


## First Grade Language Arts Curriculum Bundle # 10

<b>Title</b>		<b>Suggested Dates</b>
<b>Research</b>		March 22-April 16 19 Instructional Days

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
We are all motivated by different things and we search for what interests us.	How does asking questions help readers and writers? How are oral and written language developed and expanded when learners research?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>High Frequency Words (Fry Words) for Reading and Spelling:</b>		
<b>1.3 Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English and/or Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:  1.3H (ELA) identify and read at least 100 high-frequency words from a commonly used list	<i>On-going throughout the year. These are NOT to be taught all at one time, but spaced out throughout the year as appropriate. Words are listed in order of frequency in the English language.</i>	<a href="#">See High Frequency Word Lists</a>
<b>1.22 Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:  1.22C (ELA) spell high-frequency words from a commonly used list;	<i>On-going throughout the year. These are NOT to be taught all at one time, but spaced out throughout the year as appropriate. Words are listed in order of frequency in the English language.</i>	<a href="#">See High Frequency Word Lists</a>

## First Grade Language Arts Curriculum Bundle # 10

Reading:			
<p><b>1.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b></p> <p>1.4B ask relevant questions, seek clarification, and locate facts and details about stories and other texts</p>		Instructional Resources:	Learning Centers/Stations Resources:
<p><b>1.12 Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading.</b></p> <p>1.12 Students are expected to read independently for a sustained period of time.</p>	<p>Ongoing reading process skill approximately 5x per week ranging 10-20 minutes; see bundles</p> <ul style="list-style-type: none"> <li>• 5 days a week for 20 minutes each time</li> </ul>		
<p><b>1.14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b></p> <p><b>TAKS-3.9F (see 1.7A)</b></p> <p>1.14D use text features (e.g., title, tables of contents, illustrations) to locate specific information in text</p>		Instructional Resources:	Learning Centers/Stations Resources:
<p><b>1.14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b></p> <p><b>TAKS-3.9F (see 1.7A)</b></p> <p>1.14A restate the main idea, heard or read</p>			

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

## First Grade Language Arts Curriculum Bundle # 10

Reading- Phonics			
<p><b>1.3 Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English and/or Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>1.3A(i) , 1.3A(ii), 1.3A(iii), 1.3A(iv), 1.3A(v), 1.3A(vi) decode words in context and in isolation by applying common letter-sound correspondences, including:</p> <p>1.3B combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words</p> <p>1.3C(i), 1.3C(ii), 1.3C(iii), 1.3C(iv), 1.3C(v), 1.3C(vi) use common syllabication patterns to decode words:</p>	<p><i>This is a set of on-going SE's that will be taught throughout the year using the sequenced TEKS. The document is stored in each campus share folder.</i></p>	<p>Instructional Resources:</p> <p>See Phonics Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p> <p><a href="#">Reading A-Z</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>1.3 Reading/Beginning Reading Skills/Phonics.</b> <i>Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></p> <p><i>1.3A, 1.3B, 1.3C, 1.3D, 1.3E(i), 1.3E(ii), 1.3E(iii), 1.3E(iv), 1.3F, 1.3G, 1.3H, 1.3I, 1.3J, 1.3K</i></p>	<p><i>This is a set of on-going SE's that will be taught throughout the year using the sequenced TEKS. The document is stored in each campus share folder.</i></p>	<p>Instructional Resources:</p> <p>See Phonics Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p> <p><a href="#">Reading A-Z</a></p>	<p>Learning Centers/Stations Resources:</p>
Writing:			
<p><b>1.19 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>1.19A write brief compositions about topics of interest to the student</p>	<ul style="list-style-type: none"> <li>• <i>Students are encouraged to write simple sentences.</i></li> <li>• <i>Restate the main idea</i></li> <li>• <i>Identify important facts or details</i></li> <li>• <i>Retell the order of events by referring to the words and/or illustrations</i></li> </ul> <p style="margin-left: 20px;"><i>Use text features (e.g title, tables of contents, illustrations) to locate specific information in text</i></p>	<p>Instructional Resources:</p> <p>Lucy Calkins <i>Units of Study: Nonfiction</i></p>	<p>Learning Centers/Stations Resources:</p>

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Page 3 of 8

Last Date Modified: 7/1/2009

## First Grade Language Arts Curriculum Bundle # 10

<p><b>1.19 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>1.19C write brief comments on literary or informational texts</p>	<ul style="list-style-type: none"> <li>• <b>Make personal connections</b></li> <li>• <b>Taking notes</b></li> <li>• <b>Caption</b></li> </ul>	<p>Instructional Resources:</p> <p>Lucy Calkins <i>Units of Study: Nonfiction</i></p>	<p>Learning Centers/Stations Resources:</p>
<b>Oral and Written Conventions-Spelling</b>			
<p><b>1.22 Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p>(ELA) 1.22A use phonological knowledge to match sounds to letters 1.22B(i), 1.22B(ii), 1.22B(iii) use letter-sound patterns to spell</p>	<p><b>This is a set of on-going SE's that will be taught throughout the year. Teachers will need to instruct their students following the order of the Spelling Sequence listed in the resources and moving at an appropriate pace.</b></p>	<p>Instructional Resources:</p> <p>See Spelling Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>
<p><b><i>1.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></b></p> <p><b><i>1.22A, 1.2B, 1.22C, 1.22D(i), 1.22D(ii), 1.22D(iii), 1.22D(iv), 1.22D(v), 1.22D(vi), 1.22E, 1.22F, 1.22G, 1.22H, 1.22I</i></b></p>	<p><b><i>This is a set of on-going SE's that will be taught throughout the year. Teachers will need to instruct their students following the order of the Spelling Sequence listed in the resources and moving at an appropriate pace.</i></b></p>	<p>Instructional Resources:</p> <p>See Spelling Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>
<b>Research:</b>			
<p><b>1.23 Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p>1.23A generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics</p> <p>1.23B decide what sources of information might be relevant to answer these questions</p>		<p><a href="http://Readwritethink.org-Listen,look,and learn: An information-gathering process">Readwritethink.org-Listen,look,and learn: An information-gathering process</a></p> <p>Super3 Research Process (See campus librarian)</p> <p><a href="#">Super3 Research Model</a></p> <p><a href="#">Thinking Web</a></p> <p><a href="#">What do I need?</a></p>	

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- **specificities**

Green-Spanish only *TEKS statements & specificities*

## First Grade Language Arts Curriculum Bundle # 10

<p><b>1.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</b></p> <p>1.24A gather evidence from available sources (natural and personal) as well as from interviews with local experts</p>		<p>Super3 Research Process (See campus librarian)</p> <p><a href="#">Super3 Research Model</a></p> <p><a href="#">What do I need?</a></p> <p><a href="#">What will I use?</a></p>
Previously taught TEKS to be reviewed and/or Extended		
<p><b>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b></p> <p>1.2E (ELA) isolate initial, medial, and final sounds in one-syllable spoken words</p>		
<p><b>1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English and/or Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p> <p>1.3E (ELA) read base words with inflectional endings (e.g., plurals, past tenses);</p>		
<p><b>1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English and/or Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p>		

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- *specificities*

Green-*Spanish only TEKS statements & specificities*

## First Grade Language Arts Curriculum Bundle # 10

<p>1.3H (ELA) identify and read at least 100 high-frequency words from a commonly used list;</p>		
<p><b>1.3 Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English and/or Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>1.3I (ELA) monitor accuracy of decoding;</p>		
<p><b>1.6 Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>1.6C determine what words mean from how they are used in a sentence, either heard or read</p>		
<p><b>1.9 Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>TAKS-3.9F (see 1.7A)</b></p> <p>1.9A describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events</p>	<p>Note: TAKS-3.9C Retell (or act out the order of) important events in stories.          Note: TAKS-3.11I Identify the importance of the setting to a story's meaning          Note: TAKS-3.11J Recognize the story problem(s) or plot</p>	
<p><b>1.14 Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>TAKS-3.9F (see 1.7A)</b></p>		

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Page 6 of 8

Last Date Modified: 7/1/2009

## First Grade Language Arts Curriculum Bundle # 10

<p>1.14B identify important facts or details in text, heard or read</p>		
<p><b>1.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</b></p> <p>1.17A, 1.17B, 1.17C, 1.17D, and 1.17E</p>	<p><i>The Writing Process: This should be an ongoing process during every bundle in which students are actively involved in the entire writing process. Students should be working through the process individually with the goal of periodically completing and publishing a finished piece of writing. Mini-lessons should focus on new skills and student needs.</i></p>	<p>See <a href="#">Bundle 1</a>, <a href="#">Bundle 2</a>, and <a href="#">Bundle 3</a> for resources</p>
<p><b>1.21 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:</b></p> <p>1.21B(i) recognize and use basic capitalization for the beginning of sentences</p>		
<p><b>1.21 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:</b></p> <p>1.21C recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.; <i>SLA: recognize and use punctuation marks at the beginning and end of exclamatory and interrogative sentences and at the end of declarative sentences.</i></p>		

## First Grade Language Arts Curriculum Bundle # 10

### Figure 19- Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter A. Elementary First Grade

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;
- (B) ask literal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) retell or act out important events in stories in logical order; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.