

2018-19 Dickinson ISD ELAR Year at a Glance

1st Grade- 1st Nine Weeks

Reading TEKS

Genre: Fiction Weeks: 5

1.9A Story structure/sequence of events (beginning, middle, end, problem & solution)

1.9B Describe characters in a story and the reasons for their actions and feelings

Fig 19E Retell or act out important events in stories in logical order.

1.4C Establish purpose for reading text and monitor comprehension, making Connections & adjustments, identifying clues, using background knowledge & generating questions.

Fig 19D Make inferences about text and use textual evidence.

Genre: Expository Weeks: 4

1.4C establish purpose for reading selected texts comprehension and monitor comprehension, making connections and adjustments when understanding breaks down.

1.14 A restate the main idea in text heard

Fig. 19A Establish purpose for reading selected text based upon desired outcomes to enhance comprehension

Fig. 19C Monitor & Adjust Comprehension (using background knowledge, creating sensory images, and rereading portions of the text).

Fig 19F Make connections to own experiences & discuss text evidence.

Writing TEKS

Launching Writer's Workshop Weeks 9

1.21a working with names

1.17 students use elements of the writing process

1.19A Write brief compositions about topics of interest to the student

1.18 write to express their ideas and feeling or imagined people/events

Conventions

1.20ai verbs (past, present, and future)

1.20aii nouns (singular/plural, common/proper)

1.20aiii adjectives (e.g., descriptive: green, tall)

1.20avi pronouns (e.g., I, me)

1.20b speak in complete sentences with correct subject-verb agreement

1.20c ask questions with appropriate subject-verb inversion

1.21biii names of people

1.22a phonological knowledge to match sounds to letters

1.22b use letter sounds patterns to spell

1.22bii consonant-vowel-silent e (CVCe words)

1.22d spell base words with inflectional endings (e.g., adding s)

1.22e use resources to find correct spellings

Ongoing Standards

Reading:

Fig 19. Students use a flexible range of metacognitive reading skills both assigned and independent reading to understand an author's message.

1.4 confirm predictions about what will happen

1.5 read grade level text with fluency and comprehension

1.6 students understand new vocabulary and use it when reading and writing

1.7 students analyze, make inferences and draw conclusions about theme and genre

1.9 make inferences and draw conclusions about structure and elements of fiction

1.10 make inferences and draw conclusions about literary nonfiction

1.11 make inferences and draw conclusions about how an author's language creates imagery.

1.12 students read independently for a period of time

1.13 analyze , make inferences and draw conclusions about author's purpose

1.14 analyze , make inferences and draw conclusions about expository text

1.15 understand how to use information in procedural text and documents

1.16 comprehension skills to analyze how words, images, graphics and sound work

Poetry 1.8a, 1.18B, Fig DE

1.8 students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text evidence to support understanding

Writing /Grammar/Conventions

1.17 students use elements of the writing process

1.18 Students write to express their ideas and feeling or imagined people/events

1.19 students write expository and procedural or work-related text

1.20 understand the function of and use the conventions of academic language

1.21 write legibly and use appropriate capitalization and punctuation conventions

1.22 Students spell correctly (spelling patterns, CVC , CVCe, blends, HFW, s and ing)

Whole Group Word Study

1.1ABE Students understand how English is written print

1.2 Students display phonological awareness

1.3 Students use the relationships between letters and sounds

1.27 Students use comprehension skills to listen attentively to others in formal and informal settings

Word Study Principles

ELC 1-4	1.1	Recognizing names (Name Chart)
	1.1a	Recognizing your Name in text Matching spoken word to written word Recognizing first and last in print
LK 1,2,10,14	1.3a	Learning about letters through names (name chart) Noticing letters in words and names Identifying consonants and vowels
LS 1-8	1.2d	Blend spoken phonemes to form one-and two-syllable words (e.g. spr)
	1.3a	Decode words in context and in isolation
	1.3aiii	Consonants blends (e.g., bl, st)
	1.3b	Combine sounds from letters and common spelling patterns
	1.22a	Match sounds t letters to construct known words
HFW 1-3	1.22e	Use resourced to find correct spellings
	1.3h	Identify and read at least 100 high-frequency words
PA 1,2,3	1.22c	Spell high-frequency from a common list
	1.2a	Making and recognizing rhymes
SP	1.2e	Hearing sounds in sequences
	1.3aii	Learning single letters (vowels) short and long sounds a,e,i,o,u
	1.2b	Distinguish between long and short vowels
	1.3ci	Close syllables (CV) (e.g., he, ba-dy)
	1.3d	Decode words with common spelling patterns (e.g.,ink, onk, ick)

Dickinson ISD ELAR Year at a Glance

1st Grade- 2nd Nine Weeks

Reading TEKS

Genre: Informational: Expository 5 Weeks

- 1.14A-R** restate the main idea of an expository text.
Fig. 19D Make inferences about text and use textual evidence to support understanding
1.14 B-R Identify important facts of details in text.
1.14D-R Use text feature (e.g., title, table of contents, illustrations) to locate specific text information.
Fig. 19 F Make connections to own experiences, to ideas in text, and to the larger community and discuss textual evidence.
1.14C-R Retell the order of events(sequential organization of information,(ie, life cycle text) on a text by referring to the word and or illustrations.
Fig.19 E Retell or act out important events in text in logical order.
1.13-S Analyze, make inferences and draw conclusions about the author's purpose and provide evidence from text to support understanding.

Genre: Literary Text-Fantasy and Fiction 4 Weeks

- 1.10A-S** Determine whether a story is true or a fantasy and explain why.
Fig. 19D Make inferences and draw conclusions about text and use textual evidence to support understanding.
Fig 19E Retell or act out important events in text in logical order.
1.11A-S Recognize sensory details in literary texts (5 senses).
1.9 Describe characters in a story and the reasons for their actions and feelings.
Fig.19D Make inferences about text and use textual evidence.

Word Study Principles

LS 6-19	1.3ai 1.3aii 1.3aiv 1.3civ	Single letters (consonants) including hard and soft sounds Soft letters (vowels) short and long sounds Recognize Common Consonant Digraphs Recognize Vowel Sounds: Silent e
PA 4-11	1.2C 1.2D 1.2E 1.2E	Hearing and Changing First and Last Sounds Identifying Onsets and Rimes Hearing Middle Sounds Hearing and Blending Onsets Rimes
SP 5-10	1.3 1.3B 1.3D 1.3civ	Noticing Features of Words Consolidating Knowledge about Phonograms Learning phonograms ate,ake,i ke Learning About Vowels and Silent E
HFW 4-5	1.3H 1.22C	Learning High Frequency Words 4,5,6
WSA 6-12	1.2C 1.3	Changing Parts (Middle, End) of Words Noticing Word Parts
WS 4-5	1.3G 1.3E	Learning About Contractions (I'm) Adding s, ing, ed

Writing TEKS

Personal Narrative--Small Moments 9 Weeks

- 1.17** students use elements of the writing process
1.19A Write brief compositions about topics of interest to the student
1.18 write to express their ideas and feeling or imagined people/events

Grammar/Conventions

- 1.20ai** Verb (past, present, and future)
1.20B Speak in complete sentences with correct subject-verb agreement.
1.20C Ask questions with appropriate subject-verb agreement.
1.20avii Time-order transition words.
1.22D Spell base words with inflectional endings (e.g., adding "s")
1.21C Recognizing and use punctuation marks (declarative, exclamatory and Interrogative sentences.

Whole Group Word Study

- 1.2E** Isolate initial, medial, and final sounds in one-syllable spoken word
1.2D Blend spoken phonemes to form one and two syllable spoken words
Including consonant blends (e.g., spr)
1.3aii Single letters (consonants including hard and soft sounds
1.3civ Vowel-consonants-silent "e" words (CVe) (e.g.,kite, hide).
1.3B Combine sounds from letters and common spelling patterns (e.g., consonant blends, long-and short-vowel patterns) to create recognizable words.
1.3D Decode words with common spelling patterns (e.g.,-ink,-onk -ick)
1.3aiv Consonant digraph including ch,tch,sh,th=thing,wh,ng,ck,kn,dge,and ph)
1.3E Read base words with inflectional endings (e.g., plurals, past tenses)
1.3aiii Consonant blends (e.g., bl,st)
1.3G identify and read contractions (e.g., isn't, can't I'm)

Ongoing Standards

Reading:

- Fig.19** Students use a flexible range of metacognitive reading skills both assigned and independent reading to understand an author's message.
1.4 confirm predictions about what will happen
1.5 read grade level text with fluency and comprehension
1.6 students understand new vocabulary and use it when reading and writing
1.7 students analyze, make inferences and draw conclusions about theme and genre
1.9 make inferences and draw conclusions about structure and elements of fiction
1.10 make inferences and draw conclusions about literary nonfiction
1.11 make inferences and draw conclusions about how an author's language creates imagery.
1.12 students read independently for a period of time
1.13 analyze , make inferences and draw conclusions about author's purpose
1.14 analyze , make inferences and draw conclusions about expository text
1.15 understand how to use information in procedural text and documents
1.16 comprehension skills to analyze how words, images, graphics and sound work

Poetry 1.8a, 1.18B, Fig DE

- 1.8** students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text evidence to support understanding

Writing /Grammar/Conventions

- 1.17** students use elements of the writing process
1.18 Students write to express their ideas and feeling or imagined people/events
1.19 students write expository and procedural or work-related text
1.20 understand the function of and use the conventions of academic language
1.21 write legibly and use appropriate capitalization and punctuation conventions
1.22 Students spell correctly (spelling patterns, CVC , CVCe, blends, HFW, s and ing)

Whole Group Word Study

- 1.1ABE** Students understand how English is written print
1.2 Students display phonological awareness
1.3 Students use the relationships between letters and sounds
1.27 Students use comprehension skills to listen attentively to others in formal and informal settings

Dickinson ISD ELAR Year at a Glance

1st Grade- 3rd Nine Weeks

Reading TEKS

Genre: Expository/Procedural/Literary Nonfiction Weeks: 3

1.15 Students understand how to glean and use information in procedural texts
1.15A Follow written multi-step directions with picture cues to assist with understanding
1.15B Make inferences about text and use textual evidence to support understanding
Fig19D Make inferences about text and use textual evidence to support understanding
1.100 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
1.10A Determine whether a story is true or fantasy and explain why
1.13A Identify the topic and explain the author's purpose in writing about the text
1.4BR Ask relevant questions, seek clarification, and locate facts and details about stories and other texts
Fig19B Ask literal questions for test

Genre: Folktales/Fairytales/Fables Weeks: 4

1.4A Confirm predictions about what will happen next in text by "reading the part that tells"
1.7A Connect meaning of a well-known story or fable to personal experiences
1.7B Explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily every after.") in traditional folk literature and fairy tales
Fig19D Make inferences about text and use textual evidence to support understanding
Fig19E Retell or act out important events in stories in logical order

Genre: Realistic Fiction Weeks: 2

1.9A Describe the plot (problem and solution), and retell beginning, middle and end with attention to the sequence of events
1.9B Describe characters in a story and the reasons for their actions and feelings and support understanding
Fig19D Make inferences about text and use textual evidence to support understanding
Fig19A Retell or act out important events in stories in logical order

Writing TEKS

Genre: Expository Writing Weeks: 9

1.17 students use elements of the writing process
1.17A Plan a first draft by generating ideas for writing (e.g., drawing sharing ideas, listing key ideas.
1.17B develop drafts by sequencing ideas through writing sentences
1.17C revise drafts by adding or deleting a word, phrase, or sentence
1.17D edit drafts for grammar using a teacher-developed rubric
1.17E publish and share writing with others.
1.19 students write expository and procedural or work-related text
Grammar/Conventions
1.21bi/1.21bii/1.21biii use basic capitalization for names of people, pronoun "I" at the beginning of a sentence
1.20av use preposition and prepositional phrases in writing
1.3g Identify and read contractions
1.20avi Use adverbs for time order (before & next)
1.19b Commas in dates
1.22c/1.22e Spell HFW from a commonly used list & use other resources to find correct spellings
1.22a Use phonological knowledge to match sounds to letters to construct known words
1.22a Use letter-sound patterns to spell

Whole Group Word Study

1.1 Learning names and initials
1.3g Contractions
1.3c Syllables
1.3ai Consonants with two sounds (c & g)
1.6D Synonyms

Ongoing Standards

Reading:

Fig19 Students use a flexible range of metacognitive reading skills both assigned and independent reading to understand an author's message.
1.4 confirm predictions about what will happen
1.5 read grade level text with fluency and comprehension
1.6 students understand new vocabulary and use it when reading and writing
1.7 students analyze, make inferences and draw conclusions about theme and genre
1.9 make inferences and draw conclusions about structure and elements of fiction
1.10 make inferences and draw conclusions about literary nonfiction
1.11 make inferences and draw conclusions about how an author's language creates imagery.
1.12 students read independently for a period of time
1.13 analyze , make inferences and draw conclusions about author's purpose
1.14 analyze , make inferences and draw conclusions about expository text
1.15 understand how to use information in procedural text and documents
1.16 comprehension skills to analyze how words, images, graphics and sound work

Poetry 1.8a, 1.18B, Fig DE

1.8 students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text evidence to support understanding

Writing /Grammar/Conventions

1.17 students use elements of the writing process
1.18 Students write to express their ideas and feeling or imagined people/events
1.19 students write expository and procedural or work-related text
1.20 understand the function of and use the conventions of academic language
1.21 write legibly and use appropriate capitalization and punctuation conventions
1.22 Students spell correctly (spelling patterns, CVC , CVCe, blends, HFW, s and ing)

Whole Group Word Study

1.1ABE Students understand how English is written print
1.2 Students display phonological awareness
1.3 Students use the relationships between letters and sounds
1.27 Students use comprehension skills to listen attentively to others in formal and informal settings

Word Study Principles

LS 16, 20, 21	1.3aiii 1.3av 1.3avi 1.3cvi 1.3ai 1.3avi	Consonant blends (e.g., bl, st) Digraphs including oo as foot, moon, ea, ee, ow, ou, ay, ai, aw, au, ew, oa, ie, igh Vowel diphthongs including oy, oi, ou, and ow Controlled vowel sounds (e.g., tar, er, ir, ur, ar, and or) Single letters (consonant) hard and soft sounds Ending digraphs (ch, tch, sh, th, wh, ng, ck, kn, -dge, ph)
LK	1.1	Learning names and initials
WS 7-10	1.3G 1.3C 1.3C	Learning contractions with is, will, not, and are Identifying syllables in words Review syllable types - closed, open, final stable, vowel-consonant-silent e vowel digraphs, diphthongs, R controlled vowels
WM 1-3	1.6D 1.6D	Learning days of the week Recognizing synonyms and words that go together
HFW 7-8	1.3H 1.22C	Identify and read at least 100 high-frequency words from a commonly used list Spell high-frequency words from a commonly used list

Dickinson ISD ELAR Year at a Glance

1st Grade- 4th Nine Weeks

Reading TEKS

Genre: Expository/Procedural Weeks: 4 Days: 20

- 1.14A** Restate the main idea heard or read.
- 1.14B** Identify facts or details in text, heard or read.
- 1.14C** Retell the order of events (sequential organization of information,i.e. life cycle text) in a text by referring to word and illustrations.
- 1.14D.** Identify important facts or details in text, heard or read
- Fig.19D** Make inferences about text and use textual evidence to support Understanding.
- Fig.19E** Retell or act out important events in stories in logical order.

Genre: Fiction Weeks: 4 Days: 20

- 1.9** Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.
- 1.9A** Describe the plot (problem & solution), and retell beginning, middle, and end with attention to the sequence of events.
- Fig. 19C** Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).
- Fig 19.E** Retell or act out important events in stories in logical order.
- Fig.19D** Make inferences about text and use textual evidence to support understanding.

Word Study Principles

WSA
14-18

Learning How to Learn Words 1 (Choose, Write Build, Mix, Fix, Mix)
Learning How to Learn 2 Words (Look, Say, Cover, Write, Check))
Learning How to Learn 3 Words (Buddy Check)
Learning How to Learn 4 Words (Making Connections)
Learning How to Learn 5 Words (Test your Knowledge)

Writing TEKS

Craft of Revision 4 Weeks

- 1.17A** Plan a first draft by generating ideas for writing (e.g., drawing sharing ideas, listing key ideas.
- 1.17B** develop drafts by sequencing ideas through writing sentences
- 1.17C** revise drafts by adding or deleting a word, phrase, or sentence
- 1.17D** edit drafts for grammar using a teacher-developed rubric
- 1.17E** publish and share writing with others.
- 1.19A** Write brief compositions about topics of interest to the student
- 1.18** write to express their ideas and feeling or imagined people/event

Genre: Poetry 4 Weeks

- 1.17A** Plan a first draft by generating ideas for writing (e.g., drawing sharing ideas, listing key ideas.
- 1.17B** develop drafts by sequencing ideas through writing sentences
- 1.17C** revise drafts by adding or deleting a word, phrase, or sentence
- 1.17D** edit drafts for grammar using a teacher-developed rubric
- 1.17E** publish and share writing with others.
- 1.18B** write short poems that contain sensory details

Conventions

- 1.20avi** pronouns (e.g., I, me): and

Ongoing Standards

Reading:

- Fig 19.** Students use a flexible range of metacognitive reading skills both assigned and independent reading to understand an author's message.
- 1.4** confirm predictions about what will happen
- 1.5** read grade level text with fluency and comprehension
- 1.6** students understand new vocabulary and use it when reading and writing
- 1.7** students analyze, make inferences and draw conclusions about theme and genre
- 1.9** make inferences and draw conclusions about structure and elements of fiction
- 1.10** make inferences and draw conclusions about literary nonfiction
- 1.11** make inferences and draw conclusions about how an author's language creates imagery.
- 1.12** students read independently for a period of time
- 1.13** analyze , make inferences and draw conclusions about author's purpose
- 1.14** analyze , make inferences and draw conclusions about expository text
- 1.15** understand how to use information in procedural text and documents
- 1.16** comprehension skills to analyze how words, images, graphics and sound work

Poetry 1.8a, 1.18B, Fig DE

- 1.8** students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text evidence to support understanding

Writing /Grammar/Conventions

- 1.17** students use elements of the writing process
- 1.18** Students write to express their ideas and feeling or imagined people/events
- 1.19** students write expository and procedural or work-related text
- 1.20** understand the function of and use the conventions of academic language
- 1.21** write legibly and use appropriate capitalization and punctuation conventions
- 1.22** Students spell correctly (spelling patterns, CVC , CVCe, blends, HFW, s and ing)

Whole Group Word Study

- 1.1ABE** Students understand how English is written print
- 1.2** Students display phonological awareness
- 1.3** Students use the relationships between letters and sounds
- 1.27** Students use comprehension skills to listen attentively to others in formal and informal settings

