First Grade Reading
Overview
2019-2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Definitions

Overview – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students’ understanding

- How to Act Out a Story
- Make the Most of Reading Aloud
- How to Help a Child Choose a Book
- How to Encourage Higher Order Thinking
- How to Help Expand Your Child’s Vocabulary
- Children’s Books and Authors

Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows for students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy
consists of four components: Interactive Read Aloud, Reading Workshop, Writing Workshop, Phonics and Word Study.

**Interactive Read Aloud**-Teachers model and guide students to use reading strategies and notice techniques that author’s use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

**Reading Workshop**-During reading workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will conference with the student or pull small groups.

**Writing Workshop**-During Writing workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will conference with the student or pull small groups.

**Phonics and Word Study**-During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.

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**Adopted Resources**

**Elementary**: [https://www.fortbendisd.com/Page/93917](https://www.fortbendisd.com/Page/93917)

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**Grading Period 1**

<table>
<thead>
<tr>
<th>Unit 1: Readers Build Good Habits</th>
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<tbody>
<tr>
<td><strong>Estimated Date Range</strong>: 8/14-9/13</td>
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<tr>
<td><strong>Estimated Time Frame</strong>: 22 days</td>
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</table>

**Unit Overview:**
In this unit, students will be introduced to the structure and routines of reading workshop. The year begins by implementing Reading Workshop—a structure in which teachers can meet the instructional needs of students through four components:
- Time- learners read, interact with, and respond to text daily
- Ownership- learners read self-selected books from classroom libraries
- Sharing- learners collaborate with partners and/or club members about text they read
- Community- learners are immersed in print-rich, talk-rich, inviting classrooms safety and consistency

Students will spend time building a reading community throughout this unit. In Interactive Read Aloud, students will listen to and discuss stories about school and friendship. During minilessons, students will be learning that readers read by listening, reading the pictures, reading the words, or retelling a familiar story, and examine author’s craft and purpose.

**Big Ideas:**
- Readers need to recognize letters and words in a snap to help them read fluently.
- Readers participate in Reader’s Workshop so they can learn, read, and work with others on literacy skills.
- Readers listen to stories to enjoy great stories and then talk about the stories to understand them better.

**Essential Questions**
- Why do readers need to recognize letters and words in a snap?
- Why do readers participate in Reader’s Workshop?
Why do readers listen to stories and discuss them?

<table>
<thead>
<tr>
<th>Contexts within Unit #1</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Read Aloud</td>
<td>1.7(D), 1.1(A), 1.6(I), 1.5(A), 1.6(E), 1.7(B), 1.6(A), 1.6(B), 1.6(C), 1.7(C)</td>
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<td>Reading Workshop</td>
<td>1.6(I), 1.1(A), 1.1(B), 1.1(D), 1.7(D), 1.5(A), 1.6(B), 1.6(C), 1.6(F), 1.10(A), 1.4(A), 1.3(B)</td>
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<tr>
<td>Phonics, Spelling and Word Study</td>
<td>1.2(B), 1.2(A), 1.2(A)ii, 1.2(A)iii</td>
</tr>
<tr>
<td>Integrated Standards</td>
<td>1.1(E), 1.6(D), 1.7(A), 1.7(F), 1.10(E), 1.6(E), 1.6(A), 1.2(F), 1.9(F)</td>
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</tbody>
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**Unit 2: Readers Read Pattern Books and Practice Word Solving Skills**

**Estimated Date Range:** 9/16-10/4  
**Estimated Time Frame:** 14 days

**Unit Overview:**  
In this unit, students will revisit the strategy work that readers learned in the previous year: word-solving, cross-checking, self-correcting, and meaning-making. Students will also learn more sophisticated strategies that will help them be successful with the more challenging books they are beginning to read. The relationship between reading, writing, and phonics will be front and center in this unit, as first graders learn the importance of applying what they are learning in other curricular areas to the work that they are doing as independent readers. During Interactive Read Aloud, students will be listening to and discussing pattern books that will promote connections between the students’ lives and the text.

**Big Ideas:**
- I talk to my partner about my favorite parts, the pictures, questions I have, and what the book was about.
- A pattern book is interesting if it relates to my life, has good pictures, and makes me think.
- Readers activate their thinking before they read, they monitor their reading and they re-read when things don’t make sense. Readers cross check, chunk the text, use the first letter, check the picture to make sure their reading makes sense.
- Readers sound out words, chunk words, look at the pictures, use what they know about letters, and what they know about how words work to solve and spell tricky words.

**Essential Questions**
- What do I tell my partner about books read aloud?
- What makes a pattern book interesting?
- What strategies do readers use before, during, and after reading?
- What strategies do readers use to solve tricky words?

<table>
<thead>
<tr>
<th>Contexts within Unit #2</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Interactive Read Aloud</td>
<td>1.8(B), 1.8(C), 1.8(D), 1.6(F), 1.7(D), 1.10(A), 1.7(B), 1.8(A), 1.7(C), 1.12(A)</td>
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<td>Reading Workshop</td>
<td>1.6(I), 1.2(B), 1.2(A), 1.2(A)ii, 1.2(A)iii, 1.2(A)iv, 1.5(A), 1.6(B), 1.6(C), 1.7(B), 1.4(A)</td>
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<tr>
<td>Phonics, Spelling and Word Study</td>
<td>1.2(B), 1.3(C), 1.2(A), 1.2(A)ii, 1.2(A)iii, 1.2(A)iv</td>
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<tr>
<td>Integrated Standards</td>
<td>1.1(E), 1.6(D), 1.7(A), 1.7(F), 1.10(E), 1.6(E), 1.7(B), 1.6(A), 1.2(F), 1.3(B), 1.9(F)</td>
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**Grading Period 2**
Unit 3: Readers Think Deeply About Stories
Estimated Date Range: 10/7-11/8 (4 days of this unit are in the 1st 9 weeks)
Estimated Time Frame: 18 days

Unit Overview:
In this unit, children will be learning how to navigate fiction texts as readers. Through these readings and discussions about story structure, students begin to develop deeper understandings of the text, a strong sense of language, and an increased desire to read independently. Students will continue to work on retelling and word solving strategies throughout this unit. During interactive read aloud, students will be exposed to different versions of traditional tales and will explore the plot and author’s craft in each story.

Big Ideas:
- Traditional literature usually has magic, good characters, evil characters, and we can sometimes learn a lesson from them.
- Readers think about the plot, they monitor their reading, and use word-solving strategies when things don’t make sense.
- Readers and writers learn about the way words work to help them be able to read and spell.

Essential Questions
- What are the characteristics of traditional literature?
- What strategies do readers use before, during and after reading fiction?
- Why do readers and writers learn about the way words work?

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<thead>
<tr>
<th>Contexts within Unit #3</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Interactive Read Aloud</td>
<td>1.8(B), 1.8(C), 1.8(D), 1.6(F), 1.7(D), 1.10(A), 1.7(B), 1.8(A), 1.7(C), 1.12(A), 1.9(A), 1.6(D), 1.10(D), 1.6(B)</td>
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<tr>
<td>Reading Workshop</td>
<td>1.6(I), 1.8(B), 1.8(C), 1.8(D), 1.6(F), 1.7(D), 1.5(A), 1.4(A), 1.6(B), 1.6(C), 1.7(B), 1.4(A)</td>
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<tr>
<td>Phonics, Spelling and Word Study</td>
<td>1.2(A)iv, 1.3(C)vi, 1.3(C)vi, 1.2(B)vi, 1.2(A), 1.2(A)ii, 1.2(A)ii, 1.2(B)ii</td>
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<tr>
<td>Integrated Standards</td>
<td>1.1(E), 1.6(D), 1.7(A), 1.7(F), 1.10(E), 1.6(E), 1.6(A), 1.3(B), 1.3(D), 1.6(G), 1.6(H), 1.2(F), 1.3(B), 1.9(f)</td>
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Unit 4: Readers Learn From Informational Texts
Estimated Date Range: 11/11-12/19
Estimated Time Frame: 24 days

Unit Overview:
In this unit, students discover more about the world through informational books. Students will learn that readers read to learn, and that books can teach them things they may not otherwise learn or experience. First graders will spend time listening to and reading nonfiction texts, applying word level and comprehension strategies that will help them both understand the way that information is presented in this genre, and make sense of what they are learning.

Big Ideas:
- Informational text teaches the reader about a topic, usually has photographs, and contains facts.
- Readers think about what the author has written, look at the pictures included, and discuss what they’ve learned with others.
- Readers think about the central idea, think about what they are reading, notice when something doesn’t make sense, and use word solving strategies.
- Reader and writers learn about the way words work to help them be able to read and spell.
In this unit, the focus of the reading minilessons will be on reading poetry. Poetry is written and verse and requires students to be skilled in their phrasing and intonation. This unit will allow for opportunities for students to practice orally reading the poems with emotion and talking about what their poems mean. During Interactive Read Aloud, students will listen to poems that will cause them to think deeply about the meaning. Students will discuss the language the author used as well as inferences they made as they heard the poems read aloud.

**Big Ideas:**
- Poetry is written in verse and sometimes has a rhythm and rhyme.
- Readers think about the words chosen by the poet and discuss the meaning of the poem with others.
- Readers read carefully, pay attention to each word, notice when something doesn’t make sense, and use word solving strategies.
- Readers read poetry with emotion and rhythm.
- Reader and writers learn about the way words work to help them be able to read and spell.

**Essential Questions:**
- What are the characteristics of poetry?
- How do readers discuss poetry?
- What strategies to readers use before, during and after reading poetry?
- How do readers read poetry?
- Why do readers and writers learn about the way words work?
In this unit, students will concentrate on the characters they meet in their books, and think about how they can get to know them as people, by paying attention to the things that they say and do, the kinds of people they are, and what is revealed about them as the story unfolds. During Interactive Read Aloud, students will hear books with diverse characters and will discuss the plot and lessons they can learn from the characters. In reading minilessons, students look at multiple books with the same characters and think about the types of problems the character faces and the life lessons the character has learned.

Big Ideas:
- Readers get to know characters by looking closely at the events that happen in their life.
- Readers learn from characters in order to have an understanding about life lessons.
- Readers imagine they are the characters in order to celebrate all they have learned about the characters.

Essential Questions
- How do readers get to know characters?
- Why do readers learn about and from characters?
- Why do readers imagine they are the character?

### Contexts within Unit #6

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<td>Reading Workshop</td>
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<tr>
<td>Phonics, Spelling and Word Study</td>
<td>1.2(A)iv, 1.2(A)vi, 1.2(B)ii, 1.2(B)iii, 1.2(C)i, 1.2(C)ii, 1.2(C)iv</td>
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<tr>
<td>Integrated Standards</td>
<td>1.5(A), 1.7(E), 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.7(A), 1.7(F), 1.10(E), 1.6(D), 1.6(A), 1.3(C), 1.3(B), 1.3(A), 1.9(F)</td>
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### Grading Period 4

#### Unit 7: Readers Study the Authors They Love

Estimated Date Range: 2/24-3/27
Estimated Time Frame: 20 days

Unit Overview:

In this unit, students will spend time immersing themselves in the work of several authors as they begin to recognize and discuss features, style, and themes the writer uses. They will learn about ways in which authors generate ideas for their writing, the relationship between the author’s life and his/her writing, the author’s craft techniques, and common themes found in books by each writer. During Interactive Read Aloud, students will listen to and discuss fiction texts by the same author.
Big Ideas:
- Readers look for patterns and notice themes an author writes about.
- Authors get their ideas and inspirations from their own life experiences.

Essential Questions
- What commonalities can be found across a collection of books by an author?
- Where do authors find inspiration for the books they write?

### Unit 7: Big Ideas and Essential Questions

<table>
<thead>
<tr>
<th>Contexts within Unit #7</th>
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<tr>
<td>Interactive Read Aloud</td>
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<td>Reading Workshop</td>
<td>1.6(F), 1.6(I), 1.7(D), 1.10(C), 1.10(D), 1.8(C), 1.9(E), 1.10(B), 1.4(A)</td>
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<td>Phonics, Spelling and Word Study</td>
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<tr>
<td>Integrated Standards</td>
<td>1.5(A), 1.7(E), 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.7(F), 1.10(E), 1.6(C), 1.6(D), 1.6(A), 1.7(A), 1.7(F), 1.10€, 1.7(B), 1.6(E), 1.3(C), 1.3(B), 1.3(A), 1.9(F)</td>
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### Unit 8: Big Ideas and Essential Questions

In this unit, students will work deeply in informational text and make decisions regarding how to use it for research purposes. Students will be introduced to features of research and ways authors gather information and ideas. This unit of reading is closely linked to research in writing and is highly supported by the teacher. During Interactive Read Aloud, students will listen to and discuss informational texts.

Big Ideas:
- Readers discover what they are interested in and do research to learn more.
- Researchers use all they know about reading to find facts about a topic of their choosing.
- Researchers organize their information and share what they have learned with others.

Essential Questions
- Why do readers research?
- How to researchers gather facts?
- What do researchers do with the information they discover?

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<tr>
<th>Contexts within Unit #8</th>
<th>TEKS</th>
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<td>Interactive Read Aloud</td>
<td>1.13(A), 1.10(A), 1.9(D)ii, 1.9(D)iii, 1.6(F), 1.7(B), 1.6(G), 1.6(H), 1.9(E), 1.7(F), 1.7(C), 1.6(E)</td>
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<td>Phonics, Spelling and Word Study</td>
<td>1.2(A)ii, 1.2(A)iii, 1.2(A)iv, 1.2(A)vi, 1.2(B)ii, 1.2(B)iii, 1.2(B)iv, 1.2(C)i, 1.2(C)ii, 1.2(C)iii, 1.2(C)iv, 1.2(D)</td>
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</table>
In this unit, students become smarter about the world by reading and comparing information on one topic from several books and genres. Students will learn that readers can learn new vocabulary, and gain important knowledge, from fictional stories and poetry as well as informational books. Students will be reading text sets and making connections between texts.

**Big Ideas:**
- Readers read poetry aloud to enjoy it and find the poet's deeper meaning.
- Readers learn about a topic and look for big ideas and common themes across multiple genres.
- Readers deepen their understanding and excitement about a topic by discussing their ideas with partners.
- Readers set goals to help them think about where they are as a reader and where they want to be in the future.

**Essential Questions**
- Why do readers read poetry?
- How do readers learn about the world in multiple genres?
- How do partnerships and conversations help readers grow their ideas about a topic?
- Why do readers set goals?

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<thead>
<tr>
<th>Contexts within Unit #9</th>
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<tr>
<td>Interactive Read Aloud</td>
<td>1.6(F), 1.7(D), 1.10(A), 1.6(E), 1.13(A), 1.6(H), 1.8(A), 1.9(E), 1.7(F), 1.7(C), 1.8(B), 1.8(C), 1.8(D), 1.9(B), 1.9(D)i, 1.9(D)ii, 1.9(D)iii</td>
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<tr>
<td>Reading Workshop</td>
<td>1.6(I), 1.6(F), 1.7(D), 1.10(A), 1.6(E), 1.13(A), 1.6(A), 1.8(A), 1.9(E), 1.7(F), 1.7(C), 1.8(B), 1.8(C), 1.8(D), 1.9(B), 1.9(D)i, 1.9(D)ii, 1.9(D)iii, 1.4(A)</td>
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<td>Phonics, Spelling and Word Study</td>
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<td>Integrated Standards</td>
<td>1.5(A), 1.7(E), 1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.6(A), 1.6(B), 1.6(C), 1.4(A), 1.6(D), 1.6(A), 1.7(E), 1.7(B), 1.6(G), 1.3(B), 1.3(A), 1.9(F)</td>
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