



<b>Revision Date</b>	April 9, 2020
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**Department of Curriculum & Instruction**

**First Grade ELAR**

<b>Unit</b>	1-6
<b>Time Frame</b>	2/9-3/5
<b>Big Ideas</b>	<ol style="list-style-type: none"> <li>1. Dramas have specific characteristics.</li> <li>2. We can gather information to learn something new.</li> <li>3. We make an inference by taking clues from the text and combining the clues with our background knowledge.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What are the characteristics of drama?</li> <li>2. How can we share our findings about something new we have learned?</li> <li>3. How do I know when an author expects me to infer?</li> </ol>

Please be sure to open HMH online and access curriculum document as a google doc before clicking on HMH live links.

Tier I Instructional Strategies – Classroom Instruction for All Students					
Essential components of effective reading and Writing Instruction					
PA	Phonics	Fluency	Vocabulary	Comprehension	Writing
<ul style="list-style-type: none"> <li>* Engage in PA activities daily</li> <li>* Provide explicit and systematic instruction of skills</li> <li>* Link sounds to letters as soon as possible</li> </ul>	<ul style="list-style-type: none"> <li>* Provide explicit, systematic phonics instruction that teaches sound, symbol, and formation together</li> <li>* Provide explicit instruction in blending sounds to read words</li> <li>* Teach decoding and encoding within the same lesson</li> </ul>	<ul style="list-style-type: none"> <li>* Provide substantial practice in decoding and encoding words accurately</li> <li>* Provide corrective feedback</li> <li>* Provide examples of fluent reading through read-alouds</li> </ul>	<ul style="list-style-type: none"> <li>* Expose students to new vocabulary by sharing texts across genres and content</li> <li>* Ensure students are exposed to new words repeatedly</li> <li>* Directly instruct four to six tier 2 words before reading a text</li> </ul>	<ul style="list-style-type: none"> <li>* Actively engage students in thinking about text</li> <li>* Systematically explain and model comprehension strategies</li> <li>* Use graphic organizers to represent concepts</li> </ul>	<ul style="list-style-type: none"> <li>* Directly teach the writing process</li> <li>* Provide opportunities to write daily</li> <li>* Directly teach traits of writing</li> </ul>
Beginning Reading and Spelling					
Phonological Awareness	Instructional Strategies		Resources		
<b>segment</b> spoken one-syllable words of three to five phonemes, including words with initial and final consonant blends ( <b>1.2Avii</b> )	Directly instruct students to blend phonemes by connecting sounds and then saying the word that is created.  Segmentation Process (long vowel sound focus): 1. Teacher says word (stain) 2. Students repeat and hold up their hand 3. Teacher models tapping each sound while stretching out sounds. Tap pointer to thumb while saying /s/, middle to thumb		<a href="#">Segmentation lesson video</a> <a href="#">Segmenting phonemes</a> <a href="#">PA Activities from Research-Based Methods of Reading Instruction</a>		

	<p>while saying /t/, ring to thumb while saying long /a/, and pinky to thumb while saying /n/.</p> <p>4. Teacher and students segment together.</p> <p>5. Repeat process with 3-5 words. (you can also use manipulatives and have students move a piece while saying the sound)</p> <p><b>HMH</b> Module 6 (<a href="#">T306</a>, <a href="#">320</a>, <a href="#">332</a>, <a href="#">382</a>, <a href="#">396</a>, <a href="#">408</a>) Segmenting Phonemes Module 8 (<a href="#">T306</a>, <a href="#">T320</a>, <a href="#">T332</a>) Segmenting Phonemes</p>	
Phonics-Spelling-Handwriting	Instructional Strategies	Resources
<p><b>decoding</b> words with initial and final consonant blends, digraphs, and trigraphs (<b>1.2Bii</b>)</p> <p><b>decoding</b> words with <b>closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables (1.2Biii)</b></p> <p><b>identify</b> and <b>read</b> at least 100 high-frequency words from a research-based list (<b>1.2Bvi</b>)</p> <p><b>spelling</b> words with <b>closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables (1.2Ci)</b></p> <p><b>spelling</b> words with initial and final consonant blends, digraphs, and trigraphs (<b>1.2Cii</b>)</p> <p><b>spelling</b> high-frequency words from a research-based list (<b>1.2Civ</b>)</p> <p><b>develop</b> handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words (<b>1.2F</b>)</p>	<p><b>Basic phonic lesson format:</b></p> <p><b>Review</b>- short review of letters or concept previously taught <b>Teach new</b>- directly instruct one new concept <b>Decode</b>- students sound out words with new concept (+/-5 words) <b>Encode</b>- students spell words with new concept (3-5 words) <b>Connected text</b>- students read a text that allows them to practice reading with the new concept</p> <p><a href="#">Tier 1 Weekly Phonics Lessons</a></p> <p>Learning tip: A closed syllable is a syllable with one vowel, followed by at least one consonant. The vowel sound is short.</p>  <p>A VCe or magic e pattern has a vowel, consonant, and then an e. The e is silent and the vowel sound is long.</p> <p><b>1.2Biii Decoding words with VCe syllables</b> HMH Resource: Use Sound/Spelling Cards to highlight spelling patterns for vowel sounds.</p> 	<p>Soft c and g: The c often says /s/ and the g often says /j/ when it is followed by an e, i, or y.</p> <p><b>Soft c/g resource list:</b> Cell, cent, cinch, gem, gist (rule breakers get, gift)</p> <p><b>Ace:</b> race, face, lace, trace, mace, pace, place, trace <b>Ice:</b> mice, rice, nice, twice, dice, lice, price, vice, slice <b>Age:</b> age, cage, page, rage, wage, stage</p> <p>-dge is used to spell the /j/ directly after a short vowel sound.</p> <p><b>-dge resource list:</b> Budge, dodge, dredge, drudge, edge, fledge, fridge, fudge, grudge, hedge, nudge, lodge, pledge, wedge, ridge, sludge, smudge</p>
<p><b>High Frequency Words</b></p> <p>made, make, who, take, place, more, time, write, use, over, little</p>	<p>HMH Module 6 <a href="#">T354-355</a>, <a href="#">T370-371</a> long a HMH Module 6 <a href="#">T430-431</a>, <a href="#">446-447</a>, <a href="#">473</a> long i and o HMH Module 7 <a href="#">T32-33</a>, <a href="#">T46-47</a> <a href="#">T54-55</a> Vce-long u <a href="#">T32</a> (The Quack Pack Start Right Reader)</p> <p><b>1.2Ci-spelling words with VCe</b> HMH Module 6 <a href="#">T356-357</a>, <a href="#">T365</a>, <a href="#">T379</a> long a</p>	<p><b>Primary Phonics Books (set 2):</b> The Joke The Cake</p> <p><b>Primary Phonics Books (set 3):</b></p>



<p><b>Phonic Concepts</b> <a href="#">Tier 1 Weekly Phonics Lessons</a></p> <p>Soft c, g, dge VCe pattern with i, o, and u</p>	<p>HMH Module 6 <a href="#">T432-433, 440</a> Long i and long o HMH Module 7 <a href="#">T 34-35, T47, T55, T69, T81</a>, long u</p> <p>HMH Module 7 <a href="#">T60-61</a>, dge/soft g HMH Module 6 <a href="#">T384-385, 397</a> soft c</p> <p><b>High Frequency Word introduction:</b></p> <ol style="list-style-type: none"> <li>1. Teacher says word</li> <li>2. Student repeats word</li> <li>3. Teacher guides students to segment each sound</li> <li>4. Teacher writes while segmenting</li> <li>5. If the word is irregular, teacher points out the part you need to know by heart.</li> </ol> <p>Practice high frequency words with games:</p> <ol style="list-style-type: none"> <li>1. Race for a Minute</li> <li>2. Memory</li> <li>3. Go Fish</li> <li>4. Beat the Teacher</li> </ol> <p><u>Learning Tip:</u> You can teach appropriate grip by having students put a pencil on the table and point the tip of the pencil toward themselves. Then have students pinch the pencil where the wood meets the paint and flip the pencil (with the help of the other hand) to rest in the space between the thumb and pointer finger.</p>	<p>Initial blend review: Spot Initial and Final Blend Review: The Prints</p> <p><a href="#">Phonics Activities from Research-Based Methods of Reading</a></p> <p>Fountas and Pinnell Phonics VCe spelling pattern p. 257, 261 Soft c/hard c-p. 285</p> <p><a href="#">-dge craft for Henry and Mudge</a> <a href="#">-dge game</a> <a href="#">Syllable Patterns FCRR</a> <b>Online Instructional Resources</b> <a href="#">Fly Leaf online decodables for students</a> <a href="#">Community Reading Project Link for online learning</a> <a href="#">Orton Gillingham blending videos YouTube</a> <a href="#">UF virtual teaching resources</a> <a href="#">The Reading Bear learning to read website</a> <a href="#">Kid Zone online activities</a> <a href="#">Online decodable text</a></p>
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**Fluency**

TEKS	Instructional Strategies	Resources
<p><b>use</b> appropriate fluency (accuracy, rate, prosody) when reading grade-level text <b>(1.4A)</b></p> <p><b>self-select</b> text and interact independently with text for increasing periods of time <b>(1.5A)</b></p>	<p>Make sure accuracy is in place and then work on rate and prosody.</p> <p><b>Build rate through rereading:</b></p> <ol style="list-style-type: none"> <li>1. Student reads a text for 1 minute while teacher collects WCPM for cold read data.</li> <li>2. Teacher provides feedback</li> <li>3. Student rereads the text 2-3 times</li> <li>4. Teacher collects WCPM data for the hot read.</li> </ol> <p>(cold read data is used to track instructional increases in fluency and hot read data is used for student tracking for motivation purposes)</p> <p><b>Build rate through choral reading:</b> Teacher sets the pace for the choral read and fades voice as possible as long as students maintain the set rate. If rate begins to drop, teacher's voice gets a little louder to reset the pace.</p>	<p><a href="#">Link to fluency passages</a> <a href="#">Timed repeated reading link</a> <a href="#">Fluency chart link</a></p>



	<p><b>Build prosody through sentence scooping:</b> Have students scoop words in a sentence to make the reading sound like talking.</p>	
<b>Comprehension</b>		
<b>TEKS</b>	<b>Instructional Strategies</b>	<b>Resources</b>
<p><b>generate</b> questions about text before, during, and after reading to deepen understanding and gain information with adult assistance <b>(1.6B)</b></p> <p><b>make</b> inferences and use evidence to support understanding with adult assistance <b>(1.6F)</b></p> <p>discuss elements of drama such as characters and setting <b>(1.9C)</b></p>	<p><a href="#">HMH Module 8 T348 Little Red Riding Hood Drama</a>  <a href="#">HMH Module 8 T375 Apply to text</a>  <a href="#">HMH Module 8 T388 Drama Anchor Chart 41</a>  <a href="#">HMH Module 6 T 361</a> Read: <a href="#">Presidents Day</a> Big Book            Activity: Generate questions before, during and after reading</p> <p><a href="#">HMH Module 8 T392</a> Read: <a href="#">Gulls Fly</a>            Start Right Reader Book 4 p. 148-155</p>	<p><a href="#">Generating questions lesson link</a>  <a href="#">Inference graphic organizer link</a></p>  <p><a href="#">Making inferences activity</a></p>
<b>Writing</b>		
<b>TEKS</b>	<b>Instructional Strategies</b>	<b>Resources</b>
<p><b>edit</b> drafts using adverbs that convey time <b>(1.11Dv)</b></p> <p><b>generate</b> questions for formal and informal inquiry with adult assistance <b>(1.13A)</b></p> <p><b>develop and follow</b> a research plan with adult assistance <b>(1.13B)</b></p> <p><b>identify and gather</b> relevant sources and information to answer questions with adult assistance <b>(1.13C)</b></p> <p><b>demonstrate</b> understanding of information gathered with adult assistance <b>(1.13D)</b></p> <p><b>use</b> an appropriate mode of delivery, whether written, oral, or multimodal to present research <b>(1.13E)</b></p>	<p>Write a research report</p> <p><b>Pick One</b></p> <p>Module 1: "Celebrate Us" <a href="#">T16-T17</a>            Module 2: Our Community New <a href="#">T260-261</a>            Module 3: Animal Copycats Inventions <a href="#">T16-T17</a>            Module 5: Investigate Shadows <a href="#">T16-T17</a>            Module 6: Patriotic Show <a href="#">T264-T265</a>            Module 7: Get Weather Wise <a href="#">T16-T17</a>            Module 8: Explore Traditional Tales <a href="#">T264-265</a></p>	
<b>Vocabulary</b>		
<b>TEKS</b>	<b>Instructional Strategies</b>	<b>Resources</b>
<p><b>respond</b> using newly acquired vocabulary as appropriate <b>(1.7F)</b></p>	<p><a href="#">HMH Module 8 T358 Little Red Riding Hood Vocabulary</a>  <a href="#">HMH Module 6 T358 President's Day Vocabulary</a></p>	<p><a href="#">Vocabulary FCRR</a></p>
<b>ELPS</b>	<b>Linguistic Accommodations</b>	



5 narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Sentence stem: I learned that \_\_\_\_\_

### Strategies for Struggling Students (S3)

[Tools4reading](#) has a set of phonics lessons that are systematic and sequential. You will need to create a free account and then access the West Virginia Phonics Lessons.

[Lesson Plans for intervention](#)

[Intervention activities across the 5 components of effective reading instruction](#)

### Assessment Items

[Math assessment](#)

[ELAR Assessment](#)