

## Wylie ISD Curriculum

<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	1
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	1
<b>Overview</b>			
<p>Students will develop listening skills, learn that letters make sounds, and begin to develop penmanship.                  Students will begin to review letters, sounds and practice formation of letters <b>b,c,d,f</b> and be introduced to the word family <b>-at &amp; -an</b>. Students will use the word wall to spell high frequency words: <b>names of students</b></p>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:	1A Determine purpose(s) for listening. <i>Such as to get information, to solve problems, and to enjoy and appreciate</i>	<i>Including overtly responding to the question, "Why are we listening to (each other, to the teacher, the speaker, the recording)?"</i>	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1)	<i>Word Family: -at &amp; -an</i>	
(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:	1.6F Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).	<i>Including:</i> <ul style="list-style-type: none"> <li>• <i>Segment individual phonemes in spoken words (ex: cat = /c/ + /a/ + /t/)</i></li> </ul>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7A Name and identify each letter of the alphabet (K-1).	<i>Including: (b,c,d,f)</i> <i>Identifies and names the lower-case letters of the alphabet in sequence and in random order</i> <i>Identifies and names the upper-case (capital) letters of the alphabet in sequence and in random order</i> <i>Matches all capital letters to lower-case letters</i>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7B Understand that written words are composed of letters that represent sounds (K-1).	<i>Including:</i> <i>recognizes written words and their corresponding sounds during read-alouds, shared reading, and independent reading in a variety of leveled narrative and expository text</i>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7C Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).	<i>Including:</i> <i>recognizes written words and their corresponding consonants and vowels during read-alouds and shared reading, and independent reading in a variety of leveled narrative and expository text</i>	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <i>Such as said, was, where &amp; is</i>	<i>Including: Student Names</i>	

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<p>(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</p>	<p>1.17A Write his/her own name and other important words (K-1).</p>	<p><b>Including:</b>  <b>With increasing fluency and automoticity, the student will:</b>  <b>Prints his or her own name with appropriate placement of capital and lower-case letters</b>  <b>Print family member names and/or other words meaningful to individual students</b></p>
<p>(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</p>	<p>1.17B Write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1).</p>	
<p>(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</p>	<p>1.17E Gain increasing control of penmanship such as pencil grip, paper position, stroke and posture (1).</p>	<p><b>Including holding a pencil effectively and using suitable posture when writing</b></p>

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	2
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	2
<b>Overview</b>			
<p>Students will learn about rhyming and oral/written communication.</p> <p>Students will begin to review letters, sounds and practice formation of letters <b>g, h, j, k</b> and be introduced to the word families: <b>-ap &amp; -ad</b>. Students will use the word wall to spell high frequency words: <b>I, me, a, at, the (review from Kindergarten)</b></p>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:	1.3B Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3).	<b>On-going process skill, including:</b> <ul style="list-style-type: none"> <li>• Gives oral directions</li> <li>• Demonstrates poise (e.g., stands still, uses good posture, looks directly at members of the audience) when speaking to peers or adults</li> </ul>	
(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:	1.4A Learn the vocabulary of school. (K-1) Such as numbers, <del>shapes</del> , geometric figures, colors, directions, and categories		
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5B Know that print moves left-to-right across the page and top-to-bottom (K-1).	<b>On-going process skill, including:</b> <ul style="list-style-type: none"> <li>• recognizing and demonstrating left-to-right and top-to-bottom by following teacher read-alouds, shared reading, small-group instruction, and independent reading in a variety of leveled text</li> </ul>	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	<b>Word Families: -ap,-ad</b>	
(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:	1.6C Produce rhyming words and distinguish rhyming words from non-rhyming words (K-1).	<b>Including:</b> <ul style="list-style-type: none"> <li>• Brainstorm (orally) words that rhyme and words that fit in word families</li> <li>• Predict rhyming word at the end of a line (in a rhyming text, such as a cloze activity)</li> </ul>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7A Name and identify each letter of the alphabet (K-1).	<b>Including: (g,h,j,k)</b> <ul style="list-style-type: none"> <li>• Identifies and names the lower-case letters of the alphabet in sequence and in random order</li> <li>• Identifies and names the upper-case (capital) letters of the alphabet in sequence and in random order</li> <li>• Matches all capital letters to lower-case letters</li> </ul>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7B Understand that written words are composed of letters that represent sounds (K-1).	<b>Including:</b> <ul style="list-style-type: none"> <li>• recognizes written words and their corresponding sounds during read-alouds, shared reading,</li> </ul>	

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		and independent reading in a variety of leveled narrative and expository text
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <del>Such as said, was, where &amp; is</del>	Including: I, me, a, at, the
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	1.17B Write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1).	
(18) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	1.18A Dictate messages <del>such as news and stories</del> for others to write (K-1).	
(20) Writing/spelling. The student spells proficiently. The student is expected to:	1.20D Use resources to find correct spellings, synonyms, and replacement words (1-3).	Including Word Wall And uses the replacement words in composition

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	3
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	3
<b>Overview</b>			
<p>Students will learn the role of the author and illustrator and describe how illustrations contribute to finding details, defining characters, and clarifying the setting. Students will also learn the concept of a simple sentence.</p> <p>Students will begin to review letters, sounds and practice formation of letters <b>l, m, n, p</b>, and be introduced to the <b>-ag &amp; -am</b> word families. Students will use the word wall to spell high frequency words: <b>is, it, and, no, can</b> (review from Kindergarten)</p>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	(depends on the districts approach to spelling, e.g., word families, specific patterns, etc.) <b>Word Families: -ag &amp; -am</b>	
(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:	1.6A Demonstrate the concept of word by dividing spoken sentences into individual words (K-1).	<b>Including: Segment sentences into words</b>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7A Name and identify each letter of the alphabet (K-1).	<b>Including: (l,m,n,p)</b> <ul style="list-style-type: none"> <li>• Identifies and names the lower-case letters of the alphabet in sequence and in random order</li> <li>• Identifies and names the upper-case (capital) letters of the alphabet in sequence and in random order</li> <li>• Matches all capital letters to lower-case letters</li> </ul>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7B Understand that written words are composed of letters that represent sounds (K-1).	<b>Including:</b> recognizes written words and their corresponding sounds during read-alouds, shared reading, and independent reading in a variety of leveled narrative and expository text	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to	1.8 E Recognize high frequency irregular words(1-2). <b>Such as said, was, where &amp; is</b>	<b>Including: is, it, and, no, can</b>	

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<p>(13) Reading/literary response. The student responds to various texts. The student is expected to:</p>	<p>1.13E Describe how illustrations contribute to the text (K-1).</p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• Finding details</li> <li>• Defining characters</li> <li>• Clarifying setting</li> </ul>
<p>(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:</p>	<p>1.14F Understand literary terms by distinguishing between the roles of the author and illustrator (K-1).</p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• Recognizes that the author writes the <u>words</u> of the story to show story elements (characters and their characteristics, setting, events of the plot/story problem and solution)</li> <li>• Recognizes that the illustrator <u>draw pictures</u> to show story elements (characters and their characteristics, setting, events of the plot/story problem and solution)</li> </ul>
<p>(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</p>	<p>1.17B Write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1).</p>	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	4
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	4
<b>Overview</b>			
Students will write using appropriate left to right and top to bottom progression and learn the concept of syllables. Students will begin to review letters, sounds and practice formation of letters <b>q, r, s, t</b> and be introduced to the word families <b>-ab &amp; -ed</b> . Students will use the word wall to spell high frequency words: <b>go, am, my, to, like (review from Kindergarten)</b>			
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1)	(depends on the districts approach to spelling, e.g., word families, specific patterns, etc.) <b>Word Families: -ab &amp; -ed</b>	
(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:	1.6B Identify, segment, and combine syllables within spoken words (K-1). <b>Such as clapping syllables and moving manipulatives to represent syllables in words</b>		
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7A Name and identify each letter of the alphabet (K-1).	<b>Including: (q,r,s,t)</b> <b>*Identifies and names the lower-case letters of the alphabet in sequence and in random order</b> <b>*Identifies and names the upper-case (capital) letters of the alphabet in sequence and in random order</b> <b>*Matches all capital letters to lower-case letters</b>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7B Understand that written words are composed of letters that represent sounds (K-1).	<b>Including:</b> <b>recognizes written words and their corresponding sounds during read-alouds, shared reading, and independent reading in a variety of leveled narrative and expository text</b>	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <b>Such as said, was, where &amp; is</b>	<b>Including: go, am, my, to, like</b>	
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	1.17B Write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1).		

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Subject Area	English/Language Arts	Bundle #:	5
Grade/Level	1 <sup>st</sup> Grade	Weeks:	5
Overview			
Student will learn that words are comprised of individual letters, understands word spacing and capitalization, and that important words can be written. Students will begin to review letters, sounds and practice formation of letters <b>v, w, x, y</b> and be introduced to the word families: <b>-en &amp; -et</b> . Students will use the word wall to spell high frequency words: <b>we, he, be, she, see (review from Kindergarten)</b>			
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5C Understand that written words are separated by spaces (K-1).	On-going process skill, including: Recognizing and demonstrating word spacing by following teacher read-alouds, shared reading, small-group instruction, and independent reading in a variety of leveled text	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5D Know the difference between individual letters and printed words (K-1).	Including: Recognize the difference by following teacher read-alouds, shared reading, small-group instruction and independent reading in a variety of leveled text	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5F Know the difference between capital and lowercase letters (K-1).	Including: Recognize the difference by following teacher read-alouds, shared reading, small-group instruction and independent reading in a variety of leveled text	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5H Understand that spoken words are represented in written language by specific sequences of letters (K-1).	Including: <ul style="list-style-type: none"> <li>• recognizing spoken words transcribed by the teacher or peers</li> <li>• transcribing words from oral dictation</li> </ul>	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	Including word families: <b>-en &amp; -et</b>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7A Name and identify each letter of the alphabet (K-1).	Including: (v, w, x, y) <ul style="list-style-type: none"> <li>• Identifies and names the lower-case letters of the alphabet in sequence and in random order</li> <li>• Identifies and names the upper-case (capital) letters of the alphabet in sequence and in</li> </ul>	

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		<p style="text-align: center;">random order</p> <ul style="list-style-type: none"> <li>• Matches all capital letters to lower-case letters</li> </ul>
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7B Understand that written words are composed of letters that represent sounds (K-1).	<p>Including:</p> <ul style="list-style-type: none"> <li>recognizes written words and their corresponding sounds during read-alouds, shared reading, and independent reading in a variety of leveled narrative and expository text</li> </ul>
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <i>Such as said, was, where &amp; is</i>	<p>Including: we, he, be, she, see (review from Kindergarten)</p>
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	1.17A Write his/her own name and other important words (K-1).	<p>Including:</p> <p>With increasing fluency and automaticity, the student will:</p> <ul style="list-style-type: none"> <li>• Prints his or her own name with appropriate placement of capital and lower-case letters</li> <li>• Print family member names and/or other words meaningful to individual students</li> <li>• Print some high frequency words</li> </ul>
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	1.17B Write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1).	

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Subject Area	English/Language Arts	Bundle #:	6
Grade/Level	1 <sup>st</sup> Grade	Weeks:	6
<b>Overview</b>			
The student will learn how to manipulate sounds, learn verbal/non-verbal communication and establish purposes for reading. Students will begin to review letters, sounds and practice formation of letters <b>z,a,e,i</b> and be introduced to the word families <b>-ig and -in</b> . Students will use the word wall to spell high frequency words: <b>you, what, was, look, play (review from Kindergarten)</b>			
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:	1.3B Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3).	<b>On-going process skill, including:</b> <ul style="list-style-type: none"> <li>• Gives oral directions</li> <li>• Demonstrates poise (e.g., stands still, uses good posture, looks directly at members of the audience) when speaking to peers or adults</li> </ul>	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	<b>Word Families: -ig &amp; -in</b>	
(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:	1.6D Identify and isolate the initial and final sound of spoken words (K-1).	<b>Including:</b> <ul style="list-style-type: none"> <li>• Identify and isolate initial sounds of spoken words</li> <li>• Identify and isolate final sounds of spoken words</li> <li>• Identify and isolate onset and rime of spoken words</li> </ul>	
(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:	1.6E Blend sounds to make spoken words including three and four phoneme words, such as moving manipulatives to blend phonemes in a spoken word(1). (Phoneme = smallest unit of sound)	<b>Including:</b> <ul style="list-style-type: none"> <li>• Blend onset and rime in spoken words (ex: /c/ + /at/ = cat; /b/ + /at/ = bat)</li> <li>• Blend individual phonemes in three phoneme words (ex: /c/ + /a/ + /t/ = cat) and four phoneme words (ex: /b/ + /a/ + /k/ + /t/ = baker)</li> </ul>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7A Name and identify each letter of the alphabet (K-1).	<b>Including: (z, a, e, i)</b> <ul style="list-style-type: none"> <li>• Identifies and names the lower-case letters of the alphabet in sequence and in random order</li> <li>• Identifies and names the upper-case (capital) letters of the alphabet in sequence and in random order</li> <li>• Matches all capital letters to lower-case letters</li> </ul>	

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<p>(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:</p>	<p>1.7B Understand that written words are composed of letters that represent sounds (K-1).</p>	<p><b>Including:</b> recognizes written words and their corresponding sounds during read-alouds, shared reading, and independent reading in a variety of leveled narrative and expository text</p>
<p>(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:</p>	<p>1.8A Decode by using all letter-sound correspondences within a word (1-3).</p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• Segments sounds for accuracy and pronunciation</li> <li>• Identifies: Consonants and vowels &amp; y as a consonant or a vowel</li> </ul>
<p>(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:</p>	<p>1.8 E Recognize high frequency irregular words(1-2).<del>Such as said, was, where &amp; is</del></p>	<p><b>Including:</b> you, what, was, look, play (review from Kindergarten)</p>
<p>(12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>	<p>1.12B Establish purposes for reading or listening <del>such as</del> including to be informed, to follow directions, and to be entertained (K-3).</p>	<p><b>Including</b></p> <ul style="list-style-type: none"> <li>• Self-directed and teacher-directed purposes consciously chosen and articulated by either the teacher or student</li> <li>• Listening to be entertained and for following directions</li> </ul>
<p>(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</p>	<p>1.17B Write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1).</p>	

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Subject Area	English/Language Arts	Bundle #:	7
Grade/Level	1 <sup>st</sup> Grade	Weeks:	7
<b>Overview</b>			
<p>Students will use appropriate language for presentation.</p> <p>Students will understand different types of text and read decodable texts.</p> <p>Students will begin to review letters, sounds and practice formation of letters <b>o,u,y (y as a vowel)</b> and be introduced to the word family <b>-ip, -it &amp; -y</b>.</p> <p>Students will use the word wall to spell high frequency words: <b>little, yes, has, went, said</b> (Review from Kindergarten)</p>			
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:	1.3A Choose and adapt spoken language appropriate to the audience, purpose, and occasion, <b>including use of appropriate volume and rate</b> (K-3).	<b>On-going process skill, including using accurate and appropriate spoken language in individual formal and informal presentations to the class</b>	
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:	1.3D Present dramatic interpretations of experiences, stories, poems, or plays (K-3).	<b>Including reciting poems, chants, and selected parts of plays</b>	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	<b>Word Families: -ip, -it &amp; -y</b>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7A Name and identify each letter of the alphabet (K-1).	<b>Including: (o,u and y as a vowel)</b> <ul style="list-style-type: none"> <li>• <b>Identifies and names the lower-case letters of the alphabet in sequence and in random order</b></li> <li>• <b>Identifies and names the upper-case (capital) letters of the alphabet in sequence and in random order</b></li> <li>• <b>Matches all capital letters to lower-case letters</b></li> </ul>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is	1.7B Understand that written words are composed of letters that represent sounds (K-1).	<b>Including: recognizes written words and their corresponding sounds during read-alouds,</b>	

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expected to:		shared reading, and independent reading in a variety of leveled narrative and expository text
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> (1)	Consonants and vowels Y as consonant or vowel: (e.g. yellow, baby[e], fly[i])
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7G Use letter-sound knowledge to read decodable texts ( <u>engaging and coherent texts</u> ) in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught (1).	Including CVC, CVCe, short vowel patterns, long vowel patterns
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <del>Such as said, was, where &amp; is</del>	Including: little, yes, has, went, said
(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:	1.14A Distinguish different forms of texts <u>such as lists, newsletters, and signs and the functions they serve</u> (K-3).	Including identifying the unique characteristics/features of signs, lists and other texts (including titles and purpose of a particular text)
(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:	1.14C Distinguish fictions from nonfiction, including fact and fantasy (K-3).	Including <ul style="list-style-type: none"> <li>• Recognizes narrative that is written and may be realistic but did not actually happen</li> <li>• Recognizes that non-fiction is text about events that actually happened</li> <li>• Explains that fantasy is make-believe and could not have really happened (as compared with fiction, which <u>could</u> have actually happened)</li> </ul>
(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.	1.14E Understand literary forms by recognizing and distinguishing among <u>various types of texts such as including types of</u>	Including recognizing types of text and their characteristics: <ul style="list-style-type: none"> <li>• Stories (e.g., titles, author, illustrator, title</li> </ul>

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The student is expected to:	text as stories, poems, and information books (K-2).	page, dedication page) <ul style="list-style-type: none"><li>• Poems (patterns of rhythm and/or rhyme)</li><li>• Information books (titles, author, illustrator, labels, captions, table of contents)</li></ul>
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## Wylie ISD Curriculum

<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	8
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	8
<b>Overview</b>			
<p>Student will learn to apply common letter sound correspondences such as “y” as a vowel and r-controlled vowels. Student will retell a message including details and learn the different parts of a book. Student will be introduced to spelling patterns <b>-ey &amp; -ee</b> and word families <b>-op &amp; -og</b>. Students will use the word wall to spell high frequency words: <b>big, on, us, in, do</b></p>			
(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:	1.4D Retell a spoken message by summarizing or clarifying (K-3).	Including a summary of what the message was mostly about and important details	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5I Recognize that different parts of a book offer information <b>such as cover, title page, and table of contents</b> (K-1).	<ul style="list-style-type: none"> <li>• Recognizes that the cover of a book contains its title and the author’s name</li> <li>• Recognizes that the title page contains similar information to the book cover (title, author’s name, etc)</li> <li>• Recognizes the details of a dedication page</li> <li>• Recognizes that the table of contents contains:                             <ul style="list-style-type: none"> <li>○ chapter names in narrative text</li> <li>○ topics in expository text and</li> <li>○ the page number each part can be found on</li> </ul> </li> <li>• Recognize that the glossary contains vocabulary words, meaning, and sometimes pictures</li> </ul>	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	Including: Word Families: -op & -og Spelling Patterns: -ey & -ee	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> (1)	<u>Phoneme</u> - the smallest unit of sound. <u>Blends</u> - A consonant <u>cluster</u> is two or three letters, each with its own sound, that are blended together. <u>Digraph</u> - A two-letter combination that stands for a single phoneme in which neither letter represents its usual sound. <u>Diphthong</u> - A vowel that has a glide: a vowel that feels as if it has two parts.	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8E Recognize high frequency irregular words(1-2). <u>Such as said, was, where &amp; is</u>	Including: big, on, us, in, do	
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).	Including: periods	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	9
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	9
<b>Overview</b>			
<p>Students will understand simple story structure, draw/write/discuss visual and mental images, and recognize how readers use capitalization and punctuation to comprehend. Students will also learn and apply r-controlled vowels and decode CVC and short vowel words.</p> <p>Students will be introduced to spelling patterns: <b>-ir, -ur &amp; -er</b> and word families: <b>-ot &amp; -ub</b>.</p> <p>Students will use the word wall to spell high frequency words: <b>all, had, fun, boy, up</b></p>			
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5G Recognize how readers use capitalization and punctuation to comprehend (K-1).	<b>Including:</b> <ul style="list-style-type: none"> <li>Recognize that a capital letter signals to the reader when the author is beginning a thought by following teacher read-alouds and shared reading in book books and other text</li> <li>Recognize that an ending punctuation mark signals the reader when the author completes the thought by following teacher read-alouds, shared reading, small-group instruction, and independent reading in a variety of leveled text</li> </ul>	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	<b>Including:</b> <b>Word Families: -ot &amp; -ub</b> <b>Spelling Patterns: -ir, -ur, &amp; -er</b>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7F Decode by using all letter-sound correspondences within regularly spelled words (1-3).	<b>Including CVC, and short vowel patterns</b>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> (1)	<u><b>Phoneme-</b></u> the smallest unit of sound. <u><b>Blends-</b></u> A consonant <u>cluster</u> is two or three letters, each with its own sound, that are blended together. <u><b>Digraph-</b></u> A two-letter combination that stands for a single phoneme in which neither letter represents its usual sound. <u><b>Diphthong-</b></u> A vowel that has a glide: a vowel that feels as if it has two parts.	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <i>Such as said, was, where &amp; is</i>	<b>Including: all, had, fun, boy, up</b>	

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<p>(12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>	<p>1.12E Draw, write, and discuss visual/mental images based on text descriptions (1-3).</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Responding appropriately on a personal level, both orally and/or in writing, to fiction and poetry selections (e.g., writing a note to one of the characters, telling the story from one character’s point of view, creating a Venn diagram to compare and contrast two characters or two events, imagining a new ending, drawing a story map and/or time line)</li> <li>• Identifying the relationship between pictures and text, color, shape, size, location, and actions</li> <li>• Telling others about an event that occurs, giving advice to one of the characters, speculating and asking questions</li> </ul>
<p>(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:</p>	<p>1.14B Understand simple story structure (K-1).</p>	<p>(Story Elements) *See Plot (1.14I) Including identifying the plot elements:</p> <ul style="list-style-type: none"> <li>○ Introduction including characters and setting</li> <li>○ Problem</li> <li>○ Resolution/Solution</li> <li>○ Conclusion</li> </ul>
<p>(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</p>	<p>1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).</p>	<p>Including: periods</p>

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	10
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	10
<b>Overview</b>			
Students will recognize correct spellings of words and use common spelling patterns to learn, apply and spell words with r-controlled vowels. Students will retell or act out important events in a story. Student will be introduced to spelling pattern <b>-ar</b> and word families <b>-ar, -un &amp; -ug</b> . Students will use the word wall to spell high frequency words: <b>but, did, that, of, not</b> .			
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5 J Recognize that there are correct spellings for words (1).	<b>Including:</b> <b>Word Families: -ar, -un &amp; -ug</b> <b>Spelling Pattern: -ar</b>	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> (1)		
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8B Use common spelling patterns to read words (1).	<b>Including CVC, CVCe, short vowel patterns, long vowel patterns</b>	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <i>Such as said, was, where &amp; is</i>	<b>Including: but, did, that, of, not</b>	
(12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	1.12C Retell or act out the order of important events in stories (K-3). Including: <ul style="list-style-type: none"> <li>• Retells stories from memory</li> <li>• Recalls and/or acts out the sequence of events in an oral reading selection (beginning, middle, and end)</li> </ul>		
(15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources, including selections read aloud. The student is expected to:	1.15F Locate important areas of the library/media center (K-1).	<b>Including:</b> <ul style="list-style-type: none"> <li>• Check-out desk</li> <li>• Location of reference books/information books (nonfiction)</li> <li>• Location of fiction</li> </ul> <b>Through teacher modeling and assistance students begin to explore the use of technology in the library</b>	

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<p>(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</p>	<p>1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points. (1-2).</p>	<p>Including: periods</p>
<p>(20) Writing/spelling. The student spells proficiently. The student is expected to:</p>	<p>1.20C Spell single syllable words that have r-controlled vowels (1). Such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck.</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• R-controlled vowels including er in her, ar in star or or in torn.</li> </ul>
<p>(23) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:</p>	<p>1.23B Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).</p>	

## Wylie ISD Curriculum

Subject Area	English/Language Arts	Bundle #:	11
Grade/Level	1 <sup>st</sup> Grade	Weeks:	11
<b>Overview</b>			
<p>Student will compare and connect personal experiences with characters in traditional/cultured texts and will recognize various genres. Student will decode words using letter-sound correspondences, recognize high frequency irregular words and locate information using alphabetical order. Student will identify nouns and parts of a sentence. Student will focus on spelling pattern <b>-or</b> and will use conventional spelling of familiar words in final drafts. Student will introduced to word families <b>-ake &amp; -ore</b> . Students will use the word wall to spell high frequency words: <b>zoo, come, will, get, tell.</b></p>			
(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	1.2 B Compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).	Including discussing his or her customs and culture and those of others after listening to family stories and stories from children’s books.	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5 J Recognize that there are correct spellings for words (1).	Including word families: -ake & -ore spelling patterns: -or	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7 D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1)	<u>Phoneme</u> - the smallest unit of sound. <u>Blends</u> - A consonant <u>cluster</u> is two or three letters, each with its own sound, that are blended together. <u>Digraph</u> - A two-letter combination that stands for a single phoneme in which neither letter represents its usual sound. <u>Diphthong</u> - A vowel that has a glide: a vowel that feels as if it has two parts.	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7 F Decode by using all letter-sound correspondences within regularly spelled words (1-3).	Including CVCe, long vowel patterns	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <span style="color: blue;">Such as said, was, where &amp; is</span>	Including: zoo, come, will, get, tell	
(11) Reading/vocabulary development. The student develops an extensive vocabulary. The	1.11 C Identify words that name persons, places, or things and words that name actions (K-1).	Including <ul style="list-style-type: none"> <li>• Reads more complex/sophisticated text</li> <li>• Recognizes words that name persons, places, or</li> </ul>	

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<p>student is expected to:</p>		<p>things (nouns) during read-alouds and shared reading in big books and other text and on word walls</p> <ul style="list-style-type: none"> <li>• Recognizes words that name actions (verbs) during read-alouds and shared reading in big books and other text and on word walls</li> </ul> <p>Parts of Sentences</p> <ul style="list-style-type: none"> <li>• simple subject (noun)</li> <li>• simple predicate (verb)</li> </ul> <p>Nouns</p> <ul style="list-style-type: none"> <li>• identifying nouns</li> </ul>
<p>(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:</p>	<p>1.14 D Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Identifies the unique characteristics of various genres of prose (any selection that is not poetry, e.g, narrative texts), poetry, and of informational texts</li> <li>• Identifies specific details that distinguish a text as fiction or nonfiction</li> </ul>
<p>(15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources, including selections read aloud. The student is expected to:</p>	<p>1.15 D Use alphabetical order to locate information (1-3).</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Locates words in a dictionary</li> <li>• Locates information on a book index</li> <li>• Independently look up words alphabetically using the first letter of a word and with teacher support look up words alphabetically using the first two letters of a word.</li> </ul>
<p>(16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</p>	<p>1.16 A Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3).</p>	<p>Including:</p> <p>Discusses his or her customs and culture and those of others after listening to family stories and stories from children’s books and</p> <p>Connecting those personal experiences with the life experiences, language, customs, and culture of others</p> <p>Orally comparing and contrasting themselves with others</p>
<p>(16) Reading/culture. The student reads or listens to increase knowledge of his/her own</p>	<p>1.16B Compare experiences of characters across cultures (K-3).</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Recalling the stated and inferred feelings of</li> </ul>

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<p>culture, the culture of others, and the common elements of cultures. The student is expected to:</p>		<p>characters in oral reading selections representing various cultures</p> <ul style="list-style-type: none"> <li>• Connecting seasonal and cultural literature selections and creating graphs, charts, lists, and/or diagrams to illustrate differences.</li> </ul>
<p>(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</p>	<p>1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).</p>	<p>Including: periods</p>
<p>(20) Writing/spelling. The student spells proficiently. The student is expected to:</p>	<p>1.20A Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3).</p>	
<p>(20) Writing/spelling. The student spells proficiently. The student is expected to:</p>	<p>1.20E Use conventional spelling of familiar words in final drafts (1).</p>	

## Wylie ISD Curriculum

Subject Area	English/Language Arts	Bundle #:	12
Grade/Level	1 <sup>st</sup> Grade	Weeks:	12
<b>Overview</b>			
Students will learn, apply and decode letter sound correspondences, recognize high frequency irregular words, identify parts of a sentence and learn about verbs. They will also retell or act out important events in stories and use conventional spelling of familiar words in final drafts. Students will spell words that have the final consonants f, l, s. Student will be introduced to spelling pattern <b>-th</b> and word families <b>-all &amp; -ell</b> . Students will use the word wall to spell high frequency words: <b>old, eat, from, best, them</b>			
(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:	1.4B Use vocabulary to describe clearly ideas, feelings, and experiences (K-3).	On-going process skill, including using clear, accurate, and age-appropriate vocabulary in responding to teacher prompts, class discussions, etc.	
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	Including: word families: -all & -ell spelling pattern: -th	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1)	<u>Phoneme</u> - the smallest unit of sound. <u>Blends</u> - A consonant <u>cluster</u> is two or three letters, each with its own sound, that are blended together. <u>Digraph</u> - A two-letter combination that stands for a single phoneme in which neither letter represents its usual sound. <u>Diphthong</u> - A vowel that has a glide: a vowel that feels as if it has two parts.	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7F Decode by using all letter-sound correspondences within regularly spelled words (1-3).	Including CVCe, long vowel patterns	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8E Recognize high frequency irregular words(1-2). <u>Such as said, was, where &amp; is</u>	Including: old, eat, from, best, them	
(11) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:	1.11C Identify words that name persons, places, or things and words that name actions (K-1).	Including <ul style="list-style-type: none"> <li>• Reads more complex/sophisticated text</li> <li>• Recognizes words that name persons, places, or things (nouns) during read-alouds and shared reading in big books and other text and on word walls</li> <li>• Recognizes words that name actions (verbs) during read-alouds and shared reading in big books and other text and on word walls</li> </ul> Parts of Sentences <ul style="list-style-type: none"> <li>• simple subject (noun)</li> <li>• simple predicate (verb)</li> </ul>	

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		<p>Nouns</p> <ul style="list-style-type: none"> <li>• identifying nouns</li> <li>• plurals of regular nouns</li> </ul> <p>Verbs</p> <ul style="list-style-type: none"> <li>• use and identify</li> </ul>
(12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	1.12C Retell or act out the order of important events in stories (K-3).	<p>Including:</p> <ul style="list-style-type: none"> <li>• Identify or act out the proper sequence of events and how the events affect the main meaning of the text , including “what if…” questions; such as use timelines to represent the sequence</li> <li>• Understand how one event relates to other events in the story (with an emphasis on cause/effect thinking); such as use a T-chart to represent this thinking</li> <li>• Revisit text to find a given event and then locate the event that comes before/after the given event; include information on a graphic organizer</li> </ul>
(16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	1.16B Compare experiences of characters across cultures (K-3).	<p>Including:</p> <ul style="list-style-type: none"> <li>• Recalling the stated and inferred feelings of characters in oral reading selections representing various cultures</li> <li>• Connecting seasonal and cultural literature selections and creating graphs, charts, lists, and/or diagrams to illustrate differences.</li> </ul>
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).	<p>Including</p> <p>Identify and use question marks and exclamation points</p>
(20) Writing/spelling. The student spells proficiently. The student is expected to:	1.20A Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3).	
(20) Writing/spelling. The student spells proficiently. The student is expected to:	1.20C Spell single syllable words that have r-controlled vowels (1). Such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck.	<p>Including: words that have the final consonants f, l, and s such as in miss or doll</p>
(20) Writing/spelling. The student spells proficiently. The student is expected to:	1.20E Use conventional spelling of familiar words in final drafts (1).	

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Subject Area	English/Language Arts		Bundle #:	13
Grade/Level	1 <sup>st</sup> Grade		Weeks:	13
Overview				
<p>Students will identify nouns and verbs during read alouds and use subject/verb agreement when speaking.            Students will monitor and use comprehension strategies.            Student will be introduced to spelling patterns <b>-sh &amp; -wh</b> and word families <b>-ide &amp; -ill</b>.            Students will use the word wall to spell high frequency words: <b>car, off, him, good, for</b>.            Students will recognize irregular words and conventional spelling of familiar words and use correct capitalization and punctuation.</p>				
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:	1.3E Gain increasing control of grammar when speaking <i>such as including using subject-verb agreement, complete sentences, and correct tense (K-3).</i>			
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	Including word families: -ide & -ill spelling patterns: -sh & -wh		
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> (1)	<u>Phoneme</u> - the smallest unit of sound. <u>Blends</u> - A consonant <u>cluster</u> is two or three letters, each with its own sound, that are blended together. <u>Digraph</u> - A two-letter combination that stands for a single phoneme in which neither letter represents its usual sound. <u>Diphthong</u> - A vowel that has a glide: a vowel that feels as if it has two parts.		
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <i>Such as said, was, where &amp; is</i>	Including: car, off, him, good, for		
(11) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:	1.11C Identify words that name persons, places, or things and words that name actions (K-1).	Including <ul style="list-style-type: none"> <li>• Reads more complex/sophisticated text</li> <li>• Recognizes words that name persons, places, or things (nouns) during read-alouds and shared reading in big books and other text and on word walls</li> <li>• Recognizes words that name actions (verbs) during read-alouds and shared reading in big books and other text and on word walls</li> </ul>		

## Wylie ISD Curriculum

		<p>Parts of Sentences</p> <ul style="list-style-type: none"> <li>• simple subject (noun)</li> <li>• simple predicate (verb)</li> </ul> <p>Nouns</p> <ul style="list-style-type: none"> <li>• identifying nouns</li> <li>• plurals of regular nouns</li> </ul> <p>Verbs</p> <ul style="list-style-type: none"> <li>• use and identify</li> </ul>
(12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:	1.12D Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies <del>such as</del> including rereading, searching for clues, and asking for help (1-3).	<p>Including:</p> <ul style="list-style-type: none"> <li>• Takes independent action when he or she has trouble understanding text (e.g., rereads, asks for help)</li> </ul> <p>Uses contextual (meaning), syntactic (visual), and structural analysis (grammar) strategies to understand the meaning of unfamiliar words (searches for clues)</p>
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).	Including: question marks and exclamation points
(20) Writing/spelling. The student spells proficiently. The student is expected to:	1.20A Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3).	
(20) Writing/spelling. The student spells proficiently. The student is expected to:	1.20E Use conventional spelling of familiar words in final drafts (1).	<ul style="list-style-type: none"> <li>• Connecting seasonal and cultural literature selections and creating graphs, charts, lists, and/or diagrams to illustrate differences.</li> </ul>

## Wylie ISD Curriculum

<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	14
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	14
<b>Overview</b>			
Student will learn and apply the most common letter-sound correspondences and recognize high frequency regular and irregular words. Student will continue to recognize nouns and verbs and begin to identify describing words (adjectives). Student will retell or act out the order of important events in stories. Student will be introduced to spelling patterns <b>-ch &amp; -tch</b> and word family <b>-est</b> . Student will use the word wall to spell high frequency words: <b>with, your, this, jump, thing</b>			
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	Including word family: -est spelling patterns: -ch & -tch	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> (1)	<u>Phoneme</u> - the smallest unit of sound. <u>Blends</u> - A consonant <u>cluster</u> is two or three letters, each with its own sound, that are blended together. <u>Digraph</u> - A two-letter combination that stands for a single phoneme in which neither letter represents its usual sound. <u>Diphthong</u> - A vowel that has a glide: a vowel that feels as if it has two parts.	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8E Recognize high frequency irregular words(1-2). <u>Such as said, was, where &amp; is</u>	Including: with, your, this, jump, thing	
(11) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:	1.11C Identify words that name persons, places, or things and words that name actions (K-1).	And words that describe Including <ul style="list-style-type: none"> <li>• Reads more complex/sophisticated text</li> <li>• Recognizes words that name persons, places, or things (nouns) during read-alouds and shared reading in big books and other text and on word walls</li> <li>• Recognizes words that name actions (verbs) during read-alouds and shared reading in big books and other text and on word walls</li> </ul> Parts of Sentences <ul style="list-style-type: none"> <li>• simple subject (noun)</li> <li>• simple predicate (verb)</li> </ul> Nouns <ul style="list-style-type: none"> <li>• identifying nouns</li> <li>• plurals of regular nouns</li> </ul> Adjectives <ul style="list-style-type: none"> <li>• descriptive adjectives including which one, use and identify what kind, how</li> </ul> Verbs	

## Wylie ISD Curriculum

<p>(12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p>	<p>1.12C Retell or act out the order of important events in stories (K-3).</p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• Identify the broad or main idea (the gist, i.e., 10 words or fewer) and support response with multiple, accurate details from the text. Focus on a single paragraph or an entire selection.</li> <li>• Identify information that supports a main idea statement/gist that is provided</li> </ul>
<p>(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</p>	<p>1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	15
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	15
<b>Overview</b>			
Students will learn and apply letter sound correspondences, use structural cues to recognize words and write with more proficient spelling of inflectional endings such as plurals and verb tenses. Student will be introduced to spelling patterns <b>-oi &amp; -oy</b> and word families <b>-old &amp; -oke</b> . Students will use the word wall to spell high frequency words: <b>when, they, want, new, her</b> .			
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	Including: word families: -old & -oke spelling patterns: -oi & -oy	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> (1)		
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8C Use structural cues to recognize words <del>such as</del> including compounds, base words, and inflections <del>such as</del> including -s,-es,-ed, and -ing (1-2).		
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8E Recognize high frequency irregular words(1-2). <del>Such as said, was, where &amp; is</del>	Including: when, they, want, new, her	
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).		
(20) Writing/spelling. The student spells proficiently. The student is expected to:	1.20B Write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2).	Including spelling generalizations: <ul style="list-style-type: none"> <li>• -s</li> <li>• -ing</li> <li>• -ed</li> </ul> Subject/verb agreement with plurals (Ex: I was, We were)  Plurals of regular nouns Plurals of regular verbs (s, es)	

## Wylie ISD Curriculum

<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	16
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	16
<b>Overview</b>			
<p>Students will learn and apply the most common letter-sound correspondences.                  Students will continue to spell r-controlled vowel words with final double consonants and final consonant digraphs.                  Student will be introduced to spelling patterns <b>-ay &amp; -eigh</b> and word families <b>-ay, -ain &amp; -ail</b>.                  Students will use the word wall to spell high frequency words: <b>out, some, where, why, how</b>.</p>			
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	Including word families: -ay, -ain & -ail spelling patterns: -ay & -eigh	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i> (1)	<u>Phoneme</u> - the smallest unit of sound. <u>Blends</u> - A consonant <u>cluster</u> is two or three letters, each with its own sound, that are blended together. <u>Diagraph</u> - A two-letter combination that stands for a single phoneme in which neither letter represents its usual sound. <u>Diphthong</u> - A vowel that has a glide: a vowel that feels as if it has two parts.	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <i>Such as said, was, where &amp; is</i>	Including: out, some, where, why, how	
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).		
(20) Writing/spelling. The student spells proficiently. The student is expected to:	1.20B Write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2).		

## Wylie ISD Curriculum

<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	17
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	17
<b>Overview</b>			
Student will be introduced to spelling pattern <b>-ea</b> and word family <b>-eat</b> . Students will use the word wall to spell high frequency words: <b>could, make, are, rain, kick</b>			
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1..5J Recognize that there are correct spellings for words (1).	Including word family: -eat spelling pattern: -ea	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to	1.8 E Recognize high frequency irregular words(1-2). <i>Such as said, was, where &amp; is</i>	Including: could, make, are, rain, kick	
(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:	1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).		

## Wylie ISD Curriculum

<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	18
<b>Grade/Level</b>	1 <sup>st</sup> Grade	<b>Weeks:</b>	18
<b>Overview</b>			
Students will identify the importance of the setting to a story’s meaning. Students will spell words that have “ck” as the final consonant. Student will be introduced to spelling pattern <b>-ck</b> and word families <b>-ock, -uck, -ick, &amp; -ack</b> . Students will use the word wall to spell high frequency words: <b>over, give, made, because, down</b>			
(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:	1.5J Recognize that there are correct spellings for words (1).	Including word families: -ock, -uck, -ick, & -ack spelling pattern: -ck	
(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:	1.7D Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; and consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1)	<u>Phoneme</u> - the smallest unit of sound. <u>Blends</u> - A consonant <u>cluster</u> is two or three letters, each with its own sound, that are blended together. <u>Digraph</u> - A two-letter combination that stands for a single phoneme in which neither letter represents its usual sound. <u>Diphthong</u> - A vowel that has a glide: a vowel that feels as if it has two parts.	
(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:	1.8 E Recognize high frequency irregular words(1-2). <u>Such as said, was, where &amp; is</u>	Including: over, give, made, because, down	
(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:	1.14H Identify the importance of the setting to a story’s meaning (1-3).	Identifies Setting of a Text/Story or Portion of a Text/Story <ul style="list-style-type: none"> <li>• Time               <ul style="list-style-type: none"> <li>○ historical time</li> <li>○ clock/calendar time</li> </ul> </li> <li>• Place               <ul style="list-style-type: none"> <li>○ real</li> <li>○ imaginary</li> </ul> </li> </ul> <u>Identifies Purpose/Significance of Setting</u> <ul style="list-style-type: none"> <li>• to establish or develop a unique plot line</li> <li>• to establish or develop unique conflicts and/or resolution of conflicts</li> <li>• to establish the mood or atmosphere of a text/story</li> <li>• to influence the reader’s perceptions/reactions of events/characters</li> </ul> TAKS NOTE: TAKS questions typically ask some variations of the question, “Why is the setting important/significant?”	

## Wylie ISD Curriculum

<p>(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:</p>	<p>1.17G Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points. (1-2)</p>	
<p>(20) Writing/spelling. The student spells proficiently. The student is expected to:</p>	<p>1.20C Spell single syllable words that have r-controlled vowels (1).  <b>Such as in burn or star;</b> that have the final consonants f, l, and s <b>such as in miss or doll;</b> and that have ck as the final consonants <b>such as in buck.</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• words that have ck as the final consonant <b>such as in buck.</b></li> </ul>