

INSTRUCTIONAL FOCUS DOCUMENT

First Grade/English Language Arts and Reading



UNIT: 01 TITLE: Exchanging Ideas, Information, and Messages

SUGGESTED DURATION:
Six Weeks

Exemplar Lesson 01: Using the Writing Process to Communicate
 Exemplar Lesson 02: Using Communication in a Variety of Ways
 Exemplar Lesson 03: Growing Foundational Reading and Writing Skills
 Exemplar Lesson 04: Sharing Ideas through Oral and Written Communication



State Resources:

First Grade Teacher Reading Academy
<http://www.meadowscenter.org/vgc/otra/>
 or <http://searchlight.utexas.org/learnsplash>

RATIONALE:

This unit bundles student expectations that address the conventions and patterns of language in order to support the development of essential skills and processes in reading, writing, and thinking. Students are immersed in a language and literature rich environment in order to support language development and literacy learning. Students make the connection between listening, speaking, reading, and writing and establish effective communication of a variety of ideas based on relevance, enjoyment, involvement, and information.

In Kindergarten, students listened attentively and shared ideas, experiences, and information through oral language. A focus on phonological awareness, such as distinguishing and manipulating oral sound patterns, provided a foundation for oral and written fluency. Students increased their knowledge of academic vocabulary and realized that reading is more than pictures and that spoken words can be written. During this unit, students continue to utilize the conventions of oral and written language in order to effectively communicate understanding and make appropriate contributions, such as following and giving directions, asking focused questions, and providing relevant information. Oral conventions are applied during discussions and conversations with classmates, teachers, parents, and school personnel. Using alphabet knowledge, developing phonics skills, and sight word reading, students read independent-level text that fosters early fluency and comprehension. Students actively participate in learning new vocabulary specific to academic language. Text is interpreted using strategies and processes to increase understanding. Students understand that writing is communication as they continue to generate ideas and create drafts with more control of penmanship and basic grammar. In Grade 02, students use the conventions of oral and written print for effective communication and learn more complex patterns of decoding and spelling, which leads to fluency in reading and writing.



MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS:

UNDERDEVELOPED CONCEPTS:

- It is not unusual for students to confuse words that rhyme with pairs of words that begin with the same initial sound. Continuous instruction and practice will lead to eventual understanding.

According to the Texas Administrative Code, school districts shall implement English Language Proficiency Standards (ELPS) as an integral part of each subject in the required curriculum. <http://www.tea.state.tx.us/curriculum/biling/elps.html>

PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
Using the conventions of oral language, repeat poems, songs, and rhymes. Generate, write, and read aloud a	Patterns – Phonological Awareness, Phonics	Awareness of sound structure of a spoken word supports the development of word reading, comprehension, and

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PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
series of rhyming words and a sentence demonstrating alliteration. (1.2A; 1.3B, 1.3D; 1.8A; 1.21A; 1.22A, 1.22E; 1.28A) ELPS 1H; 2A, 2B, 2D, 2E; 3A, 3B, 3C, 3D, 3I	Conventions – Oral Conventions	spelling.
	Conventions – Print Awareness	Understanding that print is associated with spoken language supports the development of word recognition and enhances oral and written communication.
Write the alphabet in order. Use knowledge of letter-sound relationships to write a list of 5 to 10 words. Read the words aloud. (1.1C; 1.21A; 1.22A, 1.22Bi, 1.22C, 1.22E; 1.28A) ELPS 4A, 4B, 4F; 5A, 5B, 5C	Patterns – Phonics	Letters and letter combinations represent sounds.
	Conventions – Print Awareness	
Use the writing process to tell a story (through diction or writing) about a fun day. Illustrate the story and label the names of persons, places, things and actions to show 5-10 new words. Make a list of the words. Using appropriate oral conventions, read the story and the list of words aloud. (1.6A; 1.17A, 1.17B, 1.17E; 1.20Ai, 1.20Aii, 1.20B; 1.21A, 1.21Bi, 1.21Bii, 1.21C; 1.22A, 1.22Bi, 1.22C, 1.22E; 1.27A; 1.28A) ELPS 1D, 1E, 1H; 2C, 2D, 2E, 2H, 2I; 5C, 5F, 5G	Interpretation – Ideas, Experiences	Writers use personal experiences to develop stories which they communicate with others.
	Conventions – Oral Conventions, Interpretation – Vocabulary	Listening and speaking are critical in learning new words.
Record multiple entries through writing or dictation that demonstrate connections and thoughts about literary text while maintaining meaning and logical order. (1.Fig19B, 1.Fig19E; 1.4A; 1.12A; 1.19C) ELPS 4D, 4F, 4I, 4K; 5G	Interpretation – Understand	Readers use strategies to support understanding of text.

KEY ACADEMIC VOCABULARY SUPPORTING CONCEPTUAL DEVELOPMENT

- **Rhyme** – a word that ends with the same sound as another word
- **Decoding** – breaking written words into small units of sound in order to read the word
- **Prediction** – a conclusion about the future
- **Alliteration** – the repetition of the same sounds at the beginning of two or more adjacent words

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INSTRUCTIONAL COMPONENTS	INSTRUCTION		FORMATIVE ASSESSMENT EXAMPLES
Word Study	TEKS: Print Awareness 1.1A,B,C Phonological Awareness: 1.2A,C,D,E,F Phonics: 1.3Ai-ii,B,Ci,D,H Poetry: 1.8A Spelling: 1.22A,Bi,C,E	ONGOING TEKS:	Informal Language Sample Observation Data Teacher-Student Conference
Shared Reading	TEKS: Comprehension: 1.Fig19B,E Print Awareness: 1.1D,E,F Phonics: 1.3I Strategies: 1.4A Vocabulary: 1.6A Theme and Genre: 1.7B Poetry: 1.8A Reading/Writing Connection: 1.19C Conventions: 1.20C Listening: 1.27A,B Speaking: 1.28A Teamwork: 1.29A	ONGOING TEKS:	Checklist Rubrics Writer's Notebook Response Journal Reading Log Word Study Notebook
Independent Reading	TEKS: Comprehension: 1.Fig19B,E Print Awareness: 1.1D,E,F Phonics: 1.3I Strategies: 1.4A Poetry: 1.8A Independent Reading: 1.12A Reading/Writing Connection: 1.19C Conventions: 1.20C	ONGOING TEKS:	Oral Reading Fluency Check Portfolio
Writing	TEKS: Writing Process: 1.17A,B,E Print Awareness: 1.1A,B,D Vocabulary: 1.6A Conventions: 1.20Ai-ii,B Handwriting: 1.21A	ONGOING TEKS:	

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INSTRUCTIONAL COMPONENTS	INSTRUCTION	FORMATIVE ASSESSMENT EXAMPLES
	Capitalization: 1.21Bi-iii Punctuation: 1.21C Spelling: 1.22A,Bi,C,E Listening: 1.27A,B Speaking: 1.28A Teamwork: 1.29A	

TEKS# SE#	TEKS	SPECIFICITY
1.1	<i>Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</i>	
1.1A	Recognize that spoken words are represented in written English by specific sequences of letters.	Recognize THAT SPOKEN WORDS ARE REPRESENTED IN WRITTEN ENGLISH BY SPECIFIC SEQUENCES OF LETTERS Including, but not limited to: <ul style="list-style-type: none"> • Recognize words can be transcribed from oral dictation Note: This is the first time spoken words are represented with a sequence of letters. The letters follow a left to right sequence.
1.1B	Identify upper- and lower-case letters.	Identify UPPER- AND LOWER-CASE LETTERS Including, but not limited to: <ul style="list-style-type: none"> • Recognize and name the upper- and lower-case letters of the alphabet in sequence and in random order • Recognize that letters are consonants (consonants are the letters of the English alphabet whose sounds are produced by involving the lips, teeth, or tongue) • Recognize the letters that are vowels (vowels are the six letters of the English alphabet a, e, i, o, u, and sometimes y) whose sounds are produced by opening and shaping the mouth
1.1C	Sequence the letters of the alphabet.	Sequence THE LETTERS OF THE ALPHABET Including, but not limited to: <ul style="list-style-type: none"> • Name the alphabet in sequence

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TEKS# SE#	TEKS	SPECIFICITY
1.1D	Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation).	<p>Recognize</p> <p>THE DISTINGUISHING FEATURES OF A SENTENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • A sentence communicates a complete thought • A capital letter signals to the reader when an author is beginning a thought • An ending punctuation mark signals the reader when the author completes the thought
1.1E	Read texts by moving from top to bottom of the page and tracking words from left to right with return sweep.	<p>Read</p> <p>TEXT BY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Moving from top to the bottom of the page (use eyes/fingers) • Tracking words left to right with a return sweep (use eyes/fingers) <p>Tracking: looking at and processing all the letters in order from left to right</p> <p>Return sweep: track the text from the end of one line of print to the beginning of the next line of print</p>
1.1F	Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	<p>Identify</p> <p>THE INFORMATION THAT DIFFERENT PARTS OF A BOOK PROVIDE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Front cover of the book: the cover of a book contains its title and the author's and illustrator's names and any awards • Author: the person who wrote the story • Illustrator: the person who drew the pictures in the book or story • Back cover of the book: could show illustrations • Title page: contains similar information to the book cover (title, author's name, illustrator, etc.) • Glossary: contains vocabulary words, meanings, and sometimes pictures • Table of contents: list of parts of the book (usually in the order it is arranged) and contains where it can be located
1.2	<i>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</i>	
1.2A	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>Orally Generate</p> <p>A SERIES OF ORIGINAL RHYMING WORDS USING A VARIETY OF PHONOGRAMS AND CONSONANT BLENDS</p> <p>Including, but not limited to:</p>

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TEKS# SE#	TEKS	SPECIFICITY
		<ul style="list-style-type: none"> • Phonograms: -ake, -ant, -ain • Consonant blends: bl, st, tr • Word families (e.g., make, take, rake, fake) <p>Word family: A group of words sharing a common root or base</p> <p>Phonograms: the smallest unit of sound that distinguishes meaning (e.g., the /s/ of sad and /d/ of dad)</p> <p>Consonant blends: group of consonants that appear together in a word without any vowels between them and you can hear each sound (e.g., bl, st, tr)</p>

SAMPLE