

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>				
1A- Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	1B- Follow, restate, and give oral instructions that involve a short, related sequence of actions	1C- Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	1D- Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	1E- Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings

<p>Taught All Year</p> <p>Word Study</p>	<p>Phonological Awareness 1.2A (iv) Recognize the change in spoken word when a specified phoneme is added, changed, or removed; (v) Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) Manipulate phonemes within base words; and (vii) Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends</p>
	<p>Phonetic Knowledge 1.B (i) Decode words in isolation and in context by applying common letter sound correspondences;(vi) Identify and reading at least 100 high-frequency words from a research-based list</p>
	<p>Spelling Knowledge 1.C (iii) Spell words using sound-spelling patterns; and (iv) Spell high-frequency words from a research-based list</p>
	<p>Print Awareness 1.2D Identify the information that different parts of a book provide</p>
	<p>Develop Handwriting 1.2F Print words, sentences, and answers legibly leaving appropriate spaces between words</p>
	<p>Developing and Sustaining Foundational Language Skills 1.3B- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; (C) Identify the meaning of words with the affixes -s, -ed, and -ing; and (D) Identify and use words that name actions, directions, positions, sequences, categories, and locations</p>

<p>Taught All Year</p> <p>Reading</p> <p>TRS Unit 03: Asking Questions and Making Predictions</p> <p>TRS Unit 04: Mental Images</p> <p>TRS Unit 05: Making Inferences</p>	<p>Read Grade Level Texts With Fluency</p> <p>1.4- The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade level text</p> <p>Self-Sustained Reading</p> <p>1.5- The student reads grade appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time</p> <p>Reading Strategies</p> <p>1.6A- Establish purpose for reading assigned and self-selected text with adult assistance</p> <p>1.6B- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p> <p>1.6C- Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance</p> <p>1.6D- Create mental images to deepen understanding with adult assistance</p> <p>1.6E- Make connections to personal experiences, ideas in other texts, and society with adult assistance</p> <p>1.6F- Make inferences and use evidence to support understanding with adult assistance</p> <p>1.6G- Evaluate details to determine what is most important with adult assistance</p> <p>1.6H- Synthesize information to create new understanding with adult assistance</p> <p>1.6I- Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p> <p>Author's Purpose</p> <p>1.10A- Discuss the author's purpose for writing text; (B) Discuss how the use of text structure contributes to the author's purpose; (C) Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; (D) Discuss how the author uses words that help the reader visualize</p> <p>Reading Response Skills</p> <p>1.7C- Use text evidence to support an appropriate response; (D) Retell texts in ways that maintain meaning; (E) Interact with sources in meaningful ways such as illustrating or writing; and (F) Respond using newly acquired vocabulary as appropriate</p>
<p>Taught All Year</p> <p>Writing Process</p>	<p>The Writing Process</p> <p><i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</i></p> <p>1.11A- Plan a first draft by generating ideas for writing such as by drawing and brainstorming</p> <p>1.11B- Develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details</p> <p>1.11C- Revise drafts by adding details in pictures or words</p> <p>1.11D- 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</p>

1.11E- Publish and share writing.

1st 9 Weeks

HMH Modules 1-3

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>HMH Word Study Timeline</p> <p>Letter Sounds, Phonemes, Rhyming TEKs 1.2A i, ii, iii Produce a series of rhyming words, recognizing spoken alliteration; distinguishing between long and short vowel sounds</p> <p>Decoding and Spelling Patterns (Encoding) TEKs 1.2B ii, iii, v Decode words with closed syllables, initial and final digraphs, and inflectional endings, -s</p> <p>Spelling Patterns (Encoding) TEKs 1.2Ci, ii Spell words with closed syllables, initial and final digraphs</p>	<p><i>Students listen to and interact with a variety of texts and genres as they focus on the goal of reading comprehension.</i></p> <p>1.7A- Describe personal connections to a variety of sources</p> <p>1.10E- Listen to and experience first- and third-person texts</p> <p>1.8BD- Describe the main character and the reason(s) for their actions and the setting</p>	<p><i>Expectations for Writing Workshop/Independent Writing are established and continued to be practiced every day throughout the year. Students are introduced to the writing process through writing class stories and writing responses to information read independently and aloud.</i></p> <p>1.2F- Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words</p> <p>1.7B- Write brief comments on literary or informational texts</p> <p>1.3A- Become familiar with word walls and personal dictionaries. Students use a resource such as a picture dictionary or digital resource to find words</p>
<p>SLAR Word Study</p>		

2nd 9 Weeks

HMH Modules 4-6
 TRS Unit 07A:Focusing on Literary Elements in Fiction, including Drama
 TRS Unit 07B:Exploring Traditional Literature

Word Study	Reading	Writing
<p>HMH Word Study Timeline</p> <p>Decoding TEKS 1.2B ii, iii, iv, v Decode open syllables; VCe syllables; initial and final consonant blends, digraphs and trigraphs; common compound words, and inflectional endings, -es, -ed, -ing</p> <p>Spelling Patterns (Encoding) TEKS 1.2C i, ii Spell words with open syllables, VCe syllables, initial and final digraphs, trigraphs and consonant blends</p>	<p>1.9A- Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes</p> <p>1.9C- Discuss elements of drama such as characters and setting</p> <p>1.8A- Discuss topics and determine theme using text evidence with adult assistance</p> <p>1.8C- Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently</p>	<p>1.12A- Dictate and compose personal narratives (using the writing process)</p> <p>1.2E- Alphabetize a series of words to the first or second letter and use a dictionary to find words</p>
SLAR Word Study		

3rd 9 Weeks

HMH Modules 7-9
 TRS Unit 08A:Focusing on Characteristics of Informational Text
 TRS Unit 08B: Researching for Information
 TRS Unit 10: Focusing on Characteristics of Persuasive Texts

Word Study	Reading	Writing
<p>HMH Word Study Timeline</p> <p>Decoding TEKS 1.2B ii, iii, iv, v Decode vowel teams (vowel digraphs) ; r-controlled syllables; and common contractions</p> <p>Spelling Patterns (Encoding) TEKS 1.2C i, ii Spell words with vowel teams, and r-controlled syllables</p>	<p>1.9Di, ii, iii- Recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance; features and simple graphics to locate or gain information; and organizational patterns such as chronological order and description with adult assistance</p> <p>1.9E- Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do</p> <p>1.9F- Recognize characteristics of multimodal and digital texts</p>	<p>1.12B- Dictate or compose informational texts, including procedural texts and dictate or compose correspondence such as thank you notes or letters</p> <p>1.13ABCDE (Link with science or social studies)-Students generate their own questions for inquiry. They develop and follow a research plan, identify and gather relevant sources and information to answer the question. To demonstrate understanding of information; they will use an appropriate mode of delivery (written/oral/multimodal)</p>

SLAR Word Study

4th 9 Weeks

HMH Modules 10-12

TRS Unit 06: Understanding What We Read and Write: Important Details and Synthesis

TRS Unit 09: Focusing on Characteristics of Poetry

TRS Unit 11: The Big Picture: Gaining Independence in Literacy

Word Study	Reading	Writing
<p>HMH Word Study Timeline</p> <p>Decoding TEKs 1.2B ii, iii, iv, v Review all previously taught concepts. Introduce Decoding vowel teams (vowel diphthongs); two syllable words</p> <p>Spelling Patterns (Encoding) TEKs 1.2C i, ii Review all previously taught concepts.</p>	<p><i>Continue to review all previously taught standards with an emphasis on responding to an increasingly challenging variety of sources that are read, heard, or viewed. TEKS 1.7A-F</i></p> <p>1.9B-Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems</p>	<p><i>Students continue writing correspondences and research inquiry as needed.</i></p> <p>1.12A- Dictate or compose poems</p>
SLAR Word Study		

Additional Resources

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