

First Grade Language Arts Curriculum Bundle # 3

| Title | Suggested Dates |
|------------------------------------|---|
| Story Elements and Writing Process | Oct. 5-Oct. 23 13 Instructional Days |



| Big Idea/Enduring Understanding | Guiding Questions |
|---|--|
| Stories have parts. We are part of a story. | How do learners identify elements of a story? 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 <i>Español: El sabelotodo</i></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 <i>Español: El sabelotodo</i></p> |

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Red- specificities

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| Reading: | | | |
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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: 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>FCRR.org Activities C.009 Sequence a Story-C.012 Story Grammar</p> | |
| <p>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: TAKS-3.9F (see 1.7A)</p> <p>1.14C retell the order of events in a text by referring to the words and/or illustrations</p> | | <p>This can be done by taking picture walks during Shared Reading and small group reading instruction.</p> | |
| <p>1.15 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>1.15A follow written multi-step directions with picture cues to assist with understanding</p> | | <p>Debbie Diller Literacy Workstations: Making Stations Work</p> <ul style="list-style-type: none"> • I Can statements in work stations | |
| <p>1.15 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>1.15B explain the meaning of specific signs and symbols (e.g., map features).</p> | | | |

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| <p>1.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>1.16A recognize different purposes of media (e.g., informational, entertainment) (with adult assistance);</p> | | <p>ReadWriteThink.org-Taking Photos of Curious George</p> | |
| Reading- Phonological Awareness | | | |
| <p>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>1.2C (ELA) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g./b/l/o/w/ to/g/l/o/w/);</p> | | <p>Instructional Resources:</p> <p>FCRR.org PA.049 Drop and Say</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>1.2E (ELA) isolate initial, medial, and final sounds in one-syllable spoken words</p> | | <p>Instructional Resources:</p> <p>FCRR.org PA0.38 Move and Tell- PA.040 Say and Slide</p> | <p>Learning Centers/Stations Resources:</p> |
| 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</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> |

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| <p>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>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><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>Writing:</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>1.17C revise drafts by adding or deleting a word, phrase, or sentence</p> | <ul style="list-style-type: none"> • Sentences are relevant to given topic | <p>PISD website: Writing Resources-Books to teach Writing Traits (titles)</p> <p>Ruth Culham <u>6+1 Traits of Writing</u></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>1.17D edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric</p> | | <p>Instructional Resources:</p> <p>PISD Website-Writing Resources-Evaluate</p> | <p>Learning Centers/Stations Resources:</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> | <ul style="list-style-type: none"> • Writing Buddies • Author's Chair | | |

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| 1.17E publish and share writing with others | | | |
| 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 (ELA) understand and use the following parts of speech in the context of reading, writing, and speaking:</p> | | Instructional Resources: | Learning Centers/Stations Resources: |
| <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(ii) (ELA) understand and use the following parts of speech in the context of reading, writing, and speaking nouns (singular/plural, common/proper);</p> | | PISD website: Writing Resources-Noun/Verb chart | |
| <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(vii) (ELA) understand and use the following parts of speech in the context of reading, writing, and speaking time-order transition words</p> | <ul style="list-style-type: none"> • First, next, last | PISD website: Reading Resources-Graphic Organizer-Sequence Chart | |

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| Oral and Written Conventions-Spelling | | | |
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| <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> | |
| Listening and Speaking: | | | |
| <p>1.27 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>1.27B follow, restate, and give oral instructions that involve a short related sequence of actions</p> | | <p>Debbie Diller <u>Literacy Work Stations: Making Stations Work</u></p> <ul style="list-style-type: none"> • I Can statements in work stations <p>PISD website: Listening and Speaking Resources-Class Contributions</p> | |
| Previously taught TEKS to be reviewed and/or Extended | | | |
| <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> | | | |

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| <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 | |
| <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>1.20C ask questions with appropriate subject-verb inversion.</p> | <ul style="list-style-type: none"> • Add -ed endings | |
| <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> | | |
| <p>1.29 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.</p> <p>1.29 Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>Health TEKS Correlation 1.9 Personal / Interpersonal Skill. The student knows healthy ways to communicate consideration and respect for self, family, friends, and others</p> | | |

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| (A) demonstrate respectful communication | | |
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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.