



Revision Date	April 9, 2020
----------------------	---------------

Department of Curriculum & Instruction

First Grade ELAR

Unit	1-7
Time Frame	3/15-4/16
Big Ideas	<ol style="list-style-type: none"> There is a difference between interesting information and important information. Vowel teams make unique vowel sounds.
Essential Questions	<ol style="list-style-type: none"> How do we determine the importance of information? What are the different vowel sounds associated with various vowel teams?

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"> * Engage in PA activities daily * Provide explicit and systematic instruction of skills * Link sounds to letters as soon as possible 	<ul style="list-style-type: none"> * Provide explicit, systematic phonics instruction that teaches sound, symbol, and formation together * Provide explicit instruction in blending sounds to read words * Teach decoding and encoding within the same lesson 	<ul style="list-style-type: none"> * Provide substantial practice in decoding and encoding words accurately * Provide corrective feedback * Provide examples of fluent reading through read-alouds 	<ul style="list-style-type: none"> * Expose students to new vocabulary by sharing texts across genres and content * Ensure students are exposed to new words repeatedly * Directly instruct four to six tier 2 words before reading a text 	<ul style="list-style-type: none"> * Actively engage students in thinking about text * Systematically explain and model comprehension strategies * Use graphic organizers to represent concepts 	<ul style="list-style-type: none"> * Directly teach the writing process * Provide opportunities to write daily * Directly teach traits of writing
Beginning Reading and Spelling					
Phonological Awareness	Instructional Strategies		Resources		
segment spoken one-syllable words of three to five phonemes, including words with initial and final consonant blends (1.2Avii)	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 while saying /t/, ring to thumb while saying long /a/, and pinky to thumb while saying /n/. 4. Teacher and students segment together. 5. Repeat process with 3-5 words.		Segmentation lesson video Phoneme segmentation practice PA Activities from Research-Based Methods of Reading Instruction		



	(you can also use manipulatives and have students move a piece while saying the sound) HMH Module 9 phoneme segmentation: T31 , T45 , T58 , T72 , T134 , T148 , T210 , 224	
Phonics-Spelling-Handwriting	Instructional Strategies	Resources
<p>decoding words with initial and final consonant blends, digraphs, and trigraphs (1.2Bii)</p> <p>decoding words with closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables (1.2Biii)</p> <p>identify and read at least 100 high-frequency words from a research-based list (1.2Bvi)</p> <p>using knowledge of base words to decode common compound words and contractions (1.2Biv)</p> <p>spelling words with closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables (1.2Ci)</p> <p>spelling words with initial and final consonant blends, digraphs, and trigraphs (1.2Cii)</p> <p>spelling high-frequency words from a research-based list (1.2Civ)</p> <p>develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words (1.2F)</p>	<p>Basic phonic lesson format:</p> <p>Review- short review of letters or concept previously taught Teach new- directly instruct one new concept Decode- students sound out words with new concept (+/-5 words) Encode- students spell words with new concept (3-5 words) Connected text- students read a text that allows them to practice reading with the new concept</p> <p>Tier 1 Weekly Phonics Lessons</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>An open syllable has one vowel at the end of the syllable. The vowel sound is long.</p> <p>A vowel team syllable has two or more letters that team up to make a unique vowel sound.</p>	<p>Open syllable resource list:</p> <p>Words: Be, he, me, we, she, by, cry, dry, fry, pry, wry, sty, fly, my, shy, try, ply</p> <p>Sentences: If that fly bites you, it will make you cry. If you are not nice, you will make me cry. His wry smile made me shy. She will pry the lid off the box.</p> <p>Vowel Team resource list:</p> <p>We spell with ay at the end of a syllable and ai in the middle of a syllable. The same pattern follows for oy and oi.</p> <p>Words: Tray, stay, play, gray, may, bay, hay, jay, slay, pain, pail, paint, stain, hail, rain, train grain, toy, boy, coy, joy, ploy, soy, boil, toil, soil, coil, foil, coin, join</p> <p>Sentences: We can join up by the tree at the end of the trail. The paint will drip on the soil. Fill the pail with soil and put foil over it.</p> <p>Short vowel ea resource:</p> <p>The letters ea makes 3 different sounds. We always try the long vowel e sound first. If that doesn't work, try to short vowel e sound. Bread, tread, head, dread, spread, thread, health, wealth, breath</p> <p>Primary Phonics Books (set 2): Sail The Goat The Seal The Bee</p> <p>Primary Phonics Books (set 3):</p>
High Frequency Words		
He, we, see, so, be, go, no, may, day, way, oil, how, now, know, only, work, give, very		
Phonic Concepts Tier 1 Weekly Phonics Lessons		
Open syllable vowel teams: ai/ay and oi/oy vowel teams: oa, ow vowel team: short vowel e spelled ea contractions	<p>Module 8 T280-281, 294-5 oa/ow Module 7 T106-107, T122-123 long e patterns Module 7 T136-137 short e/ea Module 7 T182-183; 184-185, 198-199 long a vowel teams(ai/ay) Module 7 T212-13 Contractions Module 10 T 280-281 've, 're Contractions Module 10 T282-283, T294-295 'm, 's, n't, 'll</p>	



	<p>Module 6 T294-5 Open Syllable</p> <p>High Frequency Word introduction:</p> <ol style="list-style-type: none"> 1. Teacher says word 2. Student repeats word 3. Teacher guides students to segment each sound 4. Teacher writes while segmenting 5. If the word is irregular, teacher points out the part you need to know by heart. <p>Practice high frequency words with games:</p> <ol style="list-style-type: none"> 1. Race for a Minute 2. Memory 3. Go Fish 4. Beat the Teacher <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 and Final blend review: The Dream Initial and Final blend review: The Best Gift</p> <p>Variant Correspondences FCRR Phonics Activities from Research-Based Methods of Reading</p> <p>Online Instructional Resources</p> <p>Fly Leaf online decodables for students Community Reading Project Link for online learning Orton Gillingham blending videos YouTube UF virtual teaching resources The Reading Bear learning to read website Kid Zone online activities Online decodable text</p>
--	---	---

Fluency

TEKS	Instructional Strategies	Resources
<p>use appropriate fluency (accuracy, rate, prosody) when reading grade-level text (1.4A)</p> <p>self-select text and interact independently with text for increasing periods of time (1.5A)</p>	<p>Make sure accuracy is in place and then work on rate and prosody.</p> <p>Build rate through rereading:</p> <ol style="list-style-type: none"> 1. Student reads a text for 1 minute while teacher collects WCPM for cold read data. 2. Teacher provides feedback 3. Student rereads the text 2-3 times 4. Teacher collects WCPM data for the hot read. <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>Build rate through choral reading:</p> <p>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>Build prosody through sentence scooping:</p> <p>Have students scoop words in a sentence to make the reading sound like talking.</p>	<p>Link to fluency passages Timed repeated reading link Fluency chart link</p>

Comprehension



TEKS	Instructional Strategies	Resources
<p>evaluate details to determine what is most important with adult assistance (1.6G)</p> <p>listen to and experience first and third person texts (1.10E)</p>	<p>Module 9 p. T64-T65 Read: So You Want To Grow A Taco? My Book 5 p. 14-32</p> <p>Anchor Chart 8: Evaluate; Activity: Turn and Talk</p> <p>Module 9 If I Were A Tree Big Book (First person)</p> <p>Module 9 The Curious Garden Read Aloud (Third Person)</p>	<p>Determining importance lesson link</p> <p>Important details lesson</p> <p>Get the GIST from TPRI</p> <p>Point of View</p>
Writing		
TEKS	Instructional Strategies	Resources
<p>revise drafts by adding details in pictures or words (1.11C)</p> <p>edit drafts for prepositions (1.11Dvi)</p> <p>edit drafts for pronouns including subjective, objective, and possessive (1.11Dvii)</p>	<p>Module 9 Amazing Plant Bodies Read Aloud</p> <p>Module 9 T241 Performance Task Option: Revise and edit to include details, pronouns, and prepositions</p> <p>Module 9 W136 Choosing the right words</p> <p>Module 9 W138 Transition words</p> <p>Module 9 W140 Adding detail</p> <p>Module 9 W238 Compound sentences</p>	<p>Prepositions of location lesson</p> <p>Pronoun lesson 1</p> <p>Pronoun lesson 2</p>
Vocabulary		
TEKS	Instructional Strategies	Resources
<p>respond using newly acquired vocabulary as appropriate (1.7F)</p>	<p>Module 9 T62-T63, T74 So You Want To Grow A Taco? Introduce Power Words; Vocabulary Cards 9.10-9.15</p> <p>Module 9 T48-T49 If I Were A Tree Introduce Oral Language Vocabulary Cards 9.4-9.9</p> <p>Module 9 T110-111 The Curious Garden Introduce Oral Language Vocabulary Cards 9.16-9.21</p> <p>Module 9 T186-187 Amazing Plant Bodies Introduce Oral Language</p>	<p>TPRI Vocabulary Activity</p>
ELPS	Linguistic Accommodations	
<p>5D edit writing for standard grammar and usage including pronoun agreement and appropriate verb tenses commensurate with grade-level expectations</p>	<p>Provide a pronoun anchor chart</p>	
Strategies for Struggling Students (S3)		
<p>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.</p> <p>Lesson Plans for intervention</p> <p>Intervention activities across the 5 components of effective reading instruction</p>		
Assessment Items		



[Math assessment](#)
[ELAR Assessment](#)