



**1st Grade English Language Arts  
Year at a Glance (YAG)  
2020-2021**



**First Semester**

**1st Nine Weeks – 42 days** (August 17<sup>th</sup> – October 14<sup>th</sup>)  
*September 7<sup>th</sup> – Labor Day School Holiday*  
*October 12<sup>th</sup> – Staff Development Student Holiday*

**2nd Nine Weeks – 41 days** (October 15<sup>th</sup> – December 18<sup>th</sup>)  
*November 13<sup>th</sup> – Holiday*  
*November 23<sup>rd</sup> – 27<sup>th</sup> Thanksgiving Break*  
*December 21<sup>st</sup> – January 1<sup>st</sup> Winter Break*

**TEKS**

1.1A, 1.1B, 1.1C,  
1.1D, 1.1E; 1.2A,  
1.2Ai, 1.2Aii, 1.2B,  
1.2Bi, 1.2Bii, 1.2Biii,  
1.2Bvi, 1.2C, 1.2Ci,  
1.2Cii, 1.2Ciii,  
1.2Civ, 1.2D, 1.2F;  
1.3B; 1.5A; 1.6I;  
1.7D, 1.7E, 1.7F;  
1.11A, 1.11B, 1.11D,  
1.11Di, 1.11Dviii,  
1.11Dix 1.11E

1.1A, 1.1B, 1.1C,  
1.1D, 1.1E; 1.2A,  
1.2Ai, 1.2Aii,  
1.2Aiii, 1.2Av,  
1.2Avii, 1.2B,  
1.2Bi, 1.2Bii, 1.2Biii,  
1.2Bv, 1.2Bvi, 1.2C,  
1.2Ci, 1.2Cii, 1.2Ciii,  
1.2Civ, 1.2D, 1.2F;  
1.3B, 1.3C, 1.3D;  
1.4A; 1.5A; 1.6A,  
1.6E, 1.6I; 1.7A,  
1.7E, 1.7F;  
1.10A; 1.11A, 1.11B,  
1.11Bii, 1.11D,  
1.11Di, 1.11Dii,  
1.11Dviii, 1.11Dix,  
1.11E

1.1A, 1.1B, 1.1C,  
1.1D, 1.1E; 1.2A,  
1.2Aiv, 1.2Avi, 1.2B,  
1.2Bii, 1.2Biii,  
1.2Bv,  
1.2Bvi, 1.2C, 1.2Ci,  
1.2Cii, 1.2Ciii,  
1.2Civ, 1.2F; 1.3B,  
1.3C, 1.3D; 1.4A;  
1.5A;  
1.6B, 1.6C, 1.6I;  
1.7C, 1.7E; 1.10C;  
1.11A, 1.11B,  
1.11Bii, 1.11D,  
1.11Di, 1.11Dii,  
1.11Dviii, 1.11Dix,  
1.11E

**Unit 01: Ready, Set, Go! Interacting with Print and Language Around Us (15 days)**

This unit bundles student expectations that address foundational skills for establishing routines for listening, speaking, reading, writing, thinking, and collaboration. Exploring the role and purpose of reading and writing in everyday life develops and supports the acquisition of language in order to build effective communication skills.

**Unit 02: Understanding What We Read and Write: Connecting to the Text (15 days)**

This unit bundles student expectations that address listening, speaking, reading, writing, and thinking with purpose. At the heart of all communication is purpose—the “why” of the message. Purpose helps shape the message being conveyed (whether oral or written) and helps support comprehension of the message (whether heard or read).

This unit also includes student expectations that address foundational comprehension skills with a focus on making connections. Readers (and listeners) activate and use their background knowledge to connect what they are reading (or hearing) to what they know. Connections can build and change as new information or details are added or when others share their insight and connections. Meaningful connections are paramount to comprehension.

**Unit 03: Understanding What We Read and Write: Asking and Answering Questions (12 days)**

This unit bundles student expectations that address foundational comprehension skills with a focus on asking questions and making predictions. Readers (and listeners) naturally ask questions for many reasons. This includes but is not limited to clarifying meaning, wondering or speculating, and/or finding specific information. Questioning occurs before, during, and after reading. As questions are formed, readers search for clues and text evidence to help answer their questions. Asking questions helps readers monitor their comprehension of text. When readers (and listeners) make predictions, they use background knowledge and clues from the text to guess what may be coming next. They continue to read (or listen) in order to find evidence that confirms or changes their prediction. Both of these comprehension skills, asking questions and predicting, increase engagement in a text while improving understanding.

**TEKS**

1.1A, 1.1B,  
1.1C, 1.1D,  
1.1E; 1.2A,  
1.2Aiv, 1.2Avi,  
1.2B, 1.2Bii,  
1.2Biii, 1.2Bv,  
1.2Bvi, 1.2C,  
1.2Ci, 1.2Cii,  
1.2Ciii, 1.2Civ,  
1.2F; 1.3B, 1.3C,  
1.3D; 1.4A;  
1.5A;  
1.6D, 1.6I; 1.7C,  
1.7E; 1.10D;  
1.11A, 1.11B,  
1.11Bii, 1.11C,  
1.11D, 1.11Di,  
1.11Diii

1.1A, 1.1C,  
1.1D; 1.2A,  
1.2Aiv, 1.2Avi,  
1.2B, 1.2Bii,  
1.2Biii, 1.2Bv,  
1.2Bvi, 1.2C,  
1.2Ci, 1.2Cii,  
1.2Ciii, 1.2Civ,  
1.2F; 1.3B, 1.3C,  
1.3D; 1.4A;  
1.5A; 1.6F, 1.6I;  
1.7C,  
1.7E; 1.11A,  
1.11B, 1.11Bii,  
1.11C, 1.11D,  
1.11Di, 1.11Di, 1.11Dv,  
1.11Dvii

1.1A, 1.1C,  
1.1D; 1.2B,  
1.2Bii, 1.2Biii,  
1.2Biv, 1.2Bvi,  
1.2C, 1.2Ci,  
1.2Cii, 1.2Ciii,  
1.2Civ, 1.2F;  
1.3D; 1.4A;  
1.5A; 1.6G,  
1.6H, 1.6I; 1.7C,  
1.7D, 1.7E;  
1.11A, 1.11B,  
1.11Bii, 1.11C,  
1.11D, 1.11Di,  
1.11Div,  
1.11Dvi,  
1.11Dvii

**Unit 03: Understanding What We Read and Write: Questions and Predictions (continued from 1st Nine Weeks)**

**Unit 04: Understanding What We Read and Write: Mental Models (5 days)**

This unit bundles student expectations that continue to This unit bundles student expectations that refine and extend beginning literacy skills in listening, speaking, reading, writing, and collaboration. Literacy experiences in this unit focus on successful communication of ideas, increased facility with decoding and spelling, implementation of specific reading strategies, and composing thoughtful written responses. The emphasis of this unit is on creating visual images to make meaning from text. Readers (and listeners) use the words written (or spoken) by an author to help them visualize and create pictures in their mind. Each image is unique to the reader depending on what parts they connect to and what background knowledge they bring to the text. These images can also change as the reader is presented with new information. Creating mental images engages the reader and improves comprehension.

**Unit 05: Understanding What We Read and Write: Inferences (15 days)**

This unit bundles student expectations that address This unit bundles student expectations that address foundational comprehension skills with a focus on making inferences. Inferring is at the center of constructing meaning and connecting with a text. Inferences are supported by written text, visual images, spoken words, or even nonverbal language. In this process (inferring), the reader (or listener) combines newly acquired information with their background knowledge, experiences, and beliefs to form an interpretation that goes beyond the literal meaning of the text. It is often called “reading between the lines.” Inferring allows the reader to deepen their understanding of text and to create new background knowledge.

**Unit 06: Understanding What We Read and Write: Determining Importance and Synthesizing (12 days)**

This unit bundles student expectations that continue to This unit bundles student expectations that continue to expand students’ repertoire of comprehension strategies with an emphasis on evaluating details to determine their importance and on synthesizing ideas and details within and across texts. Many times authors include several ideas and details to convey their purpose and message. It is up to the reader to determine what details are important in the text. Sometimes an author may give clues to what is important by using particular words that grab the attention of the reader or including a text/print or graphic feature that highlights a specific portion of the text. Readers should not only consider the author’s purpose, but their own purpose and background knowledge when determining the importance of particular details. Evaluating details for their importance helps the reader engage with the text and take away a better understanding of what has been read. Synthesizing is like putting together a jigsaw puzzle. Readers collect different pieces of information and connect them to form a new idea, perspective, or insight.



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**Second Semester**

**3<sup>rd</sup> Nine Weeks – 43 days** (January 4<sup>th</sup> – March 5<sup>th</sup>)

*January 18<sup>th</sup> – MLK Day School Holiday*

*February 15<sup>th</sup> – President’s Day Staff Dev./Student Holiday*

*March 8<sup>th</sup> – 12<sup>th</sup> Spring Break*

**4<sup>th</sup> Nine Weeks – 52 days** (March 15<sup>th</sup> – May 27<sup>rd</sup>)

*April 2<sup>nd</sup> – Good Friday School Holiday*

*April 23<sup>rd</sup> – Battle of Flowers School Holiday*

**TEKS**

1.2B, 1.2Biii, 1.2Biv, 1.2Bvi, 1.2C, 1.2Ci, 1.2Ciii, 1.2Civ, 1.2E, 1.2F; 1.3A;  
1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G; 1.7B, 1.7C, 1.7D, 1.7E; 1.8A, 1.8B, 1.8C, 1.8D; 1.9C; 1.10A, 1.10B, 1.10C, 1.10D, 1.10E; 1.11A, 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Dii, 1.11Div, 1.11Dvi, 1.11Dviii, 1.11DX, 1.11E; 1.12A

1.2B, 1.2Biii, 1.2Biv, 1.2Bvi, 1.2C, 1.2Ci, 1.2Ciii, 1.2Civ, 1.2E, 1.2F, 1.3A,  
1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.7B, 1.7C, 1.7D, 1.7E, 1.8A, 1.8B, 1.8C, 1.8D, 1.9A, 1.9B, 1.9F, 1.10A, 1.10B, 1.10C, 1.10D, 1.10E, 1.11A, 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Diii, 1.11Dv, 1.11Dviii, 1.11DX, 1.11E, 1.12A, 1.13A, 1.13C, 1.13D

1.2Bvi, 1.2C, 1.2Ci, 1.2Ciii, 1.2Civ, 1.2E; 1.3A; 1.6A, 1.6B, 1.6C, 1.6E, 1.6F, 1.6G, 1.6H; 1.7B, 1.7C, 1.7D, 1.7E; 1.9D, 1.9Di, 1.9Dii, 1.9Diii, 1.9F; 1.10A, 1.10B, 1.10C; 1.11A, 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Dv

**Unit 07A: Focusing on Literary Elements in Fiction, including Drama (10 Days)**

This unit bundles student expectations that address the genre characteristics, structure, and purpose of fictional text, including drama. This genre represents narratives, or stories, that include literary elements. Literary elements are the basic parts of a story including plot, character(s), setting, theme, etc. Authors create their stories around these elements. Readers rely on this predictable structure in order to help them understand any work of fiction. Readers examine literary elements in order to deepen understanding of the text and to improve their own craft. Readers read fiction for the enjoyment of learning about and making connections with new and different people, places, and ideas. Drama is usually written as fiction and comprises all the literary elements, including specific character parts with an emphasis on dialogue as well as a clearly defined setting(s).

**Unit 07B: Exploring Traditional Literature (15 days)**

This unit bundles student expectations that address analyzing and writing fictional texts with an emphasis on traditional literature such as folktales, fables, fairy tales, and nursery rhymes. These types of stories and rhymes generally have originated within a particular culture and were most likely to have been told orally over generations. The stories include the most basic literary elements of theme, plot, setting, and characterization. However, each one has unique characteristics that make them distinguishable. Most traditional stories are easily relatable and have universal messages that everyone can understand and value.

**Unit 08A: Focusing on Characteristics of Informational Text (15 Days)**

This unit bundles student expectations related to examining and writing informational texts, including procedural texts. Readers read a variety of informational texts in daily life, including digital and multimodal texts, to learn about and deepen their understandings of specific topics and areas of interest. Authors of informational texts use a variety of structures and strategies to provide content that informs, explains, and/or describes a topic.

**TEKS**

1.2B, 1.2Biii, 1.2Bvi, 1.2C, 1.2Ci, 1.2Ciii, 1.2Civ, 1.2E; 1.3A; 1.6A, 1.6B, 1.6C, 1.6E, 1.6F, 1.6G, 1.6H; 1.7B, 1.7C, 1.7D, 1.7E; 1.9D, 1.9Di, 1.9Dii, 1.9Diii, 1.9F; 1.10A, 1.10B, 1.10C; 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Dvii, 1.11DX; 1.12B; 1.13A, 1.13B, 1.13C, 1.13D, 1.13E

1.2B, 1.2Biii, 1.2C, 1.2Ci, 1.2Ciii, 1.2E; 1.3A; 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H; 1.7B, 1.7C, 1.7E; 1.8A; 1.9B; 1.10A, 1.10B, 1.10C, 1.10D; 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Dx; 1.12A

1.2B, 1.2Biii, 1.2C, 1.2Ci, 1.2Ciii, 1.2E; 1.3A; 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H; 1.7B, 1.7C, 1.7E; 1.9E, 1.9F; 1.10A, 1.10B, 1.10C, 1.10D; 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Dx; 1.12C

1.2B, 1.2Biii, 1.2C, 1.2Ci, 1.2Ciii; 1.7B, 1.7C, 1.7E; 1.10A, 1.10B, 1.10C, 1.10D; 1.11B, 1.11Bi, 1.11Bii, 1.11C, 1.11D, 1.11Dx; 1.12C

**Unit 08B: Researching for Information (10 days)**

This unit bundles student expectations that emphasize inquiry and research. Everyone, including students, has a natural instinct and ability to “wonder” about topics and ideas that are important to their lives. Sometimes the research is pertinent and necessary to certain problems or issues that needs to be solved in our lives, and at other times it may just be a matter of interest. Whatever the reason, effective research includes selecting and narrowing the topic, generating questions for inquiry, locating relevant sources, and gathering pertinent information. More formal research may also require a more refined delivery of results.

**Unit 09: Focusing on Characteristics of Poetry (10 days)**

This unit bundles student expectations that address the purpose, structure, and characteristics of poetry. This genre of literary text places a special emphasis on distinctive style and rhythm to express feelings and ideas, to create imagery, and/or to expand and deepen readers’ understandings. Most poems include literary and poetic elements and devices such as imagery, figurative language, and sound devices. Poets carefully select words not only for meaning and function, but also for their sound. Poets also make distinct choices about layout, which affects the way a reader may read and interpret the poem. Many times readers need to go beyond a literal interpretation of the text to understand the meaning behind the poem. Readers read and experience poetry as an art form to connect to the world around them.

**Unit 10: Focusing on Characteristics of Persuasive Texts (10 Days)**

This unit bundles student expectations that address the characteristics of persuasive text. Persuasive text is all around us, including commercials, print advertisements, opinion editorials, book/movie reviews, speeches, etc. Readers (and listeners) need to be able to recognize the techniques authors use to convince their audience of a certain opinion or position. Authors may try to appeal to an audience’s emotions by using words or images that create strong feelings. Authors may also present logical reasons for their position while possibly not presenting alternative reasoning. Authors may also use experts or language that seems credible to convince their audience. Readers may read persuasive text to find evidence that supports their own opinions or to seek multiple perspectives on a particular topic or issue.

**Unit 11: The Big Picture: Gaining Independence in Literacy (5 days)**

This unit bundles student expectations that address developing literacy skills that have been taught throughout the year. Literacy goes beyond the act of reading, writing, listening, and speaking. It is also includes being reflective about the successes and challenges that occur during communication. Listeners may ask, “Did I truly listen?” or a writer may ask, “Did I deliver my message effectively?” Literacy also encompasses being able to identify preferences and setting goals for growth. A reader may determine that they prefer to read a particular author or a speaker may set a goal to work on the rate at which they talk. Being able to reflect on literacy experiences is critical to becoming effective communicators.