



Revision Date	April 9, 2020
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Department of Curriculum & Instruction

First Grade ELAR

Unit	1-8
Time Frame	4/19-6/3
Big Ideas	<ol style="list-style-type: none"> Some texts are multimodal or digital. Vowel teams make unique vowel sounds.
Essential Questions	<ol style="list-style-type: none"> What are the characteristics of multimodal texts? What are the different vowel sounds for 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

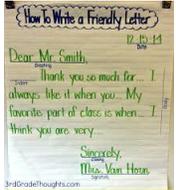
Phonological Awareness	Instructional Strategies	Resources
<p>manipulating phonemes within base words (1.2.Avi)</p>	<p>Manipulation proficiency is important in order for students to develop word recognition proficiency.</p> <p>Manipulation includes changing any given phoneme in a word or switching phonemes within words.</p> <p>Phoneme Manipulating FCRR</p> <p>Module 11 T9, T19, T40, T51, T61, T82, T93, 103 Manipulate Phonemes</p>	<p>Manipulation resource:</p> <p>Say deck. Now say deck but instead of /e/ say /u/: duck</p> <p>Say fix. Now say fix but instead of /i/ say /o/: fox</p> <p>Say breeze. Now say breeze but instead of /b/ say /t/: trees</p> <p>Say moth. Now say moth but instead of /aw/ say /a/: math</p> <p>Say quack. Now say quack but instead of /a/ say /i/: quick</p> <p>Say sing. Now say sing but instead of /i/ say /a/: sang</p> <p>Say fleet. Now say fleet but don't say /t/: flee</p> <p>Say coach. Now say coach but instead of /o/ say /a/: catch</p>

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>Learning Tip:</p> <p>When you begin teaching the r-controlled syllable type, students tend to over generalize to any word with an r. It is important to focus students on the fact that the r follows a vowel.</p> <p>For example: the word farm is an r-controlled syllable but frame is a VCe syllable pattern.</p> <p>Vowel Team resource list:</p> <p>Oo as in book: cook, hook, look, took, good, hood, hook, soot, wood, woof</p> <p>Oo as in boo: coo, goo, too, zoo, boom, boot, coop, doom, food, fool, hoof, loom, mood, moon, noon, pool, tool, room, roof</p> <p>igh: high, sigh, fight, flight, might, night, thigh, right</p> <p>y: by, dry, fry, fly, my, ply, pry, sty, why, cry, try, sly</p> <p>ie: die, lie, pie, tie, vie, died, dies, pie, tied, cried, cries, fried, flies</p> <p>Primary Phonics Books (set 2):</p> <p>Hide and Seek The Fire</p> <p>Primary Phonics Books (set 3):</p> <p>Review of FLOSS rule: The Sea Gull Review of /x/: Max and the Fox Review of ck: The Lost Duck Introduction to second grade (2 syllable words): Mittens</p>
<p>High Frequency Words</p> <p>Part, for, or, her, number, water, other, first, would, could, about, out, new, by, my</p>	<p>A vowel team syllable has two or more letters that team up to make a unique vowel sound.</p>  <p>R-controlled syllables have a vowel followed by an r. The r controls the vowel sound.</p> 	<p>Variant correspondences from FCRR r-controlled syllable</p> <p>Phonics Activities from Research-Based Methods of Reading</p>
<p>Phonic Concepts Tier 1 Weekly Phonics Lessons</p> <p>r-controlled syllable: ar, or, er, ir, ur vowel teams: oo, ou, ew, igh, y as long i, ie</p>	<p>Vowel Teams:</p> <p>Module 10 ew T430-433, 446-447, 460-461 Module 8 ie T308-309 Module 10 oo T356-357, 365, 370-371 378-379, T430, T446 Start Right Reader The Book Contest, book 5. Module 8 igh/y 354-355, igh/y 370, long i/o 384-385 Module 11-ow/ou T10-12, 20-21 ie/y/ey-T112-113(long e)</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</p>



	<p>R Controlled: Module 9- T32-35, 46-47, 106-109, 122-123-Spelling T157 T161 r controlled; Module 8 r controlled-430-33, 446-7 Module 11 Start Right Reader Book 6, At the Park-r controlled</p> <p>High Frequency Word introduction: 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> <p>Practice high frequency words with games: 1. Race for a Minute 2. Memory 3. Go Fish 4. Beat the Teacher</p> <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>JF 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) 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: 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. (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: 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>Link to fluency passages Timed repeated reading link Fluency chart link</p>



	<p>Build prosody through sentence scooping: Have students scoop words in a sentence to make the reading sound like talking.</p>	
Comprehension		
TEKS	Instructional Strategies	Resources
<p>synthesize information to create new understanding with adult assistance (1.6H)</p> <p>recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do (1.9E)</p> <p>recognize characteristics of multimodal and digital texts (1.9F)</p>	<p>Read: Joaquin's Zoo My Book 5 176-188 Activity: Turn and Talk Question 2</p> <p>Read: Marconi and the Radio My Book 5 196-198; Turn and Talk Question 2; Synthesize Activity 200-201 HMH Module 10 T489</p> <p>Read: Sky Color My Book 5 138-152 Activity: Turn and Talk p. 153</p> <p>Multimedia: HMH Module 10 T277; My Book Dare to Dream 104-109; Get Curious Video</p>	<p>HMH Online Anchor Chart 9: Synthesize</p> 
Writing		
TEKS	Instructional Strategies	Resources
<p>dictate or compose correspondence such as thank you notes or letters (1.12C)</p> <p>recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do (1.9E)</p>	<p>Write a Mother's Day card or letter</p> <p>Write a TV Commercial 154-155 HMH Module 10 T389</p>	
Vocabulary		
TEKS	Instructional Strategies	Resources
<p>respond using newly acquired vocabulary as appropriate (1.7F)</p>	<p>Joaquin's Zoo HMH Module 10 T 448-T449 Introduce Power Words Vocabulary Cards 10.33-10.37</p> <p>Sky Color HMH Module 10 T372-T373 Introduce Power Words Vocabulary Cards 10.21-10.26</p>	<p>Module 10: Words About Thinking in New Ways; Synonyms and Antonyms- My Book 5 p. 106-107 Vocabulary Cards 10.1-10.3</p>
ELPS	Linguistic Accommodations	
<p>4I demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources</p>	<p>When I synthesized the information from the text and graphics I learned _____</p>	



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](#)