

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

Skills	Suggested Resources	Examples	TEKS
<u>LISTENING/SPEAKING</u>			
Determine purpose for listening	Teacher read alouds	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 Class, or group discussions Pocket Charts	1.1C
Listen critically to interpret/evaluate	Unit theme and teacher selected literature	Graphic organizers Reading response activities	1.1D
Listen responsively to stories and other texts	<u>The Listening Walk</u> <u>Arthur's Eyes</u> <u>Polar Bear, Polar Bear, What Do You Hear?</u>	Teacher read-alouds Class made books Comprehension pages	1.1E

Identify rhymes or repeated sounds	<u>TPRI Intervention Activities Guide p.52-53</u>	Poem Folder Word Family charts or Reading Circle games	1.1F
CRITICAL LISTENING			
Connect experiences and ideas with others through speaking and listening	<u>What Santa Can't Do</u> Reading Response activities	Class discussion Class made book	1.2A
Compare family stories that reflect customs, culture	<u>Too Many Tamales</u> <u>The Chanukkah Guest</u> <u>Kwanza</u>	Share personal Christmas 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	Discussion before, during and after read alouds, or during reading circle	1.3C
Present dramatic interpretations of experiences, stories, poems or plays	<u>TPRI Intervention Activity Guide p. 102 #6.11</u>	Students retell stories	1.3D

COMMUNICATION			
Use vocabulary to describe clearly ideas, feelings, and experiences	Teacher selected literature	Reading Response Chart words that describe	1.4B
Clarify or Retell a spoken message by summarizing, or using props	Class helpers Calendar or Meeting times	Student restates directions for the class Share at circle time	1.4C, D
<u>READING</u> PRINT AWARENESS			
Recognize that print represents spoken language	Neuhaus 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
Know the order of the alphabet; and the difference between capital and lowercase letters.	<u>TPRI Intervention Activities Guide</u> p.71-73, Handwriting practice book Alphabet desk strip	Handwriting practice book Puzzles, games, activity pages.	1.5E,F

Capitalization and punctuation to comprehend / Spoken words are represented in written language by specific sequences of letters	Neuhaus 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 Final stable syllables	Teacher directed phonics or small group lessons Neuhaus flash cards	1.6B
Rhyming words vs. Non-rhyming words	Poem Folder <u>TPRI Intervention Activities</u> <u>Guide</u> p. 52-54 Word Families	Dr. Seuss read alouds Poems from charts Teacher directed small group games.	1.6C
Initial sounds Final sounds	Neuhaus Phonics <u>TPRI Intervention Activities</u> <u>Guide</u> 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	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 Scientific Spelling Folder	Teacher directed Neuhaus Phonics lessons and flash cards	1.7D
Blending and Decoding	Neuhaus Phonics Language Enrichment lessons and folder Word Families	Neuhaus Phonics Lessons and flash cards	1.7E,F
Use letter-sound knowledge to read decodable texts	Rigby Readers Open Court readers	Teacher directed small groups and activity pages	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
Multisyllabic words	Neuhaus lessons and flash cards vc/cv pattern Final stable syllables	Phonics practice folder Compound word Bingo	1.8D
Recognize high frequency words such as said, was, where, and is	Rigby and Open Court readers Classroom and TAE Library	Reading groups Flash Cards, Word Wall Self selected reading	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 Accelerated Readers	1.8G
FLUENCY			

Read regularly in independent-level materials	Rigby and STAR reading level tests Five finger rule for self selection	Rigby leveled book folder, AR books and tests	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	1.9C
Self Selected independent level reading	Classroom library School library	Read books from personal book box during independent reading time	1.9D
READING VARIETY OF TEXTS			
Read a variety of texts for pleasure and information	Unit theme books Classroom library School library	Buddy reading, self selected reading, and Teacher directed reading	1.10A
Use graphs, charts, signs and captions to get information	Scholastic News Class Graphic organizers and charts	Scholastic News activity pages	1.10B
VOCABULARY DEVELOPMENT			
Discuss meaning of words/ develop vocab. through meaningful experiences	Unit theme books TPRI Intervention Activities Guide p.106-107	Word sorts, activity pages, Draw and write activities	1.11A

Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	Unit theme books Teacher selected literature	Listening station, Teacher selected Literature in whole group read alouds	1.11B
Identify nouns and verbs	Neuhaus Grammar p. 1-3; <u>A Mink, a Fink, a Skating Rink:</u> <u>What is a Noun?</u> <u>To Root, to Toot, to Parachute:</u> <u>What is a Verb?</u>	Model, chart and write nouns, verbs Shared reading, practice pages	1.11C
COMPREHENSION			
Activate prior knowledge	Share stories and experiences	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	<u>The Mitten</u> 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 Legend of the Poinsettia</u>	Make poinsettias Class made books	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	Teacher selected poems or books	Student predicts, reads along, or joins in selected read alouds	1.13B
Varied responses to literature	<u>The Gift of Christmas</u> <u>What Santa Can't Do</u>	Decorate trees Class made books	1.13C
Describe how illustrations contribute to the text	<u>The Mitten</u> , <u>The Gingerbread Baby</u> Rigby and Open Court Readers	Read alouds and 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
Analyze characters, feelings, relationships	<u>Tacky the Penguin</u> Selected Unit books	Teacher read alouds	1.14G
Setting	Teacher selected books	Whole and small groups Chart Story Elements	1.14H
READING INQUIRY / RESEARCH			
Identify relevant questions for inquiry; gather information, draw conclusions	Theme Unit Books	KWL CHART Graphic organizers	1.15A,B,C
Use Alphabetical order	Alphabet strip Word cards Reading Station games	Model and practice whole group Reading Station Games and Activity pages	1.15D
Recognize parts of a book	Rigby and Open Court Readers TAE Library	Model and practice in small groups	1.15E
Locate important areas of the Library	TAE Library	Library stories and instruction	1.15F

<u>WRITING</u> PENMANSHIP			
Write name, key words	Neuhaus Scientific Spelling Student Desk Tape Word Wall	Spelling Practice and Scientific Spelling Folder	1.17A
Writing uppercase and lowercase letters	Handwriting Without Tears Evan Moore DOL	Handwriting lessons DOL	1.17B
Use Phonological Knowledge	Neuhaus Journals Class Made Books	Neuhaus Morning Journal writing Respond to literature through writing	1.17C
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			
Dictate messages for others to write		Shared writing Brainstorming for a writing project	1.18A

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 discover and refine ideas		Whole group writing Draw and Write pages	1.18D
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
Use available technology to compose text	Campus resources		1.19E
SPELLING			

CVC and CVCE words	Neuhaus	Phonics lessons	1.20A
Inflectional endings (s) (ing) (er)	Neuhaus	Phonics and Spelling lessons	1.20B
Spell single syllable words that have r-controlled vowels, final consonants f, l, and s; and ck as the final consonant	Scientific Spelling lessons Short o, ng, m, b, r, short u	Phonics and Scientific Spelling lessons and folder	1.20C
WRITING GRAMMAR			
Use nouns and verbs in sentences	Neuhaus Grammar	Model, whole group practice on the board, Journals and class writing	1.21A
Compose sentences in written text and use appropriate end punctuation	Whole Class Writing	Journals and Whole class writing projects	1.21B
WRITING/ EVALUATION			
Respond constructively to others' writing	Class Journals and Whole Group Writing	Model constructive comments	1.22B

Determine how his/her own writing achieves its purposes	Writing conferences	Main idea Model constructive comments	1.22C
INQUIRY RESEARACH			
Investigative Questions	Unit Theme books	KWL Charts	1.23A
Sharing knowledge of a topic	Theme units and Teacher selected books	Venn Diagram Descriptive writing	1.23B