

First Grade ELA Year at a Glance

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7A	Unit 7B	Unit 8A	Unit 8B	Unit 9	Unit 10	Unit 11	
	3 Weeks	3 Weeks	3 Weeks	1 Weeks	3 Weeks	2 Weeks	3 Weeks	3 Weeks	4 Weeks	2 Weeks	3 Weeks	2 Weeks	2 Weeks	
Reading Genre	<p>Across Genres Ready, Set, Go! Interacting with Print and Language Around Us: Students listen to and interact with a variety of texts as they focus on the goal of reading: comprehension. Students discuss, retell, and respond orally to self-selected texts or texts read aloud. Students also use drawing or writing to show understanding. Students also demonstrate their understanding of print concepts.</p>	<p>Across Genres Understanding What We Read and Write: Purpose and Connections: Students are continuing to engage in dialogue and conversation with peers to support learning and understanding. Students preview texts, demonstrate print awareness, and identify topics to establish their own purposes for reading. Students also identify and discuss authors' purposes for writing in a variety of texts. Students look for details, facts, and ideas that reveal the author's purpose. Students also improve comprehension by making connections to personal experiences, ideas in other texts, and society. Students continue to use strategies to monitor their comprehension in order to support understanding of texts. Students demonstrate their understanding by describing their connections and interacting with texts through writing and illustrating using newly acquired vocabulary.</p>	<p>Across Genres Understanding What We Read and Write: Questions and Predictions: Students listen to and interact with a variety of texts as they learn essential reading strategies which promote comprehension. Students ask and answer questions to enhance understanding and gain information. Students also make predictions using background knowledge and clues from the text, including those from text/print and graphic features, and they support/confirm their predictions with text evidence. Students interact with self-selected texts or those read aloud to them by using text evidence to support appropriate oral and/or written response.</p>	<p>Across Genres Understanding What We Read and Write: Mental Images: Students focus on creating mental images to extract meaning by attending to details and discussing the author's use of language. Students also continue to apply letter-sound relationships to decode words while self-monitoring comprehension and employing strategies that deepen understanding in a variety of text.</p>	<p>Across Genres Understanding What We Read and Write: Inferences: Students listen to and interact with a variety of texts as they learn essential reading strategies which promote comprehension. With adult assistance, students make inferences during reading and use text evidence to support understanding. Additionally, students use illustrations and text to infer the meaning of unfamiliar words. Students also continue to self-select texts and build their stamina in order to read and interact with texts for increasingly longer periods of time.</p>	<p>Across Genres Understanding What We Read and Write: Important Details and Synthesis: Students listen to, read, and interact with a variety of texts as they learn essential reading strategies which promote comprehension. With adult assistance, students begin to monitor their thinking to evaluate details and determine whether or not a detail is important to the purpose and message of the text. Students demonstrate their understanding of text by retelling the most important details included within the text they are reading. Additionally, students (with adult assistance) synthesize details, ideas, and information to create new understandings, perspectives, and/or insights. Students continue to self-select texts and increase the time they are able to read independently while working on using their comprehension strategies flexibly as needed, improving their fluency, practicing their decoding skills in context, and growing their vocabularies.</p>	Review Week	<p>Literary Genre Studies: Focusing on Literary Elements in Fiction Including Drama: Students listen to and interact with a variety of fictional texts, including drama. As students listen to and read these fictional texts, they implement essential reading strategies which promote comprehension. Students identify and describe the main characters and their actions, plot elements, and setting. Understanding these elements allows students to understand the topic and theme of a piece of writing as well as the author's purpose. Recognizing author's purpose is further supported by an understanding of text structure, print and graphic features, word choice, and point of view. Students also recognize these same literary elements in drama, specifically zeroing in on character and setting. Students interact and respond to texts by retelling the main events as well as using text evidence to write brief comments on what they have listened to or read.</p>	<p>Literary Genre Studies: Exploring Traditional Literature: Students listen to and interact with well-known children's literature as they implement essential reading strategies that promote comprehension. Students continue to study the fiction genre, including character, setting, plot and theme while focusing on the distinguishing characteristics of well-known children's literature such as fairy tales, folktales, fables, and nursery rhymes. Students interact with and respond (orally and/or in writing) to self-selected texts or those read aloud to them. Research has also been embedded into this unit. With adult assistance, students generate questions for inquiry, gather information, and demonstrate an understanding of the information gathered.</p>	<p>Expository Genre Studies: Focusing on Characteristics of Informational Text: Students explore characteristics and structures of informational text, including recognizing central idea and supportive evidence, the use of text features and organizational patterns such as description and chronological order to facilitate and increase comprehension of texts. Students also examine the characteristics of procedural texts to serve as models for writing. Students experience parts of the research process by generating questions on a topic, identifying and gathering information on generated questions, and demonstrating an understanding of the information being gathered. Additionally, students continue to incorporate ongoing reading strategies when necessary in order to improve comprehension.</p>	<p>Expository Researching for Information: Students engage in inquiry and research. With adult assistance, students generate questions for inquiry as they develop and follow a research plan. Through this process, students demonstrate an understanding of information as they answer their pre-generated questions of inquiry. Additionally, students continue to incorporate ongoing reading strategies when necessary in order to improve comprehension.</p>	<p>Literary Genre Studies: Focusing on Characteristics of Poetry: Students listen to and read a variety of poems. They discuss rhyme, rhythm, repetition, and alliteration in a variety of poems. With adult assistance, students continue to employ comprehension strategies such as establishing purpose for reading, generating questions, making and confirming predictions, making connections, evaluating details, and synthesizing information to create new understandings while reading. Students discuss author's purpose and craft, including how authors carefully select words that help the reader visualize and create meaning.</p>	<p>Expository Focusing on Characteristics of Persuasive Texts: Students recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do. Additionally, students continue to incorporate ongoing reading strategies when necessary in order to improve comprehension. Students interact with and respond to self-selected texts, as they explore (read or listen to) persuasive texts in both traditional and multimodal/digital form.</p>	<p>Across Genres The Big Picture Gaining Independence in Literacy: Students review what they have learned throughout the year, including specific genre characteristics. Students select a genre on which to focus for the unit. Additionally, students continue to incorporate ongoing reading strategies when necessary in order to improve comprehension as they engage in discussions and literature circles. While exploring their preferred genre, students interact with and respond to texts and present information about their text/genre to others.</p>
	* All Texas Essential Knowledge and Skills (TEKS) are embedded and spiraled across each unit throughout the year.							* All Texas Essential Knowledge and Skills (TEKS) are embedded and spiraled across each unit throughout the year.						
Word Work	Decoding TEKS: 1.2Bvi, 1.2Bi,	Decoding TEKS: 1.2Bii		Decoding TEKS: 1.2Bv			Decoding TEKS: 1.2Biii	Decoding TEKS: 1.2Biii			Decoding TEKS: Review/Reteach All Previously Taught TEKS to Mastery And/or Extend and Apply			

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	Encoding TEKS: 1.2Civ, 1.2Ciii, 1.2Ci	Encoding TEKS: 1.2Cii	Encoding TEKS: 1.2Cv		Encoding TEKS: 1.2Ci	Encoding TEKS: 1.2Ci	Encoding TEKS: Review/Reteach All Previously Taught TEKS to Mastery And/or Extend and Apply		
Writing	<p>Launching Writing Workshop: 15 Days – focuses on routines, procedures, and collecting ideas and drafts of things we care about. Students will engage in writing across pages from the first day of school as they strive to become members of a community of writers. Mini-lessons will focus on generating ideas, routines, and writing across pages.</p>	<p>Stories are found in Small Moments: Students will continue to follow routines and procedures with increasing independence as they write small moment stories from their lives. Students will learn more about how to write with focus by including specific details, and elaboration across the pages of their books. Students should write more than one book during this unit, but students will select one book to revise and publish toward the end of the unit.</p>	<p>Authors Write to Teach Others and So Can I – In this unit, students become teachers, as they learn that one reason we write books is to teach others how to do something. They will grow as writers by learning to write with clarity and detail across pages. Students will pay extra attention to writing a clear sequence of steps and supporting those steps with their drawings. They will create multiple “How-To” books during this unit and go back and revise and republish prior “How-To” books to make them even better.</p>	<p>Friendly Letters – Students will learn how to format and write a friendly letter or card in this unit. Teachers can build excitement in this unit through the purpose of the letters. Students will consider their audience and the purpose of the letter or card. The more authentic the task, the more the students will be engaging. This unit will also focus on the application of the conventions that students have been learning. The letters will be revised for clarity and edited, paying attention to complete sentences and applying conventional punctuation and capitalization. Students will mail their final letter or card.</p>	<p>Planning an Adventure: Writing Fiction Books- Students will learn to tell and plan stories in this unit. They will understand that the characters in their stories face problems, overcome them with help or on their own, and then develop solutions. Students will use the models of what they are reading in class as they embark on this work. Students will write multiple fiction books but will pick one to revise, ensuring that their stories have a clear beginning, middle, and end. These books can be shred and then placed in the classroom library.</p>	<p>Books Help Us Learn About New Things: In this unit, students will continue to write longer and with more clarity as they write non-fiction chapter books. Students will apply what they know as authors as they use what they know about how expository texts are structured and work to write an All About NF chapter book about a topic of their own choice.</p>	<p>Poems are All Around Us: This unit will help students to see that the things all around them can inspire poetry. They will focus on using powerful language, line breaks, metaphors to compose poetry like what they are reading in class. Students will be exposed to various poetry formats but will have the freedom to write poems in the format of their choice. Instead of focusing on types of poems, students will find inspiration in the world around them. Students will write a collection of poetry and will publish them as an anthology.</p>	<p>Authors Write to Share Opinions: This unit will give students a chance to write for an authentic audience as they write and publish reviews and opinion books. They will learn to make and defend decisions and opinions in their writing as they choose something important to them and write a blog/SeeSaw post to share their thinking with others.</p>	
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Grammar	Verbs 1.10ii Nouns 1.10iii	Complete Sentences 1.10i	Punctuation TEKS 1.10x Capitalization TEKS 1.10ix		Adjectives 1.10iv Adverbs 1.10v	Prepositions TEKS 1/10vi	Pronouns TEKS 1.10vii	Review	