

First Grade Language Arts Curriculum Bundle # 7

Title	Suggested Dates
Becoming Fluent Readers and Writers	Jan.5-Jan. 29 16 Instructional Days



Big Idea/Enduring Understanding	Guiding Questions
Readers and writers use their senses. Readers and writers visualize and put a picture in their mind.	<p>How can readers use text to confirm predictions?</p> <p>How do readers use information from text to analyze character actions and feelings?</p> <p>How are personal sensory experiences connected to text sensory details?</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><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></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><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></p>	<p>See High Frequency Word Lists</p>

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Reading:			
<p>1.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>1.4A confirm predictions about what will happen next in text by "reading the part that tells";</p>		<p>Instructional Resources:</p> <p>FCRR.org C.024 Make and Check a Prediction</p>	<p>Learning Centers/Stations Resources:</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>	<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 SLA: See MIDE expectations 	<p>Readinga-z.com- Fluency</p> <p>PISD website: Reading Resources-Fluency Guide</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:</p> <p>TAKS-3.9F (see 1.7A)</p> <p>1.9B describe characters in a story and the reasons for their actions and feelings</p>	<p>Note: TAKS-3.11H Analyze characters, including their traits, feelings, relationships, and changes</p>	<p>PISD website-Reading Resources-Character Sketches</p>	
<p>1.11 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p> <p>TAKS-3.9F (see 1.7A)</p> <p>1.11 Students are expected to recognize sensory details in literary text.</p>		<p>Possible Literature:</p> <p><i>Hello Ocean</i> by Pam Munoz Ryan</p> <p><i>The Old Woman Who named things</i> by Cynthia Rylant</p> <p><i>Where is the Green Fox</i> by Mem Fox</p> <p><i>Cloud Dance</i> by Thomas Locker</p> <p><i>Fireflies</i> by Julie Brinchloe</p> <p><i>The Magic Hat</i> by Mem Fox</p> <p>6+1 Traits of Writing by Ruth Culham</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:</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>	<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><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>
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</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>match sounds to letters 1.22B(i), 1.22B(ii), 1.22B(iii) use letter-sound patterns to spell</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>	
<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>1.2C (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>;</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>1.6 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><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>			

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<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>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>1.18 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>1.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their</p>		

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1.21B(i) recognize and use basic capitalization for the beginning of sentences;		
<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>	

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.