


First Grade Language Arts Curriculum Bundle # 4

Title	Suggested Dates
 Writing Personal Narratives and Understanding Different Genres of Literature	Oct. 26-Nov. 13 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Readers tell the inside story with their thoughts, wonders, and feelings.	<p>How are setting and plot important to a story?</p> <p>How do readers develop a sense of patterns among story elements to better understand genres of literature?</p> <p>How do writers use their five senses to expand writing?</p>

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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Red- *specificities*

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Reading:			
<p>1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>1.6A identify words that name actions (verbs) and words that name persons, places, or things (nouns);</p>		<p>PISD website: Writing Resources-Noun/Verb Chart</p>	
<p>1.10 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. TAKS-3.9F (see 1.7A)</p> <p>1.10 Students are expected to determine whether a story is true or a fantasy and explain why.</p>		<p>PISD website: Reading Resources-Compare Fiction and Nonfiction</p> <p>FCRR.org: C. 019 Fiction-Nonfiction Sort</p> <p>ReadWriteThink.org-Fact or Fiction lesson using <i>Diary of a Worm</i></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>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
Reading- Phonological Awareness			
<p>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>1.2B (ELA) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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<p><i>1.2Reading/BeginningReading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</i></p> <p><i>1.2B</i> <i>recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed (e.g., “ma-lo” to “ma-sa”; “to-mo” to “co-mo”);</i></p>		Instructional Resources:	Learning Centers/Stations Resources:
<p><i>1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds 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>1.3I identify the stressed syllable (sílabo tónica)</i></p>		Instructional Resources:	Learning Centers/Stations Resources:
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>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>	Learning Centers/Stations Resources:

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<p>1.3 Reading/Beginning Reading Skills/Phonics. <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>	
<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>1.3I (ELA) monitor accuracy of decoding;</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>Writing:</p>			
<p>1.18 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>1.18A write brief stories that include a beginning, middle, and end</p>	<ul style="list-style-type: none"> • Students are encouraged to write simple sentences • Use the 5 senses to expand writing “Take me there. What do you see? What do you hear? What are you doing/actions? “ • Focus on small details in the writing and elaborate on them. • Tell the inside story with your thoughts, wonders, and feelings. • Begins sentences in a variety of ways. 	<p>Instructional Resources:</p> <p>PISD website: Writing Resources- Books to teach Writing Traits (titles)</p> <p>Ruth Culham <u>6+1 Traits of Writing</u></p>	<p>Learning Centers/Stations Resources:</p>
<p>Oral and Written Conventions:</p>			

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<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(i) (ELA) understand and use the following parts of speech in the context of reading, writing, and speaking verbs (past, present, and future)</p>		<p>Instructional Resources:</p> <p>PISD website Writing Resources-Noun/Verb Chart</p> <p>FCRR.org V.008-Action Ring Word Sort</p>	<p>Learning Centers/Stations Resources:</p> <p>ReadWriteThink.org-Animals in Action verb activity</p>
<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(iii) recognize and use basic capitalization for names of people; and</p>			
<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.;</p>	<p><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>	<p>Ruth Culham Using Picture Books to Teach Writing with the Traits</p>	
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>

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<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><i>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</i></p>	<p><i>1.2C</i> <i>blend spoken phonemes to form syllables and words (e.g., sol, pato);</i></p>		
<p><i>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</i></p>	<p><i>1.2E identify syllables in spoken words, including diphthongs and hiatus (le-er, rí-o; quie-ro na-die, ra-dio, sa-po); and</i></p>		
<p><i>1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds 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>1.3H</i> <i>decode words that have the same sounds represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela)</i></p>		
<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>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>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</p>	<p>See Bundle 1, Bundle 2, and Bundle 3 for resources</p>	

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1.17A, 1.17B, 1.17C, 1.17D, and 1.17E	<i>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>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>		

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.