


## First Grade Language Arts Curriculum Bundle # 9

<b>Title</b>		<b>Suggested Dates</b>
Reading Fluently and Writing Poetry		Feb.22 -March 12 15 Instructional Days

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Imagery, beautiful language, and word choice enhance writing.	<p>How does poetry encourage the creative use of words and ideas?</p> <p>How do readers learn to use strategies that help self- monitor comprehension?</p> <p>How do sensory details in reading and writing help learners?</p> <p>How do readers demonstrate understanding of new vocabulary?</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)
<b>High Frequency Words (Fry Words) for Reading and Spelling:</b>		
<p><b>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:</b></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><a href="#">See High Frequency Word Lists</a></p>
<p><b>1.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></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><a href="#">See High Frequency Word Lists</a></p>

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Reading:			
<p><b>1.3 Reading/Beginning Reading Skills/Phonics.</b> 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>1.3G (ELA) identify and read contractions (e.g., isn't, can't);</p>	<ul style="list-style-type: none"> <li>• Teach individual contractions as they come up in leveled readers</li> </ul>	<p>Instructional Resources:</p> <p><a href="http://FCRR.org">FCRR.org</a> V.002 <a href="#">Contraction Connection</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>1.4 Reading/Beginning Reading/Strategies.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</p> <p>1.4C establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</p>		<p>Instructional Resources:</p> <p>Debbie Diller <i>Making the Most of Small Groups</i></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>1.6 Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>1.6C determine what words mean from how they are used in a sentence, either heard or read</p>			
Reading- Phonics			
<p><b>1.3 Reading/Beginning Reading Skills/Phonics.</b> 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>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 <b>Phonics_Spelling_Sequence_campus</b></p> <p><a href="#">Reading A-Z</a></p>	<p>Learning Centers/Stations Resources:</p>

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<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><b><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></b></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 <b>Phonics_Spelling_Sequence_campus</b></p> <p><a href="#">Reading A-Z</a></p>	
<b>Writing:</b>			
<p><b>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:</b></p> <p>1.18B write short poems that convey sensory details</p> <p>Health TEKS Connection: <b>1.4 Health Information. The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:</b></p> <p>1.4a identify and demonstrate use of the five senses.</p>		<p>Instructional Resources:</p> <p>Lucy Calkins <i>Units of Study- Poetry</i></p> <p><a href="#">Readwritethink.org- Ferocious Fighting Fish</a></p> <p><a href="#">Readwritethink.org- A bear of a poem, composing and performing found poetry</a></p>	<p>Learning Centers/Stations Resources:</p>

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Oral and Written Conventions-Spelling			
<p><b>1.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></p> <p>(ELA) 1.22A use phonological knowledge to match sounds to letters</p> <p>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 <b>Phonics_Spelling_Sequence_campus</b></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>1.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></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 <b>Phonics_Spelling_Sequence_campus</b></p>	
Previously taught TEKS to be reviewed and/or Extended			
<p><b>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b></p> <p><i>1.2C</i> <i>blend spoken phonemes to form syllables and words (e.g., sol, pato);</i></p>			
<p><b>1.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b></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><b>1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will</b></p>			

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<p><i>continue to apply earlier standards with greater depth in increasingly more complex texts.</i>  <i>Students are expected to:</i>  <b>1.3H</b>  <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><b>1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension.</b> 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"> <li>• See DIBELS expectations</li> <li>• Informal running records throughout the year in reading groups</li> <li>• DRA/ELA formal fluency assessment does not start until level 14</li> </ul> <p>SLA: See MIDE expectations</p>	
<p><b>1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p> <p>1.6E alphabetize a series of words to the first or second letter and use a dictionary to find words</p>		
<p><b>1.8 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. TAKS3.9F (see 1.7A)</b></p> <p>1.8 Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.</p>		
<p><b>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:</b></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>	

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<p><b>TAKS-3.9F (see 1.7A)</b></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><b>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.</b> <b>TAKS-3.9F (see 1.7A)</b></p> <p>1.11 Students are expected to recognize sensory details in literary text.</p>		
<p><b>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</b></p> <p>1.17A, 1.17B, 1.17C, 1.17D, and 1.17E</p>	<p><b>The Writing Process:</b> 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 <a href="#">Bundle 1</a>, <a href="#">Bundle 2</a>, and <a href="#">Bundle 3</a> for resources</p>
<p><b><i>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:</i></b></p>	<p><i>1.20 A (iv)adverbs (e.g., time: before, next);</i></p>	
<p><b><i>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:</i></b></p>	<p><i>1.20 A (iii)adjectives (e.g., descriptive: verde, alto);</i></p>	
<p><b>1.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation</b></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>	

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<p><b>conventions in their compositions. Students are expected to:</b></p> <p>1.21C recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.;</p>		
<p><b>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:</b></p> <p>1.21B(i) recognize and use basic capitalization for the beginning of sentences;</p>		
<p><b>1.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</b></p> <p>1.24B use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information</p>		<p>Super3 Research (See campus librarian)</p> <p><a href="#">Super3 Research Materials</a></p> <p><a href="#">Super3 Research Process</a></p>

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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.