

1st Grade English Language Arts Bundle 2
2nd Six Weeks Theme: Readers Use Strategies to Understand Reading

Shared Reading (Big Book or Focus Poetry)	TEK	Guided Reading (Daily 5/Workstations)	TEK	Read Aloud	TEK
Single letters (vowels) including short e, short u	1.3 (A) (ii)	Decode words in context and in isolation by applying common letter-sound correspondences, including:	1.3 (A)	Listen attentively to speakers and ask relevant questions to clarify information;	1.27 (A)
Consonant blends (e.g., bl, st)	(iii)				
Consonant digraphs including th=as in thing	(iv)	Single letters (consonants) including double final consonants, ck, clusters with r	(i)	Follow, restate, and give oral instructions that involve a short related sequence of actions.	1.27 (B)
Read base words with inflectional endings (plurals, past tenses) s, es, ed, ing	1.3 (E)	Single letters (vowels)including short a, short I,	(ii)	Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	1.29 (A)
Use common syllabication patterns to decode words, including	1.3 (C)	Combine sounds from letters and common spelling patterns	1.3(B)		
Describe the plot (problem and solution) and retell a story’s beginning, middle and end with attention to the sequence of events	1.9 (A)	Decode words with common spelling patterns (-ink, -onk, -ick)	1.3 (D)	Students are expected to recognize sensory details in literary text.	1.11 (A)
	Describe characters in a story and the reasons for their actions and feelings	1.9 (B)	Determine what words mean from how they are used in a sentence, either heard or read		
Students are expected to determine whether a story is true or a fantasy and explain why	1.10 (A)				

Figure 19: (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension

1st Grade Writing

2nd Six Weeks Theme: 3 Pages Writing Small Moments and Narrative Letter

Writing	TEK	Phonics (Word Wall and Word Work)	TEK
Revise drafts by adding or deleting a word, phrase, or sentence	1.17 (C)	Recognize the change in a spoken word when a specified phoneme is added, changed or removed	1.2 (C)
Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;	1.17 (D) 1.20 (A)	Blend spoken phonemes to form one and two syllable words, including consonant blends	1.2 (D)
Understand and use the following parts of speech in the context of reading, writing, and speaking: Nouns (singular/plural, common/proper)	(ii) (C)	Identify and sort words into conceptual categories (opposites, living things)	1.6 (D)
Ask questions with appropriate subject-verb inversion	1.22 (B) (ii)	Alphabetize a series of words to the first or second letter and use a dictionary to find words	1.6 (E)
Consonant – vowel- consonant- silent e (cvce)	1.22 (D)	Distinguish between long and short vowel sounds in spoken one-syllable words	1.2 (B)
Spell base words with inflectional endings (adding “s” to make words plural)	1.6 (A)	Recognize the change in a spoken word when a specified phoneme is added, changed, or remove	1.2 (C)
Identify words that name actions (verbs) and words that name persons, places and things	1.6 (C)	Adjectives (descriptive; green, tall	1.20 (A) (iii)
Determine what words mean from how they are used in a sentence, either heard or read	1.18(A)	Time-order transition words	1.20 (A) (vii)
Write brief stories that include a beginning, middle, end names of people	1.21 (B) (iii)	Use resources to find correct spellings	1.22 (E)

Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences	1.21 (C)		
*Suggested Books for Shared Reading : These are suggestions only; please feel free to add books you use to this list.		*Suggested Books For Read Aloud/Writing : These are suggestions only; please feel free to add books you use to this list.	
<p>All books by Jill Eggleton</p> <p><u>Cass the Color Robber</u> <u>Pirate Polly</u> <u>Mrs. McFee</u></p> <p><u>Another Mother Grumpy Rhino</u> <u>Ratty Tatty Cat</u></p>		<p><u>Ira Sleeps Over</u> by Bernard Waver <u>I'm Going to Like Me</u> by Jamie Lee Curtis <u>Thomas's Snow Suit</u> by Robert Munch <u>Short Cut</u> by Donald Crews</p>	<p><u>Red Rubber Boot day</u> by Mary Lyn Ray <u>The Pigeon Finds a Hot Dog</u> by Mo Willems <u>Peter's Chair</u> by Ezra Jack Keats</p>