


First Grade Language Arts Curriculum Bundle # 11

Title	Suggested Dates
Informational Writing	 April 19-May 7 15 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
We write to teach others.	How does writing support reading comprehension? How does reading support writing?

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)
High Frequency Words (Fry Words) for Reading and Spelling:		
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: 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>	See High Frequency Word Lists
1.22 Oral and Written Conventions/Spelling. 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>	See High Frequency Word Lists

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Reading- Phonics			
<p>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:</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 Phonics_Spelling_Sequence_campus</p> <p>Reading A-Z</p>	<p>Learning Centers/Stations Resources:</p>
<p><i>1.3 Reading/Beginning Reading Skills/Phonics.</i> <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 Phonics_Spelling_Sequence_campus</p> <p>Reading A-Z</p>	

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

Red- specificities

Green-Spanish only TEKS statements & specificities

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Oral and Written Conventions-Spelling			
<p>1.22 Oral and Written Conventions/Spelling. 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><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></p>	<p>Instructional Resources:</p> <p>See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	<p>Learning Centers/Stations Resources:</p>
<p><i>1.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></p> <p><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></p>	<p><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></p>	<p>Instructional Resources:</p> <p>See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	
Research:			
<p>1.23 Research/Research Plan. 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>Readwritethink.org-Listen,look.and.learn: An information-gathering process</p> <p>Readwritethink.org-Creating Question and Answer books through guided research</p> <p>Super3 Research Materials</p> <p>Thinking Web</p>	
<p>1.25 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.</p> <p>1.25 Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions</p>		<p>Readwritethink.org-Listen,look.and.learn: An information-gathering process</p> <p>Super3 Research Materials</p> <p>What is my job?</p>	

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<p>1.26 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.</p> <p>1.26 Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</p>		<p>Readwritethink.org-Digging up Details on Worms</p> <p>Super3 Research Materials</p> <p>Plan, Do, Review worksheet</p>
<p>Previously taught TEKS to be reviewed and/or Extended</p>		
<p>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>1.2E (ELA) isolate initial, medial, and final sounds in one-syllable spoken words</p>		
<p>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:</p> <p>1.3H (ELA) identify and read at least 100 high-frequency words from a commonly used list;</p>		
<p>1.5 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.</p> <p><i>SLA: See MIDE expectations</i></p>	<ul style="list-style-type: none"> • See DIBELS expectations • Informal running records throughout the year in reading groups • DRA/ELA formal fluency assessment does not start until level 14 	

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<p>1.9 Reading/Comprehension of Literary Text/Fiction. 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>TAKS-3.9F (see 1.7A)</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>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</p> <p>1.17A, 1.17B, 1.17C, 1.17D, and 1.17E</p>	<p>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.</p>	<p>See Bundle 1, Bundle 2, and Bundle 3 for resources</p>
<p>1.19 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:</p> <p>1.19A write brief compositions about topics of interest to the student</p>	<ul style="list-style-type: none"> • Students are encouraged to write simple sentences. • Restate the main idea • Identify important facts or details • Retell the order of events by referring to the words and/or illustrations • Use text features (e.g title, tables of contents, illustrations) to locate specific information in text 	
<p>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:</p> <p>1.21B(i) recognize and use basic capitalization for the beginning of sentences;</p>		

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<p>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:</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>		
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**Figure 19- Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter A. Elementary
First Grade**

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