

Language Arts and Reading, Grade 1

Time on Task: 18 hours per week

Course Philosophy

Language Arts enables human beings to communicate with God and others. It reflects the orderly, creative, and highly relational nature of God from the realities of grammar and spelling to the insights of literature, reading, and writing. Good literature promotes critical thinking while pointing students to God, His creation, and Christian principles. In Language Arts the student will learn the importance of good communication through the skills of phonics, grammar, writing, spelling, and literature. The ultimate goal of language arts instruction is to develop students with a deep relationship to their Savior who are deep thinkers, eager readers, and articulate communicators.

Course Description

English Language Arts and Reading are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.

Goals and Objectives	Scope and Sequence	Spiritual Goals
<p>Texas Essential Knowledge and Skills (TEKS)</p> <p>§110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.</p> <p>(a) Introduction.</p> <p>(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while</p>	<p><u>Foundations and Frameworks Literature</u></p> <p>The developers of Foundations and Frameworks have designed each grade level with 12 units (10 in kindergarten, 13 in 1st grade) featuring a primary skill and a secondary skill. A set of mini units is also included at each grade level and can be taught at a time conducive to the individual teacher's schedule. Each unit consists of a read aloud book in</p>	<p>God's intended purpose for language arts:</p> <ol style="list-style-type: none">1. To teach the child to read the Scripture for himself.2. To enable the student to relate story content to Biblical truths.3. To recognize the character traits that lead to a godly, Christian life.4. To develop a deep respect for God and His Word.5. To teach the child to analyze the words of Scripture for himself.6. To teach the child that just as there is a logic and order in phonics/spelling, there is a logic and order in God's

<p>contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.</p> <p>(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p> <p>(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p> <p>(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p> <p>(C) During initial stages of English development, ELLs are</p>	<p>which the teacher models thinking aloud. A pattern statement, a visual tool, and a series of process questions are presented through the read aloud. Students then choose (see attached list) a Foundations and Frameworks selected book and begin practicing the skill. The student's work is written in a SPECS Log notebook (Space for Extending Comprehension Skills). Students are given a daily assignment and meet with the teacher in small reading groups. Upon completion of books, each group develops an Intellectual Art (large display of visual tool with book information) to share with the class. Assessments are then taken over each component of the unit. This sequence is followed with each unit taught.</p> <ul style="list-style-type: none"> • Genre: Fairy Tale • Genre: Fable • Moral • Genre: Biography • Genre: Tall Tale • Genre: Fantasy • Retelling • Referential Representation • Sequence of Events • Character (Story Element) • Story Structure 	<p>plan</p> <ol style="list-style-type: none"> 7. To teach memorization skills of sounds and letters to train them in the memorization of Scripture. 8. To recognize the ability to communicate with one another and with God is part of His plan for our lives. 9. To acknowledge that God is concerned that communication be clear and easily understood. 10. To acknowledge that God recognizes writing as a powerful tool to influence people. God commanded others to write. 11. To recognize and understand that written doctrine and standards make consistency possible from person to person and from generation to generation. 12. To acknowledge the use of written materials in teaching make it possible for learners to review what has been presented in other ways and to study it more deeply. 13. To learn how to communicate with others and with God in a way that glorifies Him. 14. To learn to communicate in such a way as to draw men to Christ. 15. To learn the structure of our language so that the student is equipped to understand the things he reads and writes. 16. To learn accuracy and clarity of meaning so as not to cause misunderstanding in communication. 17. To learn truth through the positive
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<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p> <p>(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in Grade 1 as described in subsection (b) of this section.</p> <p>(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	<ul style="list-style-type: none"> • Predicting and Justifying • Cause and Effect • Comparison and Contrast <p>Nonfiction</p> <ul style="list-style-type: none"> • Questioning • Summarization <p>Biography</p> <ul style="list-style-type: none"> • Drawing Conclusions • Genre: Poetry <p><u>Phonics and Spelling 1</u></p> <p>Print Awareness</p> <ul style="list-style-type: none"> • Concepts About Print • Capitalization • Punctuation <p>Phonemic Awareness</p> <p>Decoding</p> <ul style="list-style-type: none"> • Consonants <ul style="list-style-type: none"> ○ Alphabetic Recognition ○ Initial Consonants ○ Medial and Final Consonants ○ Twin Consonants ○ Consonant Blends ○ Sounds of s ○ Consonant Digraphs ○ Constant Trigraphs ○ Sounds of Hard and Soft c and g ○ Silent Consonants • Vowels <ul style="list-style-type: none"> ○ Short Vowels ○ Long Vowels ○ Silent vowels ○ Vowel Rules ○ Vowel Digraphs ○ Y as a Vowel 	<p>examples of literature and to expose, when appropriate, the error of man's thinking through negative examples of literature.</p> <p>18. To equip the student to evaluate biblically ideas and attitudes in literature.</p> <p>19. To learn to appreciate the gift of creativity in written and oral form.</p> <p>20. To understand the thinking of men as represented in literature of different time periods.</p> <p>Biblical Integration Truth Statements</p> <p>1. <i>What is prime reality, the really real?</i></p> <p>God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> a. God designed, created, and sustains His creation. (Genesis 1:1-31) b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12) c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5) d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25) e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3) <p>2. <i>What is the nature of external</i></p>
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	<ul style="list-style-type: none"> ○ Schwa ○ Vowel Trigraph igh ○ /o/ Sound of a (as in watch or ball) • R-Controlled Vowels and Other Combinations • Diphthongs • Word Structure <ul style="list-style-type: none"> ○ Recognizing Nondecodable (Sight) Words ○ Blending CVC and Other Words ○ Syllabication ○ Compound Words ○ Possessives ○ Contractions ○ Final, Stable syllables (including words ending with -le, as in table) ○ Root Words ○ Prefixes ○ Suffixes ○ Words with More than One Affix ○ Plurals ○ Inflectional Endings ○ “Wild colt Words” (words with /i/ and /o/ followed by two consonants, as in find or cold) ○ Words with More than One Vowel Patatern <p>Fluency</p> <p>Spelling</p> <ul style="list-style-type: none"> • Letter/Sound 	<p><i>reality, that is, the world around us?</i></p> <ol style="list-style-type: none"> a. God is the source of everything and created the universe out of nothing. (Genesis 1:1) b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4) c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15) d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1) <p>3. <i>What is a human being?</i></p> <ol style="list-style-type: none"> a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3) b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10) c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12) d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23) e. Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8) f. God provides a way back to Himself through the death of His son Jesus (the second person of
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	<p>Correspondences</p> <ul style="list-style-type: none"> • Consonants • Short Vowels • Long Vowels • Nondecodable (Sight) Words • Initial and Final /l/ Spellings • CVC Words • Consonant Digraphs • R-Controlled Vowels and Other Combinations • Initial and Final /j/ Spellings • Final /ch/ Spellings • Final /v/ Spelling • Diphthongs • Irregular Spellings • Inflectional Endings • Plurals • Floss Rule (final /f/, /l/, and /s/ after short vowels) • Final, Stable Syllables (including words ending with -le, as in table) • Prefixes • Suffixes • Adding Consonant Suffixes • Doubling Final Consonants Before Adding Vowel Suffixes • Dropping Silent e Before Adding Vowel Suffixes <p>Support for Comprehension Support for Vocabulary Development</p>	<p>the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. <i>What happens to a person at death?</i></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. <i>Why is it possible to know anything at all?</i></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active</p>
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	<ul style="list-style-type: none"> • Dictionary Skills <p>Handwriting/Penmanship</p> <ul style="list-style-type: none"> • Prehandwriting (Motor) Skills • Capital and Lowercase Letters (manuscript) • Nondecodable, High-Frequency Words (manuscript) <p>Oral Communication/Listening/Speaking</p> <p>Writer’s Stylus</p> <p>Prerequisites: Mechanics</p> <ul style="list-style-type: none"> • Sentence and end marks • Capitalization: beginning of sentence • Capitalization: place names • Capitalization: people’s names • Capitalization: “I” • Capitalization: days and months • Sentence: identification and formation • Capitalization: in a person’s title • Comma use: dates • Grammar: adjective identification <p>Revision Element: Instruction</p> <ul style="list-style-type: none"> • Sentence Content <p>Genre Focus: Acquaintance</p>	<p>role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can.</p>
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	<p>& Analysis (A&A), Purpose</p> <ul style="list-style-type: none"> • Expository: Comparison • Story: Short Story • Communicative: Friendly Letter • Expository: Step-by-Step How-to/How it happens • Expository: Descriptive • Expository: Step-by-Step How-to/How it happens • Expository: Informative Report <p>Additional: Mechanics</p> <ul style="list-style-type: none"> • Apostrophe use: contractions • Period use: abbreviations • Grammar: verb identification <p>Correlation with TEKS Foundations and Frameworks Literature (F&F) Make Way for Books Clerestory Learning</p> <p>Phonics and Spelling 1 (P&S) Saxon Publishers, Inc. Student ISBN 978-1-5914-1632-6 Teacher ISBN</p>	<p>Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <ol style="list-style-type: none"> Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4) There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3) As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7) God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10) <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. <i>What is the meaning of human history?</i></p> <ol style="list-style-type: none"> History is a meaningful sequence
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<p>(b) Knowledge and skills.</p> <p>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. <i>Students are expected to:</i></p> <p>(A) recognize that spoken words are represented in written English by specific sequences of letters;</p> <p>(B) identify upper- and lower-case letters;</p> <p>(C) sequence the letters of the alphabet;</p> <p>(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);</p> <p>(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and</p> <p>(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).</p> <p>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. <i>Students are expected to:</i></p> <p>(A) 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);</p> <p>(B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);</p> <p>(C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b/l/o/w/ to/g/l/o/w/);</p> <p>(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);</p> <p>(E) isolate initial, medial, and final sounds in one-syllable spoken words; and</p> <p>(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/).</p>	<p>978-1-5914-1632-9</p> <p>Writer’s Stylus (WS) Make Way for Books Clerestory Learning</p> <p>P&S Lesson 2</p> <p>P&S Lessons 1-22 P&S Lesson 81 P&S Lesson 12</p> <p>F&F – all units</p> <p>F&F Unit 11 P&S Lessons 2, 12</p> <p>P&S Lesson 26</p> <p>P&S Lessons 2, 3, 6, 8, 27</p> <p>P&S Lessons 58, 59, 60, 61, 62, 63, 65, 66, 68, 69</p> <p>P&S Lessons 72, 73, 76, 77</p> <p>P&S Lessons 58, 59, 60, 61, 62, 63, 65, 66, 68 P&S Lessons 1, 2</p>	<p>of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><i>What should our response be to God?</i> <i>What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
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<p>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</p> <p><i>Students are expected to:</i></p> <p>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</p> <ul style="list-style-type: none"> (i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z; (ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i; (iii) consonant blends (e.g., bl, st); (iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph; (v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and (vi) vowel diphthongs including oy, oi, ou, and ow; <p>(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;</p> <p>(C) use common syllabication patterns to decode words, including:</p> <ul style="list-style-type: none"> (i) closed syllable (CVC) (e.g., mat, rab-bit); (ii) open syllable (CV) (e.g., he, ba-by); (iii) final stable syllable (e.g., ap-ple, a-ble); (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide); (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or); 	<p>P&S Lessons 11, 23</p> <p>P&S Lessons 2, 3, 6, 8, 27, 37, 41, 42, 43</p> <p>P&S Lessons 13, 19, 22, 24, 38</p> <p>P&S Lessons 28, 31, 32, 48, 117</p> <p>P&S Lessons 34, 49, 68, 69, 86, 87, 94, 101, 102, 104, 106, 108, 119</p> <p>P&S Lessons 89, 97</p> <p>P&S Lessons 13, 28, 48, 64, 72, 74, 131-133, 136-138</p> <p>P&S Lesson 2</p> <p>P&S Lesson 81</p> <p>P&S Lesson 56, 57, 58, 59, 93</p> <p>P&S Lessons 41, 84</p> <p>P&S Lessons 86, 89</p> <p>P&S Lessons 63, 71, 73, 76, 77</p>	
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<p>(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);</p> <p>(E) read base words with inflectional endings (e.g., plurals, past tenses);</p> <p>(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);</p> <p>(G) identify and read contractions (e.g., isn't, can't);</p> <p>(H) identify and read at least 100 high-frequency words from a commonly used list; and</p> <p>(I) monitor accuracy of decoding.</p> <p>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. <i>Students are expected to:</i></p> <p>(A) confirm predictions about what will happen next in text by "reading the part that tells";</p> <p>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and</p> <p>(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</p> <p>(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. <i>Students are expected to</i> read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p> <p>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. <i>Students are expected to:</i></p> <p>(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);</p> <p>(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);</p> <p>(C) determine what words mean from how they are used in a sentence, either heard or read;</p>	<p>P&S Lessons 3, 8</p> <p>P&S Lessons 12, 32, 33, 96</p> <p>P&S Lessons 31, 66</p> <p>P&S Lesson 44 Spelling List F&F – Beginning Reading Supplemental Guide p. 25 P&S Lessons 1-35</p> <p>F&F Unit 8</p> <p>F&F Unit 11</p> <p>F&F – all units</p> <p>F&F – all units beginning with Unit 3</p> <p>F&F – all units Teacher-generated Unit F&F – all units P&S Lessons 31, 66</p> <p>F&F – all units</p>	
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<p>(D) identify and sort words into conceptual categories (e.g., opposites, living things); and</p> <p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.</p> <p>(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <i>Students are expected to:</i></p> <p>(A) connect the meaning of a well-known story or fable to personal experiences; and</p> <p>(B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.</p> <p>(8) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. <i>Students are expected to</i> respond to and use rhythm, rhyme, and alliteration in poetry.</p> <p>(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and</p> <p>(B) describe characters in a story and the reasons for their actions and feelings.</p> <p>(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. <i>Students are expected to</i> determine whether a story is true or a fantasy and explain why.</p> <p>(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates</p>	<p>Teacher-generated Unit</p> <p>P&S Lesson 29</p> <p>F&F Unit 1A Read Aloud Units F&F Units 1B, 2A, 2B</p> <p>F&F Poetry (spread throughout year)</p> <p>F&F Unit 10</p> <p>F&F Unit 6</p> <p>F&F Units 9, 11, 13</p>	
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<p>imagery in literary text and provide evidence from text to support their understanding. <i>Students are expected to recognize sensory details in literary text.</i></p> <p>(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. <i>Students are expected to read independently for a sustained period of time.</i></p> <p>(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <i>Students are expected to identify the topic and explain the author's purpose in writing about the text.</i></p> <p>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. <i>Students are expected to:</i></p> <ul style="list-style-type: none"> (A) restate the main idea, heard or read; (B) identify important facts or details in text, heard or read; (C) retell the order of events in a text by referring to the words and/or illustrations; and (D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text. <p>(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. <i>Students are expected to:</i></p> <ul style="list-style-type: none"> (A) follow written multi-step directions with picture cues to assist with understanding; and (B) explain the meaning of specific signs and symbols (e.g., map features). <p>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.</p>	<p>F&F – Teacher-selected Units</p> <p>F&F – all units beginning with Unit 3</p> <p>F&F Unit 13</p> <p>F&F Unit 3</p> <p>F&F Units 3, 11</p> <p>F&F Units 3, 5</p> <p>F&F Units 8, 11</p> <p>F&F – all units</p> <p>P&S Lessons 2, 23</p>	
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<p><i>Students are expected to:</i></p> <p>(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and</p> <p>(B) identify techniques used in media (e.g., sound, movement).</p> <p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p><i>Students are expected to:</i></p> <p>(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p> <p>(B) develop drafts by sequencing ideas through writing sentences;</p> <p>(C) revise drafts by adding or deleting a word, phrase, or sentence;</p> <p>(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and</p> <p>(E) publish and share writing with others.</p> <p>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> <p><i>Students are expected to:</i></p> <p>(A) write brief stories that include a beginning, middle, and end; and</p> <p>(B) write short poems that convey sensory details.</p> <p>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p> <p><i>Students are expected to:</i></p> <p>(A) write brief compositions about topics of interest to the student;</p> <p>(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write brief comments on literary or informational texts.</p> <p>(20) Oral and Written Conventions/Conventions. Students</p>	<p>F&F Units 3-13</p> <p>Lexia Reading (computers)</p> <p>WS – all units</p> <p>WS – all units</p> <p>WS – all units</p> <p>WS – all units</p> <p>WS – all units</p> <p>F&F Unit 5 WS Unit 2 F&F Unit A Teacher-generated</p> <p>Journaling</p> <p>WS Unit 3</p> <p>Journaling, F&F Unit 9</p>	
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<p>understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</p> <p><i>Students are expected to:</i></p> <p>(A) understand and use the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases; <p>(vi) pronouns (e.g., I, me); and</p> <p>(vii) time-order transition words;</p> <p>(B) speak in complete sentences with correct subject-verb agreement; and</p> <p>(C) ask questions with appropriate subject-verb inversion.</p> <p>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</p> <p><i>Students are expected to:</i></p> <p>(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;</p> <p>(B) recognize and use basic capitalization for:</p> <ul style="list-style-type: none"> (i) the beginning of sentences; (ii) the pronoun "I"; and (iii) names of people; and <p>(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p> <p>(22) Oral and Written Conventions/Spelling. Students spell correctly.</p> <p><i>Students are expected to:</i></p> <p>(A) use phonological knowledge to match sounds to letters to construct known words;</p>	<p>Teacher-generated WS Units 3, 5</p> <p>Teacher-generated</p> <p>Teacher-generated</p> <p>P&S Lessons 1-22</p> <p>P&S Lesson 12, WS Units 1, 2</p> <p>P&S Lessons 12, 17</p> <p>P&S Lessons 1-30</p>	
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<p>(B) use letter-sound patterns to spell:</p> <ul style="list-style-type: none"> (i) consonant-vowel-consonant (CVC) words; (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and (iii) one-syllable words with consonant blends (e.g., "drop"); <p>(C) spell high-frequency words from a commonly used list;</p> <p>(D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and</p> <p>(E) use resources to find correct spellings.</p> <p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. <i>Students (with adult assistance) are expected to:</i></p> <ul style="list-style-type: none"> (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and (B) decide what sources of information might be relevant to answer these questions. <p>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. <i>Students (with adult assistance) are expected to:</i></p> <ul style="list-style-type: none"> (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts; (B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams). <p>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. <i>Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.</i></p> <p>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to</p>	<p>P&S Lessons 1-30 P&S Lessons 1-30 P&S Lesson 41</p> <p>P&S Lessons 72, 73, 108</p> <p>Spelling Lists F&F – Beginning Reading Supplemental Guide p. 25 P&S Lessons 12, 96</p> <p>Individual Student Dictionaries</p> <p>F&F Unit 11</p> <p>F&F Unit 11</p> <p>Field Trips</p> <p>F&F Reference Sources p. 294 F&F Units 9 & 11 F&F Visual Tools Units 5-13</p> <p>Spanish Project</p>	
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<p>the purpose of the research and their audience. <i>Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</i></p> <p>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. <i>Students are expected to:</i></p> <p>(A) listen attentively to speakers and ask relevant questions to clarify information; and</p> <p>(B) follow, restate, and give oral instructions that involve a short related sequence of actions.</p> <p>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. <i>Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</i></p> <p>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. <i>Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</i></p>	<p>Spanish project on a country chosen by the student</p> <p>Yello Dyno, Field Trips, Chapel, Special Guests F&F Unit 3</p> <p>F&F Small Groups</p> <p>F&F Small Groups Concept Development Teacher-generated</p> <p>Student Activities Role Play Games/Puzzles Stories Songs Projects Cooperative Learning Journaling Graphic Organizers Small Groups Drawing Manipulatives</p>	
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	<p>Writers Workshop Portfolio</p> <p>Teaching Strategies Direct Instruction Open-ended Questions Discussion Demonstration Brainstorming Problem Solving Read Aloud Facilitating Cooperative Learning</p> <p>Evaluation Procedures Observation Class Participation Quizzes/Tests Projects Reports Survey (oral/written) Portfolio</p> <p>Other Resources and Bibliography <u>Teacher Helper</u> The Education Center, Inc.</p>	
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