

1st Grade
Language Arts YAG
Year Long Foundational Skills

<p>1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>				
<p>1A. listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses</p>	<p>1B. follow, restate, and give oral instructions that involve a short, related sequence of actions</p>	<p>1C. share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language</p>	<p>1D. work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions</p>	<p>1E. develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings</p>

<p>Taught All Year Reading Processes/Comprehension/Response skills TRS Unit 03: Understanding What We Read and Write: Asking Questions and Making Predictions TRS Unit 04: Understanding What We Read and Write: Mental Images TRS Unit 05: Understanding What We Read and Write: Inferences</p>	<p>Taught All Year Writing Process</p>
<p>Read Grade Level Texts With Fluency TEKS 4 Students read grade-level text with fluency and comprehension.</p> <p>Self-Sustained Reading TEKS 5 Students self-select grade-level text and read independently for increasing periods of time for self-sustained reading.</p> <p>Reading Strategies 6A. establish purpose for reading assigned and self-selected texts with adult assistance 6B. generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance 6C. make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance 6D. create mental images to deepen understanding with adult assistance 6E. make connections to personal experiences, ideas in other texts, and society with adult assistance 6F. make inferences and use evidence to support understanding with adult assistance 6G. evaluate details to determine what is most important with adult assistance 6H. synthesize information to create new understanding with adult assistance 6I. monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for</p>	<p>The Writing Process 11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming; (B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details; (C) revise drafts by adding details in pictures or words; (D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and (E) publish and share writing.</p>

<p>visual cues, and asking questions when understanding breaks down</p> <p>3B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings</p>	
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1st 9 weeks TRS Unit 01: Ready, Set, Go! Interacting with Print and Language Around Us TRS Unit 02: Understanding What We Read and Write: Purpose and Connections		
Word Study	Reading	Writing
<p><u>Letter Sounds, Phonemes, Rhyming</u> TEKS 2ai, ii, iv, v, vi, vii, 2bi</p> <p>Students demonstrate and apply phonetic knowledge by knowing common letter sounds, blending spoken phonemes, manipulating phonemes, and producing a series of rhyming words.</p> <p><u>Short and Long Vowels</u> TEKS 2Aii</p> <p>Students demonstrate phonological awareness by distinguishing between long and short vowel sounds.</p>	<p><u>Books Are All Around</u> TEKS 2D</p> <p>Students demonstrate print awareness by identifying the information that different parts of a book provide.</p> <p><u>Author's Have A Purpose</u> TEKS 10ABCDE</p> <p>Students learn about the different reasons an author would write a text. They discuss how the use of text structure contributes to an author's purpose. They are able to discuss how the author uses words to help the reader visualize. Students are exposed to first and third person texts.</p> <p style="padding-left: 40px;">Expectations for Daily 5 Reading Groups are established and practiced every day throughout the year.</p> <p>TEKS Character Words: Trustworthiness and Responsibility</p>	<p><u>Writers Write Clearly</u> TEKS 2F</p> <p>Students develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p> <p>Expectations for Daily 5 Writing Groups are established and practiced every day throughout the year. Students are introduced to the writing process through writing class stories.</p> <p><u>Writers Use Tools and Resources</u> TEKS 2E, 3A</p> <p>Students become familiar with word walls and personal dictionaries. Students use a resource such as a picture dictionary or digital resource to find words. Students alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>

2nd 9 weeks TRS Unit 07A:Focusing on Literary Elements in Fiction, including Drama TRS Unit 07B:Exploring Traditional Literature		
Word Study	Reading	Writing
<p><u>Hunks and Chunks</u> TEKS 2bii, iii</p> <p>Students demonstrate and apply phonetic knowledge by decoding words. Students learn 1-3 phonics "hunk and chunks" per week.</p>	<p><u>An Author Can Write To Entertain</u> TEKS 9A</p> <p>Students become familiar with different features of fiction books. They demonstrate knowledge of characteristics of well-known children's literature (folktales, fairy tales, fables, nursery rhymes). Students interact with the stories they read through illustrating and writing.</p>	<p><u>Writing Personal Narratives</u> TEKS 12A</p> <p>Students dictate and compose personal narratives (using the writing process)</p> <p><u>Students Respond to What They Read (Fiction)</u> TEKS 7ABCDF</p>

	<p><u>Fiction Literary Elements</u> <u>TEKS 8ABCD</u> Students discuss themes using text evidence. Students describe the main character and the reason for their actions. Students describe plot elements (including the main events, problem, resolution). Students can describe settings. Students respond to different fiction stories.</p> <p><u>Drama</u> <u>TEKS 9C</u> Students discuss elements of drama (such as characters and setting). Students have the opportunity to experience dramas in field trips.</p>	<p>Students are able to describe personal connections to stories. They are able to write brief comments about a literary text. Students use text evidence to support their thinking. Students retell texts in ways that maintain meaning. Students respond with newly-learned vocabulary.</p>
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3rd 9 weeks
[TRS Unit 08A: Focusing on Characteristics of Informational Text](#)
[TRS Unit 10: Focusing on Characteristics of Persuasive Texts](#)

Word Study	Reading	Writing
<p><u>Hunks and Chunks Continued</u> <u>TEKS 2bii, iii</u> Students demonstrate and apply phonetic knowledge by decoding words. Students learn 1-3 phonics “hunk and chunks” per week.</p>	<p><u>An Author Can Write To Persuade</u> <u>TEKS 9E</u> Students recognize characteristics of persuasive text. They state what the author is trying to persuade the reader to think or do. Students recognize characteristics of multimodal and digital texts (advertisements).</p> <p><u>An Author Can Write to Inform</u> <u>TEKS 9D</u> Students recognize characteristics and structures of informational text. They recognize the central idea and supporting evidence. They recognize features and simple graphics to locate or gain information. They notice the organizational patterns (chronological order).</p> <p>TEKS Character Words: Caring Citizenship</p>	<p><u>Writing Informational Texts</u> <u>TEKS 12B</u> Students dictate or compose informational texts, including procedural texts.</p> <p><u>Students Respond To What They Read (Non-Fiction)</u> <u>TEKS 7ABC FE</u> Students meaningfully interact with non-fiction texts with writing and illustrations. Students describe personal connections to a variety of sources. They write brief comments on informational texts and use text evidence to support their response. Students use newly learned vocabulary.</p>

4th 9 weeks
[TRS Unit 08B: Researching for Information](#)
[TRS Unit 09: Focusing on Characteristics of Poetry](#)

Word Study	Reading	Writing
<p><u>Grammar</u> <u>TEKS 11D</u> Students are able to recognize various grammar parts in order to use in writing.</p>	<p><u>Poetry</u> <u>TEKS 9B, 12A</u> Students learn the different characteristics of poetry, including rhyme, rhythm, repetition and alliteration. They dictate or compose their own poems.</p> <p><u>Correspondence</u> <u>TEKS 12C</u> Students practice composing their own thank you notes and letters.</p> <p><u>Research</u> <u>TEKS 13ABCDE</u> (link with science research) Students generate their own questions for inquiry. They develop and follow a research plan. They identify and gather relevant sources and information to answer the question. Students demonstrate understanding of information. They use an appropriate mode of delivery (written/oral/multimodal)</p>	