and respect for others
- Locate places on simple maps and globes, including basic oceans and continents
- Explain the relationship between past and present, comparing how school, the community, and transportation have changed over time
- Demonstrate citizenship behaviors, such as sharing, listening, and working as a team in the classroom and community
- Identify basic natural resources and how people use them in daily life

Resources used to achieve these goals:

- *Studies Weekly (K-3)*: To explore topics of history, community, geography, and civics through simple readings and interactive activities.

Grading Policy

In accordance with Midland ISD's grading policy:

The summative evaluation of a student's program during a grading period will be based on sufficient data. Teachers will utilize a variety of assessments appropriate to the class, the students, and the TEKS/SEs being studied. Regular and periodic assessment of student progress should be made using the following specific procedures:



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1. The following percentages will determine the cumulative grade for each reporting period:
 - Grades 1-2: All grades – 100%
2. The district's electronic grading system will not record a grade of less than 50 as a grading period average unless the teacher has overridden the automatic grade assignment as permitted by state law.
3. Conduct grades will be evaluated using the following scale:

E: Behavior that promotes classroom management and instruction.

S: Behavior that allows and contributes to group instruction.

N: Behavior that requires improvement.

U: Repeated behavior that interferes with instruction or represents a serious infraction.

Teachers must document the student's behavior that serves as the basis for assigning a conduct grade. If a "U" is assigned, there must be a detailed record of the behavior that justified it.