

# Dickinson ISD ELAR Year at a Glance

## 1st Grade- 1st Nine Weeks

Reading TEKS			Writing TEKS		
<p><b>Genre: Expository/Procedural Weeks: 3 Days: 15</b></p> <p><b>1.4C</b> establish purpose for reading selected texts comprehension and monitor comprehension, making connections and adjustments when understanding breaks down.</p> <p><b>Fig. 19A</b> Establish purpose for reading selected text based upon desired outcomes to enhance comprehension</p> <p><b>Fig. 19C</b> Monitor &amp; Adjust Comprehension ( using background knowledge, creating sensory images, and rereading portions of the text).</p> <p><b>Fig 19F</b> Make connections to own experiences &amp; discuss tex evidence.</p> <p><b>Genre: Literary Nonfiction/Biography Weeks: 2 Days: 10</b></p> <p><b>1.10A</b> Determine whether a story is true of a fantasy and explain why</p> <p><b>1.14A</b> Restate the main idea, hear or read</p> <p><b>1.14B</b> Identify important facts or details in text, heard or read</p> <p><b>1.14C</b> Retell the order of events in text by referring to words and/or illustrations</p> <p><b>1.14D</b> Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.</p> <p><b>Genre: Folktales/Legends Weeks: 1 Days: 5</b></p> <p><b>1.7A</b> Connect the meaning of a well-known story of fable to personal experiences</p> <p><b>1.7B</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><b>Genre: Realistic Fiction Weeks: 2 Days: 10</b></p> <p><b>1.9A</b> Story structure/sequence of events (beginning, middle, end, problem &amp; solution)</p> <p><b>1.9B</b> Describe characters in a story and the reasons for their actions and feelings</p> <p><b>Fig 19E</b> Retell or act out important events in stories in logical order.</p> <p><b>1.4C</b> Establish purpose for reading text and monitor comprehension, making Connections &amp; adjustments, identifying clues, using background knowledge &amp; generating questions.</p> <p><b>Fig 19D</b> Make inferences about text and use textual evidence.</p>			<p><b>Genre: Expository Writing Weeks:8 Days: 40</b></p> <p><b>1.19A</b> Write brief compositions about topics of interest to the student</p> <p><b>1.19B</b> Write short letters that put ideas in chronological or logical sequence</p> <p><b>1.19C</b> Write brief comments on literary or informational texts</p> <p><b>Conventions</b></p> <p><b>1.20ai</b> verbs (past, present, and future)</p> <p><b>1.20aii</b> nouns (singular/plural, common/proper)</p> <p><b>1.20aiii</b> adjectives (e.g., descriptive: green, tall)</p> <p><b>1.20avi</b> pronouns (e.g., I, me)</p> <p><b>1.20b</b> speak in complete sentences with correct subject-verb agreement</p> <p><b>1.20c</b> ask questions with appropriate subject-verb inversion</p> <p><b>1.21biii</b> names of people</p> <p><b>1.22a</b> phonological knowledge to match sounds to letters</p> <p><b>1.22b</b> use letter sounds patterns to spell</p> <p><b>1.22bii</b> consonant-vowel-silent e (CVCe words)</p> <p><b>1.22d</b> spell base words with inflectional endings (e.g., adding s)</p> <p><b>1.22e</b> use resources to find correct spellings</p>		
Word Study Principles			Ongoing Standards		
			<p><b>Reading:</b></p> <p><b>Fig 19.</b> Students use a flexible range of metacognitive reading skills both assigned and independent reading to understand an author’s message.</p> <p><b>1.4</b> confirm predictions about what will happen</p> <p><b>1.5</b> read grade level text with fluency and comprehension</p> <p><b>1.6</b> students understand new vocabulary and use it when reading and writing</p> <p><b>1.7</b> students analyze, make inferences and draw conclusions about theme and genre</p> <p><b>1.9</b> make inferences and draw conclusions about structure and elements of fiction</p> <p><b>1.10</b> make inferences and draw conclusions about literary nonfiction</p> <p><b>1.11</b> make inferences and draw conclusions about how an author’s language creates imagery.</p> <p><b>1.12</b> students read independently for a period of time</p> <p><b>1.13</b> analyze , make inferences and draw conclusions about author’s purpose</p> <p><b>1.14</b> analyze , make inferences and draw conclusions about expository text</p> <p><b>1.15</b> understand how to use information in procedural text and documents</p> <p><b>1.16</b> comprehension skills to analyze how words, images, graphics and sound work</p> <p><b>Poetry 1.8a, 1.18B, Fig DE</b></p> <p><b>1.8</b> students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text evidence to support understanding</p> <p><b>Writing /Grammar/Conventions</b></p> <p><b>1.17</b> students use elements of the writing process</p> <p><b>1.18</b> Students write to express their ideas and feeling or imagined people/events</p> <p><b>1.19</b> students write expository and procedural or work-related text</p> <p><b>1.20</b> understand the function of and use the conventions of academic language</p> <p><b>1.21</b> write legibly and use appropriate capitalization and punctuation conventions</p> <p><b>1.22</b> Students spell correctly (spelling patterns, CVC , CVCe, blends, HFW, s and ing)</p> <p><b>Whole Group Word Study</b></p> <p><b>1.1ABE</b> Students understand how English is written print</p> <p><b>1.2</b> Students display phonological awareness</p> <p><b>1.3</b> Students use the relationships between letters and sounds</p> <p><b>1.27</b> Students use comprehension skills to listen attentively to others in formal and informal settings</p>		
ELC 1-4	1.1  1.1a	Recognizing names (Name Chart) 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 1.3a 1.3aiii 1.3b 1.22a 1.22e	Blend spoken phonemes to form one-and two-syllable words (e.g. spr) Decode words in context and in isolation Consonants blends (e.g., bl, st) Combine sounds from letters and common spelling patterns Match sounds t letters to construct known words Use resourced to find correct spellings			
HFW 1-3	1.3h 1.22c	Identify and read at least 100 high-frequency words Spell high-frequency from a common list			
PA 1,2,3	1.2a 1.2e	Making and recognizing rhymes Hearing sounds in sequences			
SP	1.3aii 1.2b 1.3ci 1.3d	Learning single letters (vowels) short and long sounds a,e,i,o,u Distinguish between long and short vowels Close syllables (CV) (e.g., he, ba-dy) 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.

**Fig19 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. D** 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,ike 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

#### WW2:Personal narrative Lessons:1-32

##### 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:

**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

## Dickinson ISD ELAR Year at a Glance 1st Grade- 3rd Nine Weeks

### Reading TEKS

**Genre: Expository/Procedural Weeks: 3 Days: 15**

**1.15 O** Students understand how to glean and use information in procedural texts  
**1.15A R** Follow written multi-step directions with picture cues to assist with understanding  
**1.15B S** Make inferences about text and use textual evidence to support understanding  
**Fig19D O** Make inferences about text and use textual evidence to support understanding

**Genre: Literary Nonfiction/Biography Weeks: 2 Days: 10**

**1.10 O** 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 O** Determine whether a story is true or fantasy and explain why  
**1.13A S** Identify the topic and explain the author's purpose in writing about the text  
**1.4B R** Ask relevant questions, seek clarification, and locate facts and details about stories and other texts  
**Fig19B O** Ask literal questions for test  
**Fig19D O** Make inferences about text and use textual evidence to support understanding

**Genre: Folktales/Legends Weeks: 1 Days: 5**

**1.4A O** Confirm predictions about what will happen next in text by "reading the part that tells"  
**1.17A S** Connect meaning of a well-known story or fable to personal experiences  
**1.17B S** 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 O** Make inferences about text and use textual evidence to support understanding

**Genre: Realistic Fiction Weeks: 2 Days: 10**

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

### Word Study Principles

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

### Writing TEKS

**Genre: Expository Writing Weeks:8 Days: 40**

**WW 6 Lessons 1-16 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 construc 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  
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**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  
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**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



Reading TEKS		
<p><b>Genre: Expository/Procedural Weeks: 4 Days: 20</b></p> <p><b>1.14A</b> Restate the main idea heard or read.</p> <p><b>1.14B</b> Identify facts or details in text, heard or read.</p> <p><b>1.14C</b> Retell the order of events (sequential organization of information,i.e. life cycle text) in a text by referring to word and illustrations.</p> <p><b>1.14D.</b> Identify important facts or details in text, heard or read</p> <p><b>Fig.19D</b> Make inferences about text and use textual evidence to support Understanding.</p> <p><b>Fig.19E</b> Retell or act out important events in stories in logical order.</p>		
<p><b>Genre: Fiction Weeks: 4 Days: 20</b></p> <p><b>1.9</b> Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding.</p> <p><b>1.9A</b> Describe the plot (problem &amp; solution), and retell beginning, middle, and end with attention to the sequence of events.</p> <p><b>Fig. 19C</b> Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).</p> <p><b>Fig 19.E</b> Retell or act out important events in stories in logical order.</p> <p><b>Fig.19D</b> Make inferences about text and use textual evidence to support understanding.</p>		
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)
<p><b>Writing TEKS</b></p> <p><b>Genre: Expository Writing Weeks: 8 Days: 40</b></p> <p><b>1.17A</b> Plan a first draft by generating ideas for writing (e.g., drawing sharing ideas, listing key ideas.</p> <p><b>1.17B</b> develop drafts by sequencing ideas through writing sentences</p> <p><b>1.17C</b> revise drafts by adding or deleting a word, phrase, or sentence</p> <p><b>1.17D</b> edit drafts for grammar using a teacher-developed rubric</p> <p><b>1.17E</b> publish and share writing with others.</p> <p><b>Conventions</b></p> <p><b>1.20a</b>i pronouns (e.g., I, me); and</p>		
Ongoing Standards		
<p><b>Reading:</b></p> <p><b>Fig 19.</b> Students use a flexible range of metacognitive reading skills both assigned and independent reading to understand an author’s message.</p> <p><b>1.4</b> confirm predictions about what will happen</p> <p><b>1.5</b> read grade level text with fluency and comprehension</p> <p><b>1.6</b> students understand new vocabulary and use it when reading and writing</p> <p><b>1.7</b> students analyze, make inferences and draw conclusions about theme and genre</p> <p><b>1.9</b> make inferences and draw conclusions about structure and elements of fiction</p> <p><b>1.10</b> make inferences and draw conclusions about literary nonfiction</p> <p><b>1.11</b> make inferences and draw conclusions about how an author’s language creates imagery.</p> <p><b>1.12</b> students read independently for a period of time</p> <p><b>1.13</b> analyze , make inferences and draw conclusions about author’s purpose</p> <p><b>1.14</b> analyze , make inferences and draw conclusions about expository text</p> <p><b>1.15</b> understand how to use information in procedural text and documents</p> <p><b>1.16</b> comprehension skills to analyze how words, images, graphics and sound work</p> <p><b>Poetry 1.8a, 1.18B, Fig DE</b></p> <p><b>1.8</b> students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text evidence to support understanding</p> <p><b>Writing /Grammar/Conventions</b></p> <p><b>1.17</b> students use elements of the writing process</p> <p><b>1.18</b> Students write to express their ideas and feeling or imagined people/events</p> <p><b>1.19</b> students write expository and procedural or work-related text</p> <p><b>1.20</b> understand the function of and use the conventions of academic language</p> <p><b>1.21</b> write legibly and use appropriate capitalization and punctuation conventions</p> <p><b>1.22</b> Students spell correctly (spelling patterns, CVC , CVCe, blends, HFW, s and ing)</p> <p><b>Whole Group Word Study</b></p> <p><b>1.1ABE</b> Students understand how English is written print</p> <p><b>1.2</b> Students display phonological awareness</p> <p><b>1.3</b> Students use the relationships between letters and sounds</p> <p><b>1.27</b> Students use comprehension skills to listen attentively to others in formal and informal settings</p>		