

**ELA Curriculum
Grade Level: First
Six Weeks: Second**

| Skills | Suggested Resources | Examples | TEKS |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------|
| <u>LISTENING/SPEAKING</u> | | | |
| Determine purpose for listening | Teacher read-alouds Neuhaus | Teacher directed lessons | 1.1A |
| Respond appropriately and courteously. | Class rules and procedures | Class meetings and discussions | 1.1B |
| Participates in rhymes, songs, conversations, and discussions. | Poem Folder | Teacher Read-alouds Shared big books Pocket Charts | 1.1C |
| Listen critically to interpret/evaluate | | | 1.1D |
| Listen responsively to stories and other texts | <u>Firefighters A to Z</u> <u>Stellaluna</u> <u>It's Pumpkin Time!</u> <u>The Very Busy Spider</u> Plus a variety of teacher selected literature and stories | Teacher read-alouds Chart stories Sequence and Comprehension pages | 1.1E |

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| Identify rhymes or repeated sounds | <u>TPRI Intervention Activities</u> Guide p.48 Neuhaus Language Enrichment Guide p. 1-2 | Poem Folder Word Family charts or games | 1.1F |
| CRITICAL LISTENING | | | |
| Connect experiences and ideas with others through speaking and listening | <u>Poinsettia and the Firefighters</u> <u>Pumpkin Heads!</u> <u>Anansi the Spider</u> Reading Response activities | Class discussion | 1.2A |
| Compare family stories that reflect customs, culture | <u>The First Thanksgiving</u> Teacher selected literature | Share personal Thanksgiving stories | 1.2B |
| AUDIENCES ORAL GRAMMAR | | | |
| Adapt spoken language appropriate to the audience | Class meetings and calendar | Class jobs and class discussion | 1.3A |
| Use verbal and nonverbal communication in effective ways. | Class meetings and calendar | Class jobs and class discussion | 1.3B |
| Ask and answer relevant questions and make contributions in group discussions | Unit topics KWL Chart Venn Diagrams | Classroom discussion before, during and after read alouds | 1.3C |

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| COMMUNICATION | | | |
| Learn the vocabulary of school | Math board Student desk name tape Charts and posters | Calendar Meeting Activity pages Read Around the Room | 1.4A |
| Use vocabulary to describe clearly ideas, feelings, and experiences | | Reading Response Class meetings | 1.4B |
| Retell a spoken message by summarizing | | | 1.4D |
| <u>READING</u> PRINT AWARENESS | | | |
| Recognize that print represents spoken language | Rigby Readers/Open Court Word Wall | Small Group Activities Read and Write around the room. | 1.5A |
| Print moves left to right, top to bottom; separated by spacing; difference between individual letters and words. | Handwriting Without Tears Neuhaus Journals | DOL, shared and individual writing, Charts, handwriting lessons, activity pages | 1.5B,C,D |

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| Know the order of the alphabet; and the difference between capital and lowercase letters. | <u>TPRI Intervention Activities Guide</u> p.71-73, Alphabet desk strip | Touch and name letters on the ABC desk strip. Reading station games, activity pages. | 1.5E,F |
| Capitalization and punctuation to comprehend / Spoken words are represented in written language by specific sequences of letters | Big Books with large print Daily Oral Language sight words & word wall words | Teacher directed whole group reading, pocket chart small group activities, read around the room, work pages | 1.5G, H |
| Recognize parts of a book | Big Books Read-alouds of choice Rigby Readers Open Court | Teacher directed whole group reading, and reading circle activities | 1.5I |
| Recognize there are correct spellings for words | Neuhaus Spelling Folder Sight Words Word families Classroom Word Wall | Spelling Word Sorts Spelling Tests Word Dictation | 1.5J |
| PHONOLOGICAL AWARENESS | | | |
| Syllables | Neuhaus | Teacher directed phonics or small group lessons | 1.6B |
| Rhyming words vs. Non-rhyming words | Poem Folder <u>TPRI Intervention Activities Guide</u> p. 52-54 Word Families | Poems from charts Teacher directed small group games. | 1.6C |

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| Initial sounds Final sounds | Neuhaus Phonics <u>TPRI Intervention Activities</u> Guide p. 58-59 | Neuhaus lessons and practice folder Word or picture sorts | 1.6D |
| Blending sounds Segmenting Sounds | Neuhaus Phonics <u>TPRI Intervention Activities</u> Guide p. 56-57 | Neuhaus lessons and practice folder Small Group practice | 1.6E, F |
| LETTER-SOUND RELATIONSHIPS | | | |
| Naming/identifying letters | <u>TPRI Intervention Activities</u> Guide p.71-73, Alphabet desk strip | Touch and name letters on the ABC desk strip. Puzzles, games, activity pages. | 1.7A |
| Understand that written words are composed of letters that represent sounds | Neuhaus Phonics Language Enrichment lessons and folder | Teacher directed Neuhaus Phonics lessons and Flash Cards | 1.7B |
| Learn and apply letter- sound correspondences to begin to read | Neuhaus | Phonics lessons and Flash Cards | 1.7C |
| Learn and apply letter- sound correspondences, consonant blends, digraphs and vowel digraphs and diphthongs. | Neuhaus Phonics Language Enrichment lessons and folder | Teacher directed Neuhaus Phonics lessons | 1.7D |
| Blending and Decoding | Neuhaus Phonics Language Enrichment lessons and folder Word Families | Neuhaus Phonics Lessons | 1.7E,F |

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| Use letter-sound knowledge to read decodable texts | Rigby Readers Open Court readers | Teacher directed small groups | 1.7G |
| WORD IDENTIFICATION | | | |
| Use common spelling patterns to decode words | Making Words Neuhaus Spelling Folder | Phonics and spelling lessons | 1.8B |
| Base Words; inflections (s) | Neuhaus | Phonics Lessons | 1.8C |
| Recognize high frequency words such as said, was, where, and is | Sight Word Practice | Flash Cards Word Wall Bingo games | 1.8E |
| Use knowledge of syntax and context to support word identification and comprehension | Rigby and Open Court readers Classroom and TAE Library | Model in during whole group read alouds and in reading groups | 1.8F |
| Read both regular and irregular words automatically such as through multiple opportunities to read and reread. | Rigby Readers Open court readers Neuhaus Phonics Word Wall | Teacher directed small groups Buddy Reading Chart stories Self Selected Reading | 1.8G |

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| FLUENCY | | | |
| Read regularly in independent-level materials | Rigby and STAR reading level tests | Rigby leveled book folder Classroom and TAE Library | 1.9A |
| Instructional-level books | Rigby and Open Court Readers Rigby and STAR reading level tests | Teacher directed small groups | 1.9B |
| Read orally from familiar texts with accuracy and expression | Accelerated Readers Classroom and TAE Library | Buddy reading and Teacher directed groups | 1.9jC |
| Self Selected independent level reading | Classroom library School library | Read books from personal book box during independent reading time | 1.9D |
| VOCABULARY DEVELOPMENT | | | |
| Discuss meanings of words and develop vocabulary through meaningful/concrete experiences | TPRI Intervention Activities Guide p.106-107 Unit Themes | Teacher selected Literature in whole group read alouds | 1.11A |
| Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. | Teacher selected literature | Teacher selected Literature in whole group read alouds | 1.11B |

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| COMPREHENSION | | | |
| Activate prior knowledge | | Anticipatory Set KWL Charts | 1.12A |
| Establish purpose for reading | | Teacher read alouds, or small groups | 1.12B |
| Retell or act out the order of important events | Teacher Selected Literature | Teacher read alouds Small or large group participation | 1.12C |
| Monitor own comprehension using strategies such as rereading, asking for help | | Small groups, or buddy reading | 1.12D |
| Draw and discuss visual images based on text descriptions | <u>The Very Busy Spider</u> | Class made books Draw and Write pages | 1.12E |
| LITERARY RESPONSE | | | |
| Listen to stories being read aloud | Library Theme Unit books | Library read aloud time Teacher read alouds | 1.13A |
| Active participation | Selected Big Books <u>There Was an Old Lady Who Swallowed a Fly</u> | Student predicts, reads along, or joins in selected read alouds | 1.13B |

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| Varied responses to literature | <u>The Pumpkin Book</u> | Class made books Pumpkin Book Sequence | 1.13C |
| Describe how illustrations contribute to the text | <u>Pumpkin Heads!</u> Rigby and Open Court Readers | Teacher led small groups | 1.13E |
| TEXT STRUCTURES | | | |
| Distinguish different kinds of texts | Scholastic News articles Fantasy/real life stories Books for information Poem Charts | Lists, Charts, Scholastic News shared articles Poem folders | 1.14A, C,D, E |
| Understand simple story structure | Teacher selected books | Story Sequence | 1.14B |
| Understand and distinguish between the author and illustrator | Teacher selected literature | Whole group or small group reading | 1.14F |
| Setting | Teacher selected books | Whole and small groups | 1.14H |
| READING INQUIRY / RESEARCH | | | |
| Identify relevant questions for inquiry; gather information, draw | Theme Unit Books | KWL CHART | 1.15A,B,C |

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| conclusions | | | |
| <u>WRITING</u> PENMANSHIP | | | |
| Write name, key words | Student Desk Tape | Spelling Practice | 1.17A |
| Writing uppercase and lowercase letters | Handwriting Without Tears | Handwriting lessons | 1.17B |
| Use Phonological Knowledge | Neuhaus Journals Class Made Books | Neuhaus Morning Journal writing Respond to literature through writing | 1.17C |
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| Left to right Top to bottom Control pencil, paper, stroke, letter spacing, Capitals and punctuation | Handwriting Without Tears Journals Evan Moore DOL | Handwriting lessons Journal writing DOL | 1.17D,E,F, G |
| WRITING PURPOSES | | | |

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| Write labels, notes, captions for illustrations | Literature Response Activities | Literature Response Activities Whole Group Writing | 1.18B |
| Recording ideas and feelings | Journals | Journals | 1.18C |
| Write to communicate with a variety of audiences | | Literature Response Activities Class made books | 1.18E |
| WRITING PROCESSES | | | |
| Generate ideas before writing on self selected or assigned tasks | Literature Response Activities Writing folders | Class Made Books Journals | 1.19A,B |
| Develop and revise drafts | Literature Response Activities Writing folders | | 1.19C,D |
| SPELLING | | | |
| CVC and CVCe words | Neuhaus | Phonics lessons Scientific Spelling Folder | 1.20A |
| Inflectional endings (s) (ing) | Neuhaus | Phonics and Spelling lessons | 1.20B |

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| Spell single syllable words that have r-controlled vowels, final consonants f,l, and s; and ck as the final consonant | Scientific Spelling lessons for words with short i, p, t, n, and sight words | Phonics and Scientific Spelling folder | 1.20C |
| WRITING GRAMMAR | | | |
| Compose sentences in written text and use appropriate end punctuation | DOL | Journals | 1.21B |
| INQUIRY RESEARACH | | | |
| Investigative Questions | <u>Ziping Zapping Zooming Bats</u> <u>Bat Loves the Night</u> <u>Spiders</u> | KWL Charts | 1.23A |
| Sharing knowledge of a topic | Theme units and Teacher selected books | Venn Diagram Descriptive writing | 1.23B |