

1st Grade English Language Arts

1st Six Weeks

Theme: Launching Literacy Workstations/Daily 5: Readers Build Good Habit

Shared Reading (Big Book or Focus Poetry)	TEK	Guided Reading (Daily 5/Workstations)	TEK	Read Aloud	TEK
Read texts by moving from top to bottom of the page and tracking words from left to right with return sweep	1.1 (E)	Students are expected to read independently for a sustained period of time.	1.12 (A)	Retell the order of events in a text by referring to the words and/or illustrations;	1.14 (C)
Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	1.1 (F)			Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	1.28 (A)
Use phonological knowledge to match sounds to letters to construct known words;	1.22 (A)			Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	1.29 (A)
Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.	1.8 (A)			Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	1.24 (C)
Decode words in context and in isolation by applying common letter-sound correspondences, including:	1.3(A)			Recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)	1.16(A)
single letters (consonants) including:	(i)			Identify techniques used in	
n, d, p, f, r, h, z, s, b, g					
single letters (vowels) including short a, short i	(ii)				
Speak in complete sentences with correct subject-verb agreement	1.20 (B)				
Ask questions with appropriate subject-verb inversion	1.20 (C)				

Decode words in context and in isolation by applying common letter-sound correspondences, including: single letters (consonants) including: l, x, y, w, k, v, j, qu, inflection –s single letters (vowels) including short e, short o, short u	1.3(A) (i) (ii)			media (e.g., sound, movement).	1.16(B)
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Figure 19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)

1st Grade Writing

1st Six Weeks Theme: Launching Writers Workshop: Heart Map Narrative Writing

Writing	TEK	Phonics (Word Wall and Word Work)	TEK
Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)	1.1 (D)	Recognize that spoken words are represented in written English by specific sequences of letters	1.1 (A)
Use letter-sound patterns to spell: consonant-vowel-consonant (CVC) words	1.22 (B) (i)	Identify upper- and lower-case letters	1.1 (B)
Spell high-frequency words from a commonly used list;	1.22(C)	Sequence the letters of the alphabet	1.1 (C)
Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas)	1.17(A)	Identify and read at least 100 high-frequency words from a commonly used list;	1.3 (H)
Publish and share writing with others.	1.17 (E)	Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr)	1.2 (A)
Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	1.21 (A)	Distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite)	1.2 (B)
		Recognize the change in a spoken word when a specified	1.2(C)

Recognize and use basic capitalization for: the beginning of sentences Understand and use the following parts of speech in the context of reading, writing, and speaking: pronouns (e.g., I, me);	1.21 (B) (i) 1.20(A) (vi)	phoneme is added, changed, or removed (e.g.,/b/l/o/w/to/g/l/o/w/); Blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr) Isolate initial, medial, and final sounds in one-syllable spoken words Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat=/s/p/l/a/t). Spell base words with inflectional endings (e.g., adding "s" to make words plurals);	1.2 (D) 1.2 (E) 1.2 (F) 1.22(D)		
*Suggested Books for Shared Reading: These are suggestions only; please feel free to add books you use to this list. All books by Jill Eggleton <u>Shoo Fly</u> <u>Windy Day</u> <u>How Boring</u> <u>Bad Luck Duck</u> <u>Mice in the Kitchen</u> <u>Baboon’s Nest</u>		*Suggested Books For Read Aloud/Writing: These are suggestions only; please feel free to add books you use to this list. <table><tr><td> <u>The Vowel Family</u> by Sally Walker <u>Howard B Wigglebottom Learns to Listen</u> by Howard Binkow <u>Ruby</u> by Maggie Glen <u>Reading Makes you feel good</u> by Todd Parr <u>David Goes To School</u> by David Shannon <u>Miss Nelson</u> Books by James Marshall </td><td> <u>You’re Finally Here</u> by Melanie Watt <u>The Girl Who Never Makes Mistakes</u> by Mark Pett <u>Library Mouse</u> by Daniel Kirk <u>The Best Story</u> by Eileen Spinelli <u>The Crayon Box That Talked</u> by Shane Derolf <u>Arthur Writes A Story</u> by Marc Brown </td></tr></table>		<u>The Vowel Family</u> by Sally Walker <u>Howard B Wigglebottom Learns to Listen</u> by Howard Binkow <u>Ruby</u> by Maggie Glen <u>Reading Makes you feel good</u> by Todd Parr <u>David Goes To School</u> by David Shannon <u>Miss Nelson</u> Books by James Marshall	<u>You’re Finally Here</u> by Melanie Watt <u>The Girl Who Never Makes Mistakes</u> by Mark Pett <u>Library Mouse</u> by Daniel Kirk <u>The Best Story</u> by Eileen Spinelli <u>The Crayon Box That Talked</u> by Shane Derolf <u>Arthur Writes A Story</u> by Marc Brown
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