

First Grade Language Arts Curriculum Bundle # 2



Title	Suggested Dates
Reading and Writing	Sept. 14-Oct.2 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
We connect to our world as readers and writers.	How is knowledge of syllable types helpful as learners read and write? How do illustrations, chronology and story patterns help in understanding the sense of a story?

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:		
<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>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.</p>	<p>See High Frequency Word Lists</p>
<p>1.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>1.22C (ELA) spell high-frequency words from a commonly used list;</p>	<p>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.</p>	<p>See High Frequency Word Lists</p>

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Reading:			
<p>1.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English and/or Spanish is written and printed. Students are expected to:</p> <p>1.1C sequence the letters of the alphabet</p>		<p>Instructional Resources: P.004 Letter Recognition Alphabet Arc Reading Readiness manual from Neuhaus.org</p>	<p>Learning Centers/Stations Resources: www.fcrr.org activity</p>
<p>1.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English and/or Spanish is written and printed. Students are expected to:</p> <p>1.1D recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>1.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English and/or Spanish is written and printed. Students are expected to:</p> <p>1.1F identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).</p>			
<p>1.12 Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading.</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"> • 5 days a week for 10 minutes each time 		
<p>1.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various</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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<p>forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>1.16B identify techniques used in media (e.g., sound, movement).</p>			
Reading- Phonological Awareness			
<p>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>1.2A (ELA) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);</p>		<p>Instructional Resources: Reading Readiness manual from Neuhaus.org</p>	<p>Learning Centers/Stations Resources: p. 69 www.fcrr.org</p>
<p>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>1.2D (ELA) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);</p>		<p>Instructional Resources: FCRR.org P Ao.40 Say and Slide Phonemes</p>	<p>Learning Centers/Stations Resources:</p>
<p>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>1.2F (ELA) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/)</p>		<p>Instructional Resources: Elkonin Boxes Move-it-Say-it cards</p> <p>Reading Readiness manual from Neuhaus.org</p>	<p>Learning Centers/Stations Resources: Multiple Activities in Segmentation section</p>

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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: 1.3B combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words 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>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.</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. 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>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.</p>	<p>Instructional Resources:</p> <p>See Phonics Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p> <p>Reading A-Z</p>	

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Writing:			
<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>1.17B develop drafts by sequencing ideas through writing sentences</p>	<ul style="list-style-type: none"> • Individual Conferences • Small group mini-lessons 	Instructional Resources:	Learning Centers/Stations Resources:
Oral and Written Conventions:			
<p>1.20 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:</p> <p>1.20A(vi) (ELA) understand and use the following parts of speech in the context of reading, writing, and speaking: pronouns (e.g., I, me)</p>		Instructional Resources:	Learning Centers/Stations Resources:
<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(ii) recognize and use basic capitalization for the pronoun "I";</p>			

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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>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.</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>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.</p>	<p>Instructional Resources:</p> <p>See Spelling Sequence in campus share folder labeled Phonics_Spelling_Sequence_campus</p>	
Previously taught TEKS to be reviewed and/or Extended			
<p>1.16 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 plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p>	<ul style="list-style-type: none"> • Graphic Organizers • Pictures with Labels • Making Literature Connections e.g. text to self 		
<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>1.17E publish and share writing with others</p>	<ul style="list-style-type: none"> • Writing Buddies • Author's Chair 		

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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.