

# istation Reading Curriculum correlated to



## Texas Essential Knowledge and Skills/ Language Arts K-5





First Grade

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.</b> |                    |   |
| <b>(A) recognize that spoken words are represented in written English by specific sequences of letters;</b>          |                    |   |
|  | Cycle              | Activities  |
| 1A   | 1                  | HFW: and, has, see, the<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps  |
|  | 2                  | High Frequency Words (HFW): go, his, is, this<br>In Context Reading with short a<br>In Context Reading with short i   |
|  | 3                  | HFW words: they, you, are, here<br>In Context Reading with Short o<br>In Context Reading with long A /ai/<br>In Context Reading with Long O /oa/  |
|  | 4                  | HFW words: with, my, where, to<br>In Context Reading with Short e<br>In Context Reading with Long E /ee/, /ea/  |
|  | 5                  | HFW: what, said, her, for<br>In Context Reading with Long A /a_e/<br>In Context Reading with Long O /o_e/<br>In Context Reading (short vowel review)<br>Rapid Word Naming Game [Virus Game-HFW]   |
|  | 6                  | HFW: was, that, from, she<br>In Context Reading with Long I /i_e/<br>In Context Reading with Long U /u_e/<br>Long Vowel Review (ai, oa, ee, ea)<br>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)<br>Rapid Word Naming Game[Virus Game-HFW]   |
|  | 7                  | HFW: do, have, come, of, their, some<br>In Context Reading with R Controlled Vowel /or/<br>In Context Reading with R Controlled Vowel /ar/<br>Vowels /ore/<br>Vowels /are/<br>Vowel Silent e Review<br>Rapid Word Naming Game [Virus Game-HFW]  |
|  | CBTR 1             | Beginning Sounds with Letters m,p,c<br>Ending Sounds with Letters m,p,c<br>Vowel Sound /a/ and letter a<br>Blend Sounds to Read Words<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's: and, the, see, has  |
|  | CBTR 2             | Beginning Sounds with Letters t,s,l<br>Ending Sounds with Letters t,s,l<br>Vowel Sound /i/ and Letter i<br>Blending Beginning/ Middle/ Ending Sounds with Letters<br>Blend Sounds with Letters t, l, s, l<br>Blend Sounds with Letters to Read Words<br>Rhyming Phonograms<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's: this, is, his, go<br>Spelling with short /a/ and short /i/ |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 1A (cont.) | CBTR 3   | Beginning Sounds with Letters r, n, d<br>Ending Sounds with Letters r, n, d<br>Vowel Sound /o/ and Letter o<br>Blending Beginning/Middle/ Ending sounds with Letters<br>Blend Sounds with Letters to Read Words<br>Vowel Sound with Letters /ai/<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Rapid letter and Word Naming<br>Read Sentences with HFW's: they, you, are, here<br>Spelling with s-blend and short /o/<br>Spelling Long A /ai/ and Long O /oa/ |
|            | CBTR 4   | Beginning Sounds with Letters f, g,h<br>Ending Sounds with Letters f,g<br>Vowel Sound /e/ and letter e<br>Blending Beginning/Middle/ Ending Sounds with Letters<br>Vowel Sound with Letters /ee/, /ea/<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's with, my, where, to<br>Spelling with Short /e/ and Blends<br>Spelling Long E with /ee and /ea/   |
|            | CBTR 5   | Beginning sounds with Letters b, w, j, u<br>Ending Sounds, Letters b, Review m,n,g<br>Vowel Sound /u/ and Letter u<br>Blending Beginning/Middle/Ending Sounds with Letters<br>Vowel Sound, Silent e, pattern o_e<br>Rhyme Phonograms, Long Vowels<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's what, said, her, for<br>Spelling with Short /u/ and Blends<br>Spelling CVCe with a_e and o_e   |
|            | CBTR 6   | Beginning Sounds with letters z, k, v, y<br>Ending Sounds, Letters z, y, review<br>Read and Spell Words with Short Vowel Sounds<br>Blending Beginning/Middle/Ending sounds with Letters<br>Vowel Sound, Silent e, Letter Patterns i_e, u_e<br>Rhyme Phonograms, Long Vowels, Silent e<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's was, that, from, she<br>Spelling CVCe with i_e, and u_e  |
|            | CBTR 7   | Segmenting and Blending Sounds in Words<br>Sounds and Letter Manipulation using Letter X<br>Reversal of Sounds and Letters in Words<br>Rapid Letter and Word Naming<br>Read HFW's<br>Spelling Words with -ar, -are, -or, -ore<br>Spelling Words with Soft c and Soft g  |
|            | CBTR 8   | Read HFW's<br>Passage Reading: Prosody My Illustrations<br>Passage Reading: Prosody<br>Reading for Meaning  |

| TEKS      | istation |   |
|-----------|----------|---|
| Reading   | Cycle    | Activities  |
| 1A (cont) | CBTR 9   | Read High Frequency Words<br>Passage Reading: Prosody<br>Reading for Meaning  |
|           | CBTR 10  | HFW's<br>Read HFW's in Sentences<br>Fluency<br>Reading for Meaning  |
|           | CBTR 11  | Variant Vowel /oo/<br>Variant Vowel /OO/<br>Variant Vowels /oo/, /OO/ Review<br>Contractions<br>HFW's<br>Fluency<br>Reading for Meaning |

| TEKS   | istation           |  |
|--|--------------------|--|
| First Grade Reading  | Reading Curriculum |  |
| <b>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.</b> |                    |  |
| <b>(B) identify upper- and lower-case letters;</b>   |                    |  |
|  | Cycle              | Activities   |
| 1B   | 1                  | Letter Formation<br>Letter Recognition Activities<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities (MAPC)   |
|  | 2                  | Letter Formation<br>Letter Recognition Activities<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities<br>BPA: Summer Camp<br>Rapid Letter Naming Game [Speed Wormer]<br>Letter Recognition Game [Pick That Letter] |
|  | 3                  | Letter Formation<br>Letter Recognition Activities<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ROND<br>BPA: Lamps<br>Rapid Letter Naming Game [Speed Wormer]<br>Letter Recognition Game [Pick That Letter]  |
|  | 4                  | Letter Formation<br>Letter Recognition Activities<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities FEHG<br>Rapid Letter Naming Game [Speed Wormer]<br>Letter Recognition Game [Pick That Letter]                |
|  | 5                  | Letter Formation<br>Letter Recognition Activities<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities BUJW<br>Rapid Letter Naming Game [Speed Wormer]<br>Letter Recognition Game [Pick That Letter]                |
|  | 6                  | Letter Formation<br>Letter Recognition Activities<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ZKVY<br>Rapid Letter Naming Game [Speed Wormer]<br>Letter Recognition Game [Pick That Letter]                |

| <b>TEKS</b>    | <b>istation</b> |   |
|----------------|-----------------|---|
| <b>Reading</b> | <b>Cycle</b>    | <b>Activities</b>   |
| 1B (cont.)     | 7               | Letter Formation<br>Letter Recognition Activities<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities QX<br>Rapid Letter Naming Game [Speed Wormer]<br>Letter Recognition Game [Pick That Letter] |
|                | CBTR 1          | Letter Name Recognition: Mm, Aa, Pp, Cc   |
|                | CBTR 2          | Letter Name Recognition: Tt, Ii, Ss, Ll   |
|                | CBTR 3          | Letter Name Recognition: Rr, Oo, Nn, Dd   |
|                | CBTR 4          | Letter Name Recognition: Ff, Ee, Hh, Gg   |
|                | CBTR 5          | Letter Name Recognition: Bb, Uu, Jj, Ww   |
|                | CBTR 6          | Letter Name Recognition: Zz, Kk, Vv, Yy   |
|                | SBTR            | Letter Discrimination<br>Letter Recognition, Sorting<br>Letter Recognition, Matching<br>Letter Recognition, Identification  |

| <b>TEKS</b>  | <b>istation</b>           |                   |
|--|---------------------------|-------------------|
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |                   |
| <b>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.</b> |                           |                   |
| <b>(C) sequence the letters of the alphabet;</b>   |                           |                   |
|  | <b>Cycle</b>              | <b>Activities</b> |
| 1C   |                           |                   |

| <b>TEKS</b>  | <b>istation</b>           |   |
|--|---------------------------|---|
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |   |
| <b>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.</b>     |                           |   |
| <b>(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);</b> |                           |   |
|  | <b>Cycle</b>              | <b>Activities</b>                             |
| 1D   | 1                         | Book and Print Awareness (BPA): At the Market |
|  | 2                         | BPA: Summer Camp                              |
|  | 3                         | BPA: Lamps                                    |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.</b>    |                    |   |
| <b>(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;</b> |                    |   |
|   | Cycle              | Activities  |
| 1E  | 0                  | Rhyming Book  |
|   | 1                  | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities<br>Boom Train Song (Beg., Mid. End Sounds)<br>Read Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail<br>HFW Book: Pam and The Cap<br>Book and Print Awareness (BPA): At the Market<br>BPA: Dusty the Dog and Coco the Cat<br>Vowel Song, Short a<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps                                |
|   | 2                  | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities TISL<br>Read Alouds: Pam and the Cap, Where is Coco?, The Act<br>HFW Book: Tim at Camp<br>BPA: Summer Camp<br>Vowel Song, Short a<br>Vowel Song, Short i<br>In Context Reading with short a<br>In Context Reading with short i<br>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp<br>Letter Recognition Game [Pick That Letter] |

| TEKS       | istation |  |
|------------|----------|--|
| Reading    | Cycle    | Activities   |
| 1E (cont.) | 3        | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ROND (see Cycle 1)<br>Read Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps<br>HFW Book: On the Dot<br>BPA: Lamps<br>Vowel Song, Short o<br>In Context Reading with Short o<br>Vowel Song, Long A /ai/<br>In Context Reading with long A /ai/<br>Vowel Song, Long O /oa/<br>In Context Reading with Long O /oa/<br>Word Masters Book - The Lost Island<br>Comprehension Book: Trips With My Family<br>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toad are Lost, In the Rain<br>Letter Recognition Game [Pick That Letter] |
|            | 4        | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities FEHG<br>Read Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin<br>HFW Book: My Hands and Feet<br>BPA: Where is Coco?<br>Vowel Song, Short e<br>In Context Reading with Short e<br>Vowel Song, Long E<br>In Context Reading with Long E /ee/, /ea/<br>Word Master Book -The Great Pig Escape /ee/, /ea/, short o, short e, ending -gr, and -nt<br>Comprehension Book: In the Sand, Characters<br>Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, My Dog has Fleas<br>Letter Recognition Game [Pick That Letter]        |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 1E (cont.) | 5        | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities BUJW (see Cycle 1)<br>Read Alouds: Pat's Cat, Rain Drops, Surprise!, Pals,<br>HFW Book: The Bun for Us<br>BPA: Pets-Snakes<br>Vowels Song, Short u<br>Vowel Song, Long A /a_e/<br>In Context Reading with Long A /a_e/<br>Vowel Song, Long O /o_e/<br>In Context Reading with Long O /o_e/<br>In Context Reading (short vowel review)<br>Word Masters Book - Fun at Pine Cone Stream<br>Comprehension Book: Where Will They Ride? Sequence<br>Decodable Books: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp<br>Letter Recognition Game [Pick That Letter] |
|            | 6        | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ZKVY<br>Read Alouds: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand<br>HFW Book: Where is Jane?<br>Vowel Song, Long I /i_e/<br>In Context Reading with Long I /i_e/<br>Vowel Song, Long U /u_e/<br>In Context Reading with Long U /u_e/<br>Long Vowel Review (ai, oa, ee, ea)<br>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)<br>Word Masters Book: The Kid in the Mask<br>Comprehension Book: Pets-Fish<br>Decodable Books: Time to Ride, A Cute Mule, Time to Ride my Mule, The Dunes, Just in Time<br>Letter Recognition Game [Pick That Letter]               |

| <b>TEKS</b>    | <b>istation</b> |   |
|----------------|-----------------|---|
| <b>Reading</b> | <b>Cycle</b>    | <b>Activities</b>   |
| 1E (cont.)     | 7               | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities QX<br>Read Aloud: Where Will They Ride?, Fun at the Pond,<br>HFW Book: Hide and Seek<br>BPA: Mr. Grump and the Beautiful Yard<br>In Context Reading with R Controlled Vowel /or/<br>In Context Reading with R Controlled Vowel /ar/<br>Vowels /ore/<br>Vowels /are/<br>Vowel Silent e Review<br>Word Master Book: The Case of the Hunted Barn<br>Comprehension Book: Just The Right Size<br>Decodable Books: Boats, Take That off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game<br>Letter Recognition Game [Pick That Letter] |
|                | 8               | HFW Book: I Like to Help<br>Word Master Book: The Not So-Great Skunk Adventure<br>Comprehension Book: The Queen's Suitcase-Chapter 1<br>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack   |
|                | 9               | HFW Book: The Best Trip<br>Word Master Book: Treasure at Pirate's Bay<br>Comprehension Book: The Flying Pizza<br>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winterstorm, Roy and Troy Like Trains, The Wise Crow, Mitch Big Fish Tale ,<br>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms Help, Royce Likes to Share  |
|                | 10              | Read Aloud Book: Who Is Following Us?<br>HFW Book: How Can That Be?<br>Word Master Book: Return to the Lost Island;<br>Comprehension Book: Who is Following Us?<br>Decodable Book: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales , How Mountains Form, George Washington Carver, Humphrey the Humpback Whale<br>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet  |
|                | 11              | Decodable Book: The Flying Pizza, Winterstorm, Who is Following Us? Just the Right Size, Bert and Gert , The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs<br>Passages: From Fearful to Fearless, The Hurricane, The Dirt Detective  |
|                | CBTR 2          | Blending Beginning/ Middle/ Ending Sounds with Letters  |
|                | CBTR 3          | Blending Beginning/Middle/ Ending sounds with Letters   |
|                | CBTR 4          | Blending Beginning/Middle/ Ending Sounds with Letters   |
|                | CBTR 5          | Blending Beginning/Middle/Ending Sounds with Letters  |
|                | CBTR 6          | Blending Beginning/Middle/Ending sounds with Letters  |
|                | CBTR 10         | Comprehension: Character Analysis   |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.</b>       |                    |   |
| (F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents). |                    |   |
|  | Cycle              | Activities  |
| 1F   | 1                  | Read Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail<br>HFW Book: Pam and The Cap<br>Book and Print Awareness (BPA): At the Market<br>BPA: Dusty the Dog and Coco the Cat<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps   |
|  | 2                  | Read Aloud Books: Pam and the Cap, Where is Coco?, The Act<br>HFW Book: Tim at Camp<br>BPA: Summer Camp<br>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp  |
|  | 3                  | Read Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps<br>HFW Book: On the Dot<br>BPA: Lamps<br>Word Masters Book - The Lost Island<br>Comprehension Book: Trips With My Family<br>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toad are Lost, In the Rain  |
|  | 4                  | Read Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin<br>HFW Book: My Hands and Feet<br>BPA: Where is Coco?<br>Word Master Book -The Great Pig Escape<br>Comprehension Book: In the Sand, Characters<br>Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, My Dog has Fleas                                |
|  | 5                  | Read Aloud Books: Pat's Cat, Rain Drops, Surprise!, Pals<br>HFW Book: The Bun for Us<br>BPA: Pets-Snakes<br>Word Masters Book - Fun at Pine Cone Stream<br>Comprehension Book: Where Will They Ride? Sequence<br>Decodable Books: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp  |
|  | 6                  | Read Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand<br>HFW Book: Where is Jane?<br>Word Masters Book: The Kid in the Mask<br>Comprehension Book: Pets-Fish<br>Decodable Books: Time to Ride, A Cute Mule, Time to Ride my Mule, The Dunes, Just in Time  |
|  |                    | Cycle 7 Read Aloud: Where Will They Ride?<br>Read Aloud: Fun at the Pond<br>HFW Book: Hide and Seek<br>BPA: Mr. Grump and the Beautiful Yard<br>Word Master Book: The Case of the Hunted Barn<br>Comprehension Book: Just The Right Size<br>Decodable Books: Boats, Take That off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game |

| <b>TEKS</b>    | <b>istation</b> |   |
|----------------|-----------------|---|
| <b>Reading</b> | <b>Cycle</b>    | <b>Activities</b>   |
| 1F (cont.)     | 8               | HFW Book: I Like to Help<br>Word Master Book: The Not So-Great Skunk Adventure<br>Comprehension Book: The Queen's Suitcase-Chapter 1<br>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack   |
|                | 9               | HFW Book: The Best Trip<br>Word Master Book: Treasure at Pirate's Bay<br>Comprehension Book: The Flying Pizza<br>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winterstorm, Roy and Troy Like Trains, The Wise Crow, Mitch Big Fish Tale<br>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms Help, Royce Likes to Share                                |
|                | 10              | Read Aloud Book: Who Is Following Us?<br>HFW Book: How Can That Be?<br>Word Master Book: Return to the Lost Island<br>Comprehension Book: Who is Following Us?<br>Decodable Books: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale<br>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet |
|                | 11              | Decodable Books: The Flying Pizza, Winterstorm, Who is Following Us?, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs<br>Passages: From Fearful to Fearless, The Hurricane, The Dirt Detective   |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.</b>  |                    |   |
| <b>(A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);</b> |                    |   |
|   | Cycle              | Activities  |
| 2A  | 1                  | HFW Book: Pam and The Cap<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps  |
|   | 2                  | BPA: Summer Camp<br>Word Families/ Rhyming<br>HFW Book: Tim at Camp<br>In Context Reading with short a<br>In Context Reading with short i<br>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp  |
|   | 3                  | BPA: Lamps<br>Word Families/ Rhyming<br>HFW Book: On the Dot<br>In Context Reading with Short o<br>In Context Reading with long A /ai/<br>In Context Reading with Long O /oa/<br>Word Masters Book - The Lost Island<br>Comprehension Book: Trips With My Family<br>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toad are Lost, In the Rain  |
|   | 4                  | HFW Book: My Hands and Feet<br>In Context Reading with Short e<br>In Context Reading with Long E /ee/, /ea/<br>Word Master Book -The Great Pig Escape<br>Comprehension Book: In the Sand<br>Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, My Dog has Fleas  |
|   | 5                  | HFW Book: The Bun for Us<br>In Context Reading with Short u<br>In Context Reading with Long A /a_e/<br>In Context Reading with Long O /o_e/<br>In Context Reading (short vowel review)<br>Word Masters Book - Fun at Pine Cone Stream<br>Comprehension Book: Where Will They Ride?<br>Decodable Books: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp<br>Rapid Word Naming Game [Virus Game-HFW]<br>Rapid Word Naming Game [Spot That Word-CVC] |
|   | 6                  | HFW Book: Where is Jane?<br>In Context Reading with Long I /i_e/<br>In Context Reading with Long U /u_e/<br>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)<br>Word Masters Book: The Kid in the Mask<br>Comprehension Book: Pets-Fish, Main Idea<br>Decodable Books: Time to Ride, A Cute Mule, Time to Ride my Mule, The Dune, Just in Time<br>Rapid Word Naming Game[Virus Game-HFW]<br>Rapid Word Naming Game[Spot That Word-CVC]  |

| TEKS       | istation |  |
|------------|----------|--|
| Reading    | Cycle    | Activities   |
| 2A (cont.) | 7        | <p>HFW Book: Hide and Seek<br/>           In Context Reading with R Controlled Vowel /or/<br/>           In Context Reading with R Controlled Vowel /ar/<br/>           Word Master Book: The Case of the Hunted Barn<br/>           Comprehension Book: Just The Right Size<br/>           Decodable Books: Boats, Take That off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game<br/>           Rapid Word Naming Game [Virus Game-HFW]<br/>           Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC]</p>  |
|            | 8        | <p>HFW Book: I Like to Help<br/>           In Context Reading with R Controlled Vowel [er]<br/>           In Context Reading with digraph [sh]<br/>           In Context Reading with digraph [th]<br/>           Word Master Book: The Not So-Great Skunk Adventure<br/>           Comprehension Book: The Queen's Suitcase-Chapter 1<br/>           Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack<br/>           Rapid Word Naming [Virus Game-HFW]<br/>           Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC]</p>  |
|            | 9        | <p>HFW Book: The Best Trip<br/>           In Context Reading with Long A [ay]<br/>           In Context Reading with Long E [ey]<br/>           In Context Reading with Long I [ie]<br/>           In Context Reading with Long O [oe]<br/>           In Context Reading with Long O [ow]<br/>           In Context Reading with Long O [o]<br/>           In Context Reading: [ch]<br/>           In Context Reading: [tch]<br/>           In Context Reading with [ed], [ing], [s]<br/>           Odd Balls: [ol], [ow]- T, GP, IP<br/>           In Context Reading : [ol], [ow]<br/>           Odd Balls: [oi], [oy]- T, GP, IP<br/>           In Context Reading : [oi], [oy]<br/>           In Context Reading : /ay/<br/>           Word Master Book: Treasure at Pirate's Bay<br/>           Comprehension Book: The Flying Pizza<br/>           Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winterstorm, Roy and Troy Like Trains, The Wise Crow, Mitch Big Fish Tale ,Going on A Ride<br/>           Passages: Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt,The Scarecrow, Earthworms Help, Royce Likes to Share<br/>           Spot That Word Game<br/>           Rapid Word Naming [Virus Game-HFW]<br/>           Gimme the Ball [Odd Balls]</p> |

| TEKS       | istation |  |
|------------|----------|--|
| Reading    | Cycle    | Activities   |
| 2A (cont.) | 10       | <p>HFW Book: How Can That Be?<br/>           In Context Reading: [ph]<br/>           In Context Reading : [wh]<br/>           Odd Balls: [au]; [aw]; [al]: Detective Dan<br/>           In Context Reading: [au], [aw], [al]<br/>           Odd Balls: [ow-cow vs ow-tow]Detective Dan<br/>           In Context Reading : [ow]<br/>           Word Master Book: Return to the Lost Island<br/>           Comprehension Book: Who is Following Us?<br/>           Decodable Books: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale<br/>           Passages: Water is a Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet<br/>           Spot That Word Game<br/>           Rapid Word Naming [Virus Game-HFW]<br/>           Gimme the Ball [Odd Balls]</p>   |
|            | 11       | <p>Odd Balls: [oo as in zoo] ; [ew, eu,ui]- T, GP, IP<br/>           In Context Reading with [oo]; [ew, eu, ui]<br/>           Odd Balls: [igh], [ight], [ild], [ind]-T, GP, IP<br/>           In Context Reading with [igh, ight, ind]<br/>           Odd Balls: [oo as in foot]- T, GP, IP<br/>           In Context Reading with [oo]<br/>           In Context Reading with Prefixes<br/>           In Context Reading with Suffixes<br/>           In Context Reading with Contractions<br/>           Decodable Books: The Flying Pizza, Winterstorm, Who is Following Us?, Just the Right Size, Bert and Gert, The Queen’s Suitcase, A Trip to the Dentist, The Three Little Bugs, The Three Little Bugs, The Three Little Bugs<br/>           Passages: From Fearful to Fearless, The Hurricane, The Dirt Detective<br/>           Spot That Word Game<br/>           Rapid Word Naming [Virus Game-HFW]<br/>           Gimme the Ball [Odd Balls]<br/>           Gimme the Ball [Odd Balls]</p> |
|            | CBTR 1   | Rhyming  |
|            | CBTR 2   | <p>Rhyming<br/>           Rhyming Phonograms<br/>           Ending Blend /-mp/<br/>           Ending Blend /-st/<br/>           Reading for Meaning</p>  |
|            | CBTR 3   | <p>Rhyme Phonograms, Short Vowels<br/>           Rhyme Phonograms, Long Vowels<br/>           Beginning Blends sl-, sp-, st-<br/>           Beginning Blends sl-, sn-, sp-, st-, More practice<br/>           Read Words with Ending Sounds, Blends /-nd/ and /-nt/<br/>           Read Sentences with HFW’s: they, you, are, here<br/>           Spelling with s-blend and short /o/<br/>           Reading for Meaning</p>   |

| TEKS       | istation |  |
|------------|----------|--|
| Reading    | Cycle    | Activities   |
| 2A (cont.) | CBTR 4   | Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Rhyming Words and Poetry<br>Vowel Sound /e/<br>Vowel Sound /e/ and letter e<br>Vowel Sounds /o/ and /e/<br>Blending Beginning/Middle/ Ending Sounds with Letters<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's with, my, where, to<br>Spelling with Short /e/ and Blends<br>Reading for Meaning |
|            | CBTR 5   | Rhyme Phonograms, Long Vowels<br>Beginning Blends sm-, bl-, br-<br>Beginning Blends sm-, bl-, br-, str-, spl-, spr-<br>Read Sentences with HFW's what, said, her, for<br>Spelling with Short /u/ and Blends<br>Reading for Meaning   |
|            | CBTR 6   | Rhyme Phonograms, Long Vowels, Silent e<br>Read and Spell Words with Short Vowel Sounds<br>Beginning and Ending Blends sc, sk, scr<br>Read Sentences with HFW's was, that, from, she<br>Reading for Meaning  |
|            | CBTR 7   | Rhyming Words<br>Beginning Blends squ, sw, tw<br>Read HFW's<br>Reading for Meaning   |
|            | CBTR 8   | Segmenting and Blending Sound /ng/<br>Read HFW's<br>Reading for Meaning  |
|            | CBTR 9   | Read Words with ow, oll, old, olt, olk<br>Read High Frequency Words<br>Reading for Meaning   |
|            | CBTR 10  | Inflected Ending -ing<br>Inflected Ending -ed<br>Phonograms: all, alk, alt, ald<br>Comprehension: Character Analysis<br>HFW's<br>Read HFW's in Sentences<br>Spelling words with phonograms -all, alk, ald, alm<br>Spelling with endings y and ie<br>Spelling- Changing the y to i<br>Reading for Meaning   |
|            | CBTR 11  | Prefixes: pre, re, un, mis, dis<br>Suffixes: ful, ly, less, er, or<br>Phonograms ind, igh, ild<br>Multisyllabic Words<br>Homophones<br>HFW's<br>Reading for Meaning  |
|            | SBTR     | Rhyming with Pictures<br>Rhyming with Discrimination<br>Rhyme Identification   |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.</b> |                    |   |
| (B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);          |                    |   |
|  | Cycle              | Activities  |
| 2B   | 1                  | HFW Book: Pam and The Cap<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps  |
|  | 2                  | BPA: Summer Camp<br>Word Families/ Rhyming<br>HFW Book: Tim at Camp<br>In Context Reading with short a<br>In Context Reading with short i<br>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp  |
|  | 3                  | BPA: Lamps<br>Word Families/ Rhyming<br>HFW Book: On the Dot<br>In Context Reading with Short o<br>In Context Reading with long A /ai/<br>In Context Reading with Long O /oa/<br>Word Masters Book - The Lost Island<br>Comprehension Book: Trips With My Family<br>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toad are Lost, In the Rain  |
|  | 4                  | HFW Book: My Hands and Feet<br>In Context Reading with Short e<br>In Context Reading with Long E /ee/, /ea/<br>Word Master Book -The Great Pig Escape<br>Comprehension Book: In the Sand<br>Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, My Dog has Fleas  |
|  | 5                  | HFW Book: The Bun for Us<br>In Context Reading with Short u<br>In Context Reading with Long A /a_e/<br>In Context Reading with Long O /o_e/<br>In Context Reading (short vowel review)<br>Word Masters Book - Fun at Pine Cone Stream<br>Comprehension Book: Where Will They Ride?<br>Decodable Books: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp<br>Rapid Word Naming Game [Virus Game-HFW]<br>Rapid Word Naming Game [Spot That Word-CVC] |
|  | 6                  | HFW Book: Where is Jane?<br>In Context Reading with Long I /i_e/<br>In Context Reading with Long U /u_e/<br>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)<br>Word Masters Book: The Kid in the Mask<br>Comprehension Book: Pets-Fish<br>Decodable Books: Time to Ride, A Cute Mule, Time to Ride my Mule, The Dunes, Just in Time<br>Rapid Word Naming Game[Virus Game-HFW]<br>Rapid Word Naming Game[Spot That Word-CVC]  |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 2B (cont.) | 7        | <p>HFW Book: Hide and Seek<br/>           In Context Reading with R Controlled Vowel /or/<br/>           In Context Reading with R Controlled Vowel /ar/<br/>           Word Master Book: The Case of the Hunted Barn<br/>           Comprehension Book: Just The Right Size<br/>           Decodable Books: Boats, Take That off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game<br/>           Rapid Word Naming Game [Virus Game-HFW]<br/>           Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC]</p>   |
|            | 8        | <p>HFW Book: I Like to Help<br/>           In Context Reading with R Controlled Vowel [er]<br/>           In Context Reading with digraph [sh]<br/>           In Context Reading with digraph [th]<br/>           Word Master Book: The Not So-Great Skunk Adventure<br/>           Comprehension Book: The Queen's Suitcase-Chapter 1<br/>           Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack<br/>           Rapid Word Naming [Virus Game-HFW]<br/>           Rapid Word Naming [Spot That Word-CVC, CCVC, CVCC, CVVC]</p>   |
|            | 9        | <p>HFW Book: The Best Trip<br/>           In Context Reading with Long A [ay]<br/>           In Context Reading with Long E [ey]<br/>           In Context Reading with Long I [ie]<br/>           In Context Reading with Long O [oe]<br/>           In Context Reading with Long O [ow]<br/>           In Context Reading with Long O [o]<br/>           In Context Reading: [ch]<br/>           In Context Reading: [tch]<br/>           In Context Reading with [ed], [ing], [s]<br/>           Odd Balls: [ol], [ow]- T, GP, IP<br/>           In Context Reading : [ol], [ow]<br/>           Odd Balls: [oi], [oy]- T, GP, IP<br/>           In Context Reading : [oi], [oy]<br/>           In Context Reading : /ay/<br/>           Word Master Book: Treasure at Pirate's Bay<br/>           Comprehension Book: The Flying Pizza<br/>           Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winterstorm, Roy and Troy Like Trains, The Wise Crow, Mitch Big Fish Tale<br/>           Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms Help, Royce Likes to Share<br/>           Spot That Word Game<br/>           Rapid Word Naming [Virus Game-HFW]<br/>           Gimme the Ball [Odd Balls]</p> |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 2B (cont.) | 10       | <p>HFW Book: How Can That Be?<br/>           In Context Reading: [ph]<br/>           In Context Reading : [wh]<br/>           Odd Balls: [au]; [aw]; [al]: Detective Dan<br/>           In Context Reading: [au], [aw], [al]<br/>           Odd Balls: [ow-cow vs ow-tow]Detective Dan<br/>           In Context Reading : [ow]<br/>           Word Master Book: Return to the Lost Island<br/>           Comprehension Book: Who is Following Us?<br/>           Decodable Books: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale<br/>           Passages: Water is a Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet<br/>           Spot That Word Game<br/>           Rapid Word Naming [Virus Game-HFW]<br/>           Gimme the Ball [Odd Balls]</p>                                    |
|            | 11       | <p>Odd Balls: [oo as in zoo] ; [ew, eu,ui]- T, GP, IP<br/>           In Context Reading with [oo]; [ew, eu, ui]<br/>           Odd Balls: [igh], [ight], [ild], [ind]-T, GP, IP<br/>           In Context Reading with [igh, ight, ind]<br/>           Odd Balls: [oo as in foot]- T, GP, IP<br/>           In Context Reading with [oo]<br/>           In Context Reading with Prefixes<br/>           In Context Reading with Suffixes<br/>           In Context Reading with Contractions<br/>           Decodable Books: The Flying Pizza, Winterstorm, Who is Following Us?, Just the Right Size, Bert and Gert, The Queen’s Suitcase, A Trip to the Dentist, The Three Little Bugs, The Three Little Bugs<br/>           Passages: From Fearful to Fearless, The Hurricane, The Dirt Detective<br/>           Spot That Word Game<br/>           Rapid Word Naming [Virus Game-HFW]<br/>           Gimme the Ball [Odd Balls]<br/>           Gimme the Ball [Odd Balls]</p> |
|            | CBTR 1   | Rhyming   |
|            | CBTR 2   | <p>Rhyming<br/>           Rhyming Phonograms<br/>           Ending Blend /-mp/<br/>           Ending Blend /-st/<br/>           Reading for Meaning</p>   |
|            | CBTR 3   | <p>Rhyme Phonograms, Short Vowels<br/>           Rhyme Phonograms, Long Vowels<br/>           Beginning Blends sl-, sp-, st-<br/>           Beginning Blends sl-, sn-, sp-, st-, More practice<br/>           Read Words with Ending Sounds, Blends /-nd/ and /-nt/<br/>           Read Sentences with HFW’s: they, you, are, here<br/>           Spelling with s-blend and short /o/<br/>           Reading for Meaning</p>  |

| <b>TEKS</b>    | <b>istation</b> |  |
|----------------|-----------------|--|
| <b>Reading</b> | <b>Cycle</b>    | <b>Activities</b>  |
| 2B (cont.)     | CBTR 4          | Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Rhyming Words and Poetry<br>Vowel Sound /e/<br>Vowel Sound /e/ and letter e<br>Vowel Sounds /o/ and /e/<br>Blending Beginning/Middle/ Ending Sounds with Letters<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's with, my, where, to<br>Spelling with Short /e/ and Blends<br>Reading for Meaning |
|                | CBTR 5          | Rhyme Phonograms, Long Vowels<br>Beginning Blends sm-, bl-, br-<br>Beginning Blends sm-, bl-, br-, str-, spl-, spr-<br>Read Sentences with HFW's what, said, her, for<br>Spelling with Short /u/ and Blends<br>Reading for Meaning   |
|                | CBTR 6          | Rhyme Phonograms, Long Vowels, Silent e<br>Read and Spell Words with Short Vowel Sounds<br>Beginning and Ending Blends sc, sk, scr<br>Read Sentences with HFW's was, that, from, she<br>Reading for Meaning  |
|                | CBTR 7          | Rhyming Words<br>Beginning Blends squ, sw, tw<br>Read HFW's<br>Reading for Meaning   |
|                | CBTR 8          | Segmenting and Blending Sound /ng/<br>Read HFW's<br>Reading for Meaning  |
|                | CBTR 9          | Read Words with ow, oll, old, olt, olk<br>Read High Frequency Words<br>Reading for Meaning   |
|                | CBTR 10         | Inflected Ending -ing<br>Inflected Ending -ed<br>Phonograms: all, alk, alt, ald<br>Comprehension: Character Analysis<br>HFW's<br>Read HFW's in Sentences<br>Spelling words with phonograms -all, alk, ald, alm<br>Spelling with endings y and ie<br>Spelling- Changing the y to i<br>Reading for Meaning   |
|                | CBTR 11         | Prefixes: pre, re, un, mis, dis<br>Suffixes: ful, ly, less, er, or<br>Phonograms ind, igh, ild<br>Multisyllabic Words<br>Homophones<br>HFW's<br>Reading for Meaning  |

| TEKS   | istation           |  |
|--|--------------------|--|
| First Grade Reading  | Reading Curriculum |  |
| <b>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.</b>                 |                    |  |
| (C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b//o/w/ to/g//o/w/); |                    |  |
|  | Cycle              | Activities   |
| 2C   | 4                  | Phoneme Substitution - Initial<br>Phoneme Substitution - Medial<br>Phoneme Substitution - Final<br>Onset Rime/ Build Word Families Game [machine game] (-en, -ess) |
|  | 5                  | Phoneme Substitution - Initial<br>Phoneme Substitution - Medial<br>Phoneme Substitution - Final  |
|  | CBTR 2             | Rhyming Phonograms   |
|  | CBTR 6             | Substitute Short Vowel and ending Sounds   |
|  | CBTR 7             | Sounds and Letter Manipulation using Letter X  |
|  | CBTR 8             | Change One Letter Bossy R<br>Change One Letter -ng endings   |
|  | SBTR               | Compound Words Blending<br>Segmenting Words<br>Segmenting and Blending Sounds Game   |

| TEKS   | istation           |  |
|--|--------------------|--|
| First Grade Reading  | Reading Curriculum |  |
| <b>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.</b> |                    |  |
| D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);        |                    |  |
|  | Cycle              | Activities   |
| 2D   | 0                  | Identifying Phonemes: Initial, Medial, Final   |
|  | 1                  | Identifying Phonemes: Initial, Medial, Final<br>Identify and Isolate Initial Phonemes<br>Segmenting Phonemes<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps  |
|  | 2                  | Identify Initial, Medial and Final Phonemes<br>Identify and Isolate Final Phonemes<br>Segmenting Phonemes [CVC]  |
|  | 3                  | Identify Initial, Medial and Final Phonemes<br>Identify and Isolate Final Phonemes<br>Segmenting Phonemes [CVC]  |
|  | 4                  | Onset Rime/ Build Word Families Game [machine game] (-en, -ess)  |
|  | CBTR 0             | Counting Each Sound (2 Sounds)<br>Counting Each Sound (3 Sounds)<br>Matching Segmented Spoken Words with Pictures<br>Segmenting Spoken Words Game<br>Ending Sounds with Sounds Squares<br>Ending Sounds<br>Middle Sounds<br>Middle Sounds: Identification Using Picture Cards  |
|  | CBTR 1             | Segment Sounds in spoken Words   |
|  | CBTR 2             | Middle Sounds<br>Middle Sounds: Decorator Service Game<br>Blending Beginning/ Middle/ Ending Sounds with Letters   |
|  | CBTR 3             | Blending Beginning/Middle/ Ending sounds with Letters<br>Phoneme Substitution, Beginning Sound<br>Phoneme Substitution, Middle Sound   |
|  | CBTR 4             | Blending Beginning/Middle/ Ending Sounds with Letters<br>Phoneme Substitution, Ending Sound<br>Phoneme Middle Sound  |
|  | CBTR 5             | Blending Beginning/Middle/Ending Sounds with Letters   |
|  | CBTR 6             | Blending Beginning/Middle/Ending sounds with Letters<br>Substitute Short Vowel and ending Sounds   |
|  | CBTR 8             | Segmenting and Blending Sound /sh/<br>Segmenting and Blending Sound /th/<br>Segmenting and Blending Sound /ng/   |
|  | CBTR 9             | Segmenting and Blending Sounds /ch/<br>Decoding Multisyllabic Words<br>Spelling Multisyllabic Words  |
|  | CBTR 10            | Segmenting and Blending Sounds /wh/ and /ph/<br>Closed Syllables ending with -ie, and -y<br>Identify and Read Syllable Patterns<br>Segmenting and Blending Sounds /wh/ and /ph/<br>Read Words with Diagraph wh<br>Read Words with Diagraph ph<br>Review Diagraphs sh, ch, tch, th, wh, ph<br>Comprehension: Character Analysis |

| TEKS       | istation |  |
|------------|----------|--|
| Reading    | Cycle    | Activities   |
| 2D (cont.) | CBTR 11  | Prefixes: pre, re, un, mis, dis<br>Suffixes: ful, ly, less, er, or<br>Contractions<br>Homophones |
|            | SBTR     | Compound Words Blending  |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.</b> |                    |   |
| <b>(E) isolate initial, medial, and final sounds in one-syllable spoken words</b>                            |                    |   |
|  | Cycle              | Activities  |
| 2E   | 0                  | Identifying Phonemes: Initial, Medial, Final<br>Identify and Isolate Initial Phoneme  |
|  | 1                  | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities MAPC<br>Identifying Phonemes: Initial, Medial, Final<br>Identify and Isolate Initial Phonemes<br>Vowel Short a<br>Blending with Short a<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps  |
|  | 2                  | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities TISL<br>BPA: Summer Camp<br>Identify Initial, Medial and Final Phonemes<br>Identify and Isolate Final Phonemes<br>Vowel Short a<br>Blending with Short a<br>Vowel Short i<br>Blending with Short i                                    |
|  | 3                  | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ROND<br>Identify Initial, Medial and Final Phonemes<br>Identify and Isolate Final Phonemes<br>Vowel short o<br>Blending with Short vowel o<br>Vowel Long A, /ai/<br>Blending long A /ai/<br>Vowel Long O /oa/<br>Blending Long O /oa/ |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 2E (cont.) | 4        | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities FEHG<br>Onset Rime/ Build Word Families Game [machine game] (-en, -ess)<br>Vowel Short e<br>Blending short e<br>Vowel Long E<br>Blending Long E /ea/, /ee/                |
|            | 5        | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities BUJW<br>Vowel Short u<br>Blending Short u<br>Vowel Long A /a_e/<br>Blending Long A /a_e/<br>Vowel Long O /o_e/<br>Blending Long O /o_e/<br>Short Vowel Review (a,e,i,o,u) |
|            | 6        | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ZKVY<br>Vowel Long I /i_e/<br>Blending Long I /i_e/<br>Vowel Long U /u_e/<br>Blending Long U /u_e/  |
|            | 7        | Alphabet Song<br>Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities QX<br>R controlled /or/<br>R controlled /ar/  |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 2E (cont.) | CBTR 0   | Matching Segmented Spoken Words with Pictures<br>Segmenting Spoken Words Game<br>Blending spoken sounds into Words<br>Beginning Sounds : Name Game<br>Beginning Sounds: I Spy Game<br>Ending Sounds with Sounds Squares<br>Ending Sounds<br>Middle Sounds<br>Middle Sounds: Identification Using Picture Cards  |
|            | CBTR 1   | Beginning Sounds: /m/, /p/, /k/<br>Beginning Sounds with Letters m,p,c<br>Ending Sounds: /m/, /p/, /k/<br>Ending Sounds with Letters m,p,c<br>Vowel Sound /a/<br>Vowel Sound /a/ and letter a   |
|            | CBTR 2   | Beginning Sounds: /t/, /s/, /l/<br>Beginning Sounds with Letters t,s,l<br>Ending Sounds: /t/, /s/, /l/<br>Ending Sounds with Letters t,s,l<br>Vowel Sound /i/<br>Vowel Sound /i/ and Letter i<br>Middle Sounds<br>Middle Sounds: Decorator Service Game<br>Ending Blend /-mp/<br>Ending Blend /-st/<br>Blending Beginning/ Middle/ Ending Sounds with Letters<br>Blend Sounds with Letters t, l, s, l<br>Blend Sounds with Letters to Read Words<br>Spelling with short /a/ and short /i/   |
|            | CBTR 3   | Beginning Sounds: /r/, /n/, /d/<br>Beginning Sounds with Letters r, n, d<br>Ending Sounds: /r/, /n/, /d/<br>Ending Sounds with Letters r, n, d<br>Vowel sound /o/<br>Vowel Sound /o/ and Letter o<br>Blending Beginning/Middle/ Ending sounds with Letters<br>Blend Sounds with Letters to Read Words<br>Vowel Sound /A/<br>Vowel Sound with Letters /ai/<br>Phoneme Substitution, Beginning Sound<br>Phoneme Substitution, Middle Sound<br>Beginning Blends sl-, sp-, st-<br>Beginning Blends sl-, sn-, sp-, st-, More practice<br>Spelling with s-blend and short /o/<br>Spelling Long A /ai/ and Long O /oa/ |

| TEKS       | istation |  |
|------------|----------|--|
| Reading    | Cycle    | Activities   |
| 2E (cont.) | CBTR 4   | Beginning Sounds: /f/, /g/, /h/<br>Beginning Sounds with Letters f, g,h<br>Ending Sounds: /f/, /g/<br>Ending Sounds with Letters f,g<br>Vowel Sound /e/<br>Vowel Sound /e/ and letter e<br>Blending Beginning/Middle/ Ending Sounds with Letters<br>Vowel Sound /E/<br>Vowel Sound with Letters /ee/, /ea/<br>Phoneme Substitution, Ending Sound<br>Phoneme Middle Sound<br>Beginning Blends cl-, fl-, gl-<br>Beginning Blends cl-, dr-, fr-, gr-, pr-, tr-<br>Spelling with Short /e/ and Blends<br>Spelling Long E with /ee and /ea/ |
|            | CBTR 5   | Beginning Sounds; /b/, /j/, /w/<br>Beginning sounds with Letters b, w, j, u<br>Ending Sound /b/, Review /m/<br>Ending Sounds, Letters b, Review m,n,g<br>Vowel Sound /u/<br>Vowel Sound /u/ and Letter u<br>Blending Beginning/Middle/Ending Sounds with Letters<br>Vowel Sound, Silent e, pattern a_e<br>Vowel Sound, Silent e, pattern o_e<br>Beginning Blends sm-, bl-, br-<br>Beginning Blends sm-, bl-, br-, str-, spl-, spr-<br>Spelling with Short /u/ and Blends<br>Spelling CVCe with a_e and o_e                             |
|            | CBTR 6   | Beginning Sounds: /z/, /v/, /y/<br>Beginning Sounds with letters z, k, v, y<br>Ending Sound: /v/, /z/<br>Ending Sounds, Letters z, y, review<br>Read and Spell Words with Short Vowel Sounds<br>Blending Beginning/Middle/Ending sounds with Letters<br>Substitute Short Vowel and ending Sounds<br>Long Vowel Sound /I/, /U/<br>Vowel Sound, Silent e, Letter Patterns i_e, u_e<br>Beginning and Ending Blends sc, sk, scr<br>Spelling CVCe with i_e, and u_e   |
|            | CBTR 7   | Beginning Blends squ, sw, tw<br>Spelling Words with -ar, -are, -or, -ore<br>Spelling Words with Soft c and Soft g  |
|            | CBTR 10  | Phoneme Deletion (initial)<br>Phoneme Deletion (final)   |
|            | SBTR     | Initial Sound Discrimination<br>Identify Initial Sounds<br>Identify Final Sounds   |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.</b>              |                    |   |
| <b>(F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p//a/t/)</b> |                    |   |
|   | Cycle              | Activities  |
| 2F  | 0                  | Identifying Phonemes: Initial, Medial, Final  |
|   | 1                  | Identifying Phonemes: Initial, Medial, Final<br>Identify and Isolate Initial Phonemes<br>Segmenting Phonemes<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps   |
|   | 2                  | Identify Initial, Medial and Final Phonemes<br>Identify and Isolate Final Phonemes<br>Segmenting Phonemes [CVC]   |
|   | 3                  | Identify Initial, Medial and Final Phonemes<br>Identify and Isolate Final Phonemes<br>Segmenting Phonemes [CVC]   |
|   | 4                  | Onset Rime/ Build Word Families Game [machine game] (-en, -ess)   |
|   | CBTR 0             | Counting Each Sound (2 Sounds)<br>Counting Each Sound (3 Sounds)<br>Matching Segmented Spoken Words with Pictures<br>Segmenting Spoken Words Game<br>Ending Sounds with Sounds Squares<br>Ending Sounds<br>Middle Sounds<br>Middle Sounds: Identification Using Picture Cards |
|   | CBTR 1             | Segment Sounds in spoken Words  |
|   | CBTR 2             | Middle Sounds<br>Middle Sounds: Decorator Service Game<br>Blending Beginning/ Middle/ Ending Sounds with Letters  |
|   | CBTR 3             | Blending Beginning/Middle/ Ending sounds with Letters<br>Phoneme Substitution, Beginning Sound<br>Phoneme Substitution, Middle Sound  |
|   | CBTR 4             | Blending Beginning/Middle/ Ending Sounds with Letters<br>Phoneme Substitution, Ending Sound<br>Phoneme Middle Sound   |
|   | CBTR 5             | Blending Beginning/Middle/Ending Sounds with Letters  |
|   | CBTR 6             | Blending Beginning/Middle/Ending sounds with Letters<br>Substitute Short Vowel and ending Sounds  |
|   | CBTR 8             | Segmenting and Blending Sound /sh/<br>Segmenting and Blending Sound /th/<br>Segmenting and Blending Sound /ng/  |
|   | CBTR 9             | Segmenting and Blending Sounds /ch/   |
|   | CBTR 10            | Segmenting and Blending Sounds /wh/ and /ph/  |

| TEKS  | istation           |  |
|---|--------------------|--|
| First Grade Reading   | Reading Curriculum |  |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |  |
| <b>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</b>   |                    |  |
| <b>(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;</b>   |                    |  |
|   | Cycle              | Activities   |
| 3A i  | 1                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities MAPC<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps   |
|   | 2                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities TISL<br>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Time and Sam, Sam Tips the Lamp  |
|   | 3                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ROND<br>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toads are Lost, In the Rain   |
|   | 4                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities FEHG<br>Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, My Dog has Fleas  |
|   | 5                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities BUJW<br>Decodable Books: Bugs in the Mud, Late for the Game, I rode Home, Homes For Sale, Fun at Home, The Blue Blimp   |
|   | 6                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ZKVY<br>Decodable Books: Time to Ride, A Cute Mule, Time to Ride my Mule, The Dunes, Just in Time   |
|   | 7                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities QX<br>Decodable Books: Boats, Take That Off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game<br>Soft c /ce/, /ci/<br>Literacy Acquisition (Soft c)<br>Soft g /ge/<br>Literacy Acquisition (Soft g) |

| TEKS        | istation |   |
|-------------|----------|---|
| Reading     | Cycle    | Activities  |
| 3Ai (cont.) | SBTR     | Letter Sound Discrimination<br>Letter Sounds: Matching Characters with Pictures<br>Letter Sounds: Identification<br>Letter Sounds Matching Game |

| TEKS   | istation           |  |
|--|--------------------|--|
| First Grade Reading  | Reading Curriculum |  |
| <p><b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b></p> |                    |  |
| <p><b>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</b></p>   |                    |  |
| <p><b>(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;</b></p>  |                    |  |
|  | Cycle              | Activities   |
| 3Aii   | 1                  | HFW: and, has, see, the<br>Vowel Short a<br>Blending with Short a<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps   |
|  | 2                  | High Frequency Words (HFW): go, his, is, this<br>Vowel Short a<br>Blending with Short a<br>In Context Reading with short a<br>Vowel Short i<br>Blending with Short i<br>In Context Reading with short i<br>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp<br>Word Families/ Rhyming<br>Onset Rime/ Build Word Families Game [machine game]  |
|  | 3                  | HFW words: they, you, are, here<br>BPA: Lamps<br>Word Families/ Rhyming<br>Onset Rime/ Build Word Families Game [machine game]<br>Vowel short o<br>Blending with Short vowel o<br>In Context Reading with Short o<br>Vowel Long A, /ai/<br>Blending long A /ai/<br>In Context Reading with long A /ai/<br>Vowel Long O /oa/<br>Blending Long O /oa/<br>In Context Reading with Long O /oa/<br>Consonant Blends (sl, st, sp, sn) Teach<br>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toad are Lost, In the Rain<br>Rapid Sound Symbol Game [Free Fall] |

| TEKS          | istation |  |
|---------------|----------|--|
| Reading       | Cycle    | Activities   |
| 3A ii (cont.) | 4        | HFW words: with, my, where, to<br>Vowel Short e<br>Blending short e<br>In Context Reading with Short e<br>Vowel Long E<br>Blending Long E /ea/, /ee/<br>In Context Reading with Long E /ee/, /ea/<br>Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, My Dog has Fleas  |
|               | 5        | HFW: what, said, her, for<br>Vowel Short u<br>Blending Short u<br>Vowel Long A /a_e/<br>Blending Long A /a_e/<br>In Context Reading with Long A /a_e/<br>Vowel Long O /o_e/<br>Blending Long O /o_e/<br>In Context Reading with Long O /o_e/<br>Short Vowel Review (a,e,i,o,u)<br>In Context Reading (short vowel review)<br>Decodable Books: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp<br>Rapid Word Naming Game [Virus Game-HFW]<br>Rapid Word Naming Game [Spot That Word-CVC] |
|               | 6        | HFW: was, that, from, she<br>Vowel Long I /i_e/<br>Blending Long I /i_e/<br>In Context Reading with Long I /i_e/<br>Vowel Long U /u_e/<br>Blending Long U /u_e/<br>In Context Reading with Long U /u_e/<br>Long Vowel Review (ai, oa, ee, ea)<br>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)<br>Decodable Books: Time to Ride, A Cute Mule, Time to Ride my Mule, The Dunes, Just in Time<br>Rapid Word Naming Game[Virus Game-HFW]<br>Rapid Word Naming Game[Spot That Word-CVC]                                   |
|               | 7        | HFW: do, have, come, of, their, some<br>R controlled /or/<br>In Context Reading with R Controlled Vowel /or/<br>R controlled /ar/<br>In Context Reading with R Controlled Vowel /ar/<br>Vowels /ore/<br>Vowels /are/<br>Vowel Silent e Review<br>Decodable Books: Boats, Take That off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game<br>Rapid Word Naming Game [Virus Game-HFW]<br>Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC]                               |

| <b>TEKS</b>    | <b>istation</b> |   |
|----------------|-----------------|---|
| <b>Reading</b> | <b>Cycle</b>    | <b>Activities</b>   |
| 3A ii (cont.)  | CBTR 1          | Blend Sounds to Say Words<br>Blend Sounds to Read Words<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's: and, the, see, has  |
|                | CBTR 2          | Blending Beginning/ Middle/ Ending Sounds with Letters<br>Read CVC Words with Short i<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's: this, is, his, go<br>Blend Sounds with Letters t, l, s, l<br>Blend Sounds with Letters to Read Words<br>Rhyming Phonograms<br>Spelling with short /a/ and short /i/<br>Reading for Meaning  |
|                | CBTR 3          | Beginning Sounds: /r/, /n/, /d/<br>Beginning Sounds with Letters r, n, d<br>Blending Beginning/Middle/ Ending sounds with Letters<br>Blend Sounds with Letters to Read Words<br>Read Words with Ending Sounds, Blends /-nd/ and /-nt/<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's: they, you, are, here<br>Spelling with s-blend and short /o/<br>Reading for Meaning |
|                | CBTR 4          | Blending Beginning/Middle/ Ending Sounds with Letters<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's with, my, where, to<br>Rhyming Words and Poetry<br>Spelling with Short /e/ and Blends<br>Reading for Meaning  |
|                | CBTR 5          | Blending Beginning/Middle/Ending Sounds with Letters<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's what, said, her, for<br>Passage Reading: Prosody<br>Spelling with Short /u/ and Blends<br>Reading for Meaning  |
|                | CBTR 6          | Read and Spell Words with Short Vowel Sounds<br>Blending Beginning/Middle/Ending sounds with Letters<br>Substitute Short Vowel and ending Sounds<br>Rhyme Phonograms, Long Vowels, Silent e<br>Read Sentences with HFW's was, that, from, she<br>Reading for Meaning  |
|                | CBTR 7          | Segmenting and Blending Sounds in Words<br>Soft G as /j/<br>Open Syllables (me, go, by)<br>Bossy R -ar, as in star and farm<br>Phonogram -are as in care<br>Read HFW's<br>Passage Reading: Prosody<br>Reading for Meaning   |

| TEKS          | istation |  |
|---------------|----------|--|
| Reading       | Cycle    | Activities   |
| 3A ii (cont.) | CBTR 8   | Passage Reading: Prosody My Illustrations<br>Passage Reading: Prosody<br>Segmenting and Blending Sound /sh/<br>Segmenting and Blending Sound /th/<br>Segmenting and Blending Sound /ng/<br>Rhyming Words<br>Read HFW's<br>Passage Reading: Prosody My Illustrations<br>Passage Reading: Prosody<br>Reading for Meaning   |
|               | CBTR 9   | Passage Reading: Prosody<br>Segmenting and Blending Sounds /ch/<br>Decoding Multisyllabic Words<br>Sort words with ear /er/ and or /er/<br>sort Words with oy and oi<br>Inflected Ending -s<br>Inflected Ending -ing<br>Read Words with ay, ey, oe, ie<br>Read Words with ow, oll, old, olt, olk<br>Read Words with oi and oy<br>Read High Frequency Words<br>Passage Reading: Prosody<br>Long Vowel Open Syllable<br>Spelling Multisyllabic Words<br>Spelling Words with oi and oy<br>Reading for Meaning   |
|               | CBTR 10  | Comprehension: Character Analysis<br>Fluency<br>Read Words with Diphthongs ow and ou<br>Spell and Read Words with ow and ou<br>Identify and Read Syllable Patterns<br>Open Syllables<br>Read Words with Diagraph wh<br>Read Words with Diagraph ph<br>Review Diagraphs sh, ch, tch, th, wh, ph<br>Phonograms: all, alk, alt, ald<br>Read Words with Vowel Diagraphs aw and au<br>Spell and Read Words with aw and au<br>Comprehension: Character Analysis<br>HFW's<br>Read HFW's in Sentences<br>Fluency<br>Spelling words with phonograms -all, alk, ald, alm<br>Spelling with endings y and ie<br>Spelling- Changing the y to i<br>Reading for Meaning |

| TEKS          | istation |  |
|---------------|----------|--|
| Reading       | Cycle    | Activities   |
| 3A ii (cont.) | CBTR 11  | Fluency<br>Prefixes: pre, re, un, mis, dis<br>Suffixes: ful, ly, less, er, or<br>Phonogram eigh<br>Short e Spelled /ea/<br>Inflected endings<br>Phonograms ind, igh, ild<br>Variant Vowel /oo/<br>Variant Vowel /OO/<br>Variant Vowels /oo/, /OO/ Review<br>Contractions<br>Multisyllabic Words<br>Homophones<br>HFW's<br>Fluency<br>Reading for Meaning |

| TEKS  | istation           |  |
|---|--------------------|--|
| First Grade Reading   | Reading Curriculum |  |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |  |
| <b>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</b>   |                    |  |
| <b>(iii) consonant blends (e.g., bl, st);</b>   |                    |  |
|   | Cycle              | Activities   |
| 3Aiii   | 3                  | Consonant Blends (sl, st, sp, sn)  |
|   | 4                  | Consonant Blends (cl, fl, gl, pl, cr, dr, tr, fr, gr, pr)  |
|   | 5                  | Consonant Blends (sm, bl, br, str, spl, spr)<br>Word Masters Book - Fun at Pine Cone Stream  |
|   | 6                  | Consonant Blends ((sc, sk, scr)<br>Word Masters Book - The Kid in the Mask   |
|   | 7                  | Consonant Blends (squ, tw, sw)<br>Word Master Book: The Case of the Haunted Barn   |
|   | SBTR               | Beginning blends, sl, sn, sp, st<br>Blends sl, sn, sp, st<br>Blends sm, bl, br<br>Blends sm, bl, br, str, spl, str, spr<br>Blends squ, sw, tw<br>Blends cl, fl, gl, pl<br>Blends cr, dr, fr, gr, pr, tr<br>Ending Blends, -nd, -nt<br>Blends sc, sk, scr |
|   | CBTR 3             | Beginning Blends sl-, sn-, sp-, st-, More practice<br>Beginning blends, sl, sn, sp, st<br>Read Words with Ending Sounds, Blends /-nd/ and /-nt/  |
|   | CBTR 4             | Beginning Blends cl-, fl-, gl-<br>Beginning Blends cr-, dr-, fr-, gr-, pr-, tr-  |
|   | CBTR 5             | Beginning Blends sm-, bl-, br-<br>Beginning Blends sm-, bl-, br-, str-, spl-, spr-<br>Spelling with Short /u/ and Blends   |
|   | CBTR 6             | Beginning and Ending Blends sc, sk, scr  |
|   | CBTR 7             | Beginning Blends squ, sw, tw   |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |   |
| <b>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</b>   |                    |   |
| <b>(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;</b>   |                    |   |
|   | Cycle              | Activities  |
| 3A iv   | 8                  | Diagrams: sh<br>In Context Reading with diagraph sh<br>Diagrams: th<br>In context Reading with diagraph th<br>Word Master Book: The NOt So-Great Skunk Adventure  |
|   | 9                  | Diagraph: ch<br>In Context Reading: ch<br>Dagraph: tch<br>In Context Reading tch<br>Word Masters Book: Treasure at Pirate's Bay   |
|   | 10                 | Deagraph: ph<br>In Context Reading; ph<br>Diagraph: wh<br>In Context Reading: wh<br>Word Masters Book: Return to the Lost Island  |
|   | SBTR               | Digraph ph<br>Digraph wh<br>Digraph ,ch, -tch<br>Digraph ch, -tch<br>Digraph sh<br>Digraph th   |
|   | CBTR 8             | Segmenting and Blending Sound /sh/<br>Segmenting and Blending Sound /th/<br>Alliteration With /sh/ and /th/<br>Blending the Digraph sh<br>Blending the Digraph th<br>Spelling words with digraphs sh and th |
|   | CBTR 9             | Segmenting and Blending Sounds /ch/<br>Alliteration with /ch/ and /sh/<br>Blending the Digraph ch<br>Blending Words with Digraphs<br>Spelling Words with ch and -tch  |
|   | CBTR 10            | Segmenting and Blending Sounds /hw/ and /ph/<br>Read Words with Digraph wh<br>Read Words with Digraph ph<br>Review Digraphs sh, ch, -tch, th, wh, ph  |

| TEKS  | istation           |  |
|---|--------------------|--|
| First Grade Reading   | Reading Curriculum |  |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |  |
| <b>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</b>   |                    |  |
| <b>(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay,ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh;</b>   |                    |  |
|   | Cycle              | Activities   |
| 3A v  | 3                  | Vowel Long A, /ai/<br>Blending long A /ai/<br>In Context Reading with long A /ai/<br>Vowel Long O /oa/<br>Blending Long O /oa/<br>In Context Reading with Long O /oa/<br>Word Master's Book: The Lost Island<br>Decodable Books: Snails in a Pail, The Toast in the Road, The Toads are Lost, In the Rain  |
|   | 4                  | Blending Long E /ea/, /ee/<br>In Context Reading with Long E /ee/, /ea/<br>Word Master's BOk: The Great Pig Escape<br>Decodable Books: Jean and Dean, Big Feet, The Green Team, My Dog has Fleas   |
|   | 5                  | Word Master's Book: Fun at Pine Cone Stream  |
|   | 6                  | Long Vowel Review (ai, oa, ee, ea)<br>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)<br>Word Master's Book: The Kid in the Mask  |
|   | 10                 | Odd Balls: au, aw, al<br>Detective Dan<br>In Context Reading: au, aw, al<br>Odd Balls: ow-cow, vs ow- tow<br>Detective Dan<br>In Context Reading: ow<br>Word Master's Book: Return to the Lost Island<br>Decodable Books: The Hero, How Mountains Form, George washington Carver, Humphrey the Humpback Whale<br>Passages: Water Cycle, Going to the Vet |
|   | 11                 | Odd Balls: oo as in zoo, ew, eu, ui<br>In Context Reading with oo, ew, eu, ui<br>Odd Balls: igh, ight, ild, ind<br>IN Context Reading with igh, ight, ind<br>Odd Balls: oo as in foot<br>IN context Reading with oo<br>Passages: Hurricanes, the Dirt Detective  |
|   | CBTR 3             | Read words with ea, ee<br>Decoding with oa<br>Decoding with long a, (ai)<br>Vowel Sound with Letters /ai/<br>Vowel Sound with Letters /oa/<br>Read Words with Vowel Sound /oa/<br>Spelling Long a (ai) and Long o (oa)   |

| <b>TEKS</b>    | <b>istation</b> |   |
|----------------|-----------------|---|
| <b>Reading</b> | <b>Cycle</b>    | <b>Activities</b>   |
| 3A v (cont.)   | CBTR 4          | Vowel Sound with Letters /ee/, /ea/<br>Vowel Sound with Letters /ee/ /ea/, More practice<br>Read Words with Vowel Sounds /ee/, /ea/<br>Spelling Long e with EE and EA         |
|                | CBTR 5          | Rhyme Phonograms, Long Vowels   |
|                | CBTR 10         | Read Words with Diphthongs ow and ou<br>Spell and Read Words with ow and ou<br>Read Words with Vowel Digraphs aw and au<br>Spell and Read words with Vowel Digraphs aw and au |
|                | CBTR 11         | Phonogram eigh<br>Phonograms ind, igh, ild  |
|                | SBTR            | Read words with ea, ee<br>Decoding with oa<br>Decoding with long a, (ai)<br>Phonograms ow, oll, old, olt, olk   |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |   |
| <b>(A) decode words in context and in isolation by applying common letter-sound correspondences, including:</b>   |                    |   |
| <b>(vi) vowel diphthongs including oy, oi, ou, and ow;</b>  |                    |   |
|   | Cycle              | Activities  |
| 3A vi   | 9                  | Vowel Long A /ay/<br>In Context Reading with Long A /ay/<br>Vowel Long E /ey/<br>In Context Reading with Long E /ey/<br>Vowel Long I /ie/<br>In Context Reading with Long I ie<br>Vowel Long ) /oe/<br>In Context Reading with Long o //oe/<br>Vowel Long O /ow/<br>In Context Reading with Long O /ow/<br>Variant Vowel /oi/<br>Variant Vowel /oy/<br>Odd Balls: oi, oy<br>Odd Balls: ol, ow<br>Word Master's Book: Treasure at Pirate's Bay<br>Decodable Books: Elbert's Birthday, A Trip to the Dentis, Winterstorm, Roy and Troy Like Trains, The Wise Crow |
|   | CBTR 9             | Sort Words with oy and oi<br>Read Words with ay, ey, oe, ie<br>Read Words with ow, oll, old, olt, olk<br>Read Words with oi and oy<br>Spelling Words with oi and oy   |
|   | CBTR 11            | Variant Vowel /OO/<br>Variant Vowel /oo/<br>Variant Vowels /oo/, /OO/ Review  |
|   | SBTR               | Phonograms ow, oll, old, olt, olk<br>Words with oy, oi<br>Diphthongs ow, ou   |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <p><b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b></p> |                    |   |
| <p><b>(B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;</b></p>  |                    |   |
|  | Cycle              | Activities  |
| 3B   | 1                  | <p>HFW: and, has, see, the<br/> Vowel Short a<br/> Blending with Short a<br/> Decodable Books: Pam and Cam, Mac and Cam, The Maps</p>   |
|  | 2                  | <p>High Frequency Words (HFW): go, his, is, this<br/> Vowel Short a<br/> Blending with Short a<br/> In Context Reading with short a<br/> Vowel Short i<br/> Blending with Short i<br/> In Context Reading with short i<br/> Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp<br/> Word Families/ Rhyming<br/> Onset Rime/ Build Word Families Game [machine game]</p>  |
|  | 3                  | <p>HFW words: they, you, are, here<br/> BPA: Lamps<br/> Word Families/ Rhyming<br/> Onset Rime/ Build Word Families Game [machine game]<br/> Vowel short o<br/> Blending with Short vowel o<br/> In Context Reading with Short o<br/> Vowel Long A, /ai/<br/> Blending long A /ai/<br/> In Context Reading with long A /ai/<br/> Vowel Long O /oa/<br/> Blending Long O /oa/<br/> In Context Reading with Long O /oa/<br/> Consonant Blends (sl, st, sp, sn) Teach<br/> Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toad are Lost, In the Rain<br/> Rapid Sound Symbol Game [Free Fall]</p> |
|  | 4                  | <p>HFW words: with, my, where, to<br/> Vowel Short e<br/> Blending short e<br/> In Context Reading with Short e<br/> Vowel Long E<br/> Blending Long E /ea/, /ee/<br/> In Context Reading with Long E /ee/, /ea/<br/> Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, My Dog has Fleas</p>  |

| TEKS       | istation |  |
|------------|----------|--|
| Reading    | Cycle    | Activities   |
| 3B (cont.) | 5        | HFW: what, said, her, for<br>Vowel Short u<br>Blending Short u<br>Vowel Long A /a_e/<br>Blending Long A /a_e/<br>In Context Reading with Long A /a_e/<br>Vowel Long O /o_e/<br>Blending Long O /o_e/<br>In Context Reading with Long O /o_e/<br>Short Vowel Review (a,e,i,o,u)<br>In Context Reading (short vowel review)<br>Decodable Books: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp<br>Rapid Word Naming Game [Virus Game-HFW]<br>Rapid Word Naming Game [Spot That Word-CVC] |
|            | 6        | HFW: was, that, from, she<br>Vowel Long I /i_e/<br>Blending Long I /i_e/<br>In Context Reading with Long I /i_e/<br>Vowel Long U /u_e/<br>Blending Long U /u_e/<br>In Context Reading with Long U /u_e/<br>Long Vowel Review (ai, oa, ee, ea)<br>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)<br>Decodable Books: Time to Ride, A Cute Mule, Time to Ride my Mule, The Dunes, Just in Time<br>Rapid Word Naming Game[Virus Game-HFW]<br>Rapid Word Naming Game[Spot That Word-CVC]                                   |
|            | 7        | HFW: do, have, come, of, their, some<br>R controlled /or/<br>In Context Reading with R Controlled Vowel /or/<br>R controlled /ar/<br>In Context Reading with R Controlled Vowel /ar/<br>Vowels /ore/<br>Vowels /are/<br>Vowel Silent e Review<br>Decodable Books: Boats, Take That off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game<br>Rapid Word Naming Game [Virus Game-HFW]<br>Rapid Word Naming Game [Spot That Word-CVC, CCVC, CVCC, CVVC]                               |
|            | CBTR 1   | Blend Sounds to Say Words<br>Blend Sounds to Read Words<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's: and, the, see, has   |
|            | CBTR 2   | Blending Beginning/ Middle/ Ending Sounds with Letters<br>Blend Sounds with Letters t, l, s, l<br>Blend Sounds with Letters to Read Words<br>Read CVC Words with Short i<br>Rhyming Phonograms<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's: this, is, his, go<br>Spelling with short /a/ and short /i/<br>Reading for Meaning   |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 3B (cont.) | CBTR 3   | Beginning Sounds: /r/, /n/, /d/<br>Beginning Sounds with Letters r, n, d<br>Blending Beginning/Middle/ Ending sounds with Letters<br>Blend Sounds with Letters to Read Words<br>Read Words with Ending Sounds, Blends /-nd/ and /-nt/<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's: they, you, are, here<br>Spelling with s-blend and short /o/<br>Reading for Meaning |
|            | CBTR 4   | Blending Beginning/Middle/ Ending Sounds with Letters<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's with, my, where, to<br>Rhyming Words and Poetry<br>Spelling with Short /e/ and Blends<br>Reading for Meaning  |
|            | CBTR 5   | Blending Beginning/Middle/Ending Sounds with Letters<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's what, said, her, for<br>Passage Reading: Prosody<br>Spelling with Short /u/ and Blends<br>Reading for Meaning  |
|            | CBTR 6   | Read and Spell Words with Short Vowel Sounds<br>Blending Beginning/Middle/Ending sounds with Letters<br>Substitute Short Vowel and ending Sounds<br>Rhyme Phonograms, Long Vowels, Silent e<br>Read Sentences with HFW's was, that, from, she<br>Reading for Meaning  |
|            | CBTR 7   | Segmenting and Blending Sounds in Words<br>Soft G as /j/<br>Open Syllables (me, go, by)<br>Bossy R -ar, as in star and farm<br>Phonogram -are as in care<br>Read HFW's<br>Passage Reading: Prosody<br>Reading for Meaning   |
|            | CBTR 8   | Passage Reading: Prosody My Illustrations<br>Passage Reading: Prosody<br>Segmenting and Blending Sound /sh/<br>Segmenting and Blending Sound /th/<br>Segmenting and Blending Sound /ng/<br>Rhyming Words<br>Read HFW's<br>Passage Reading: Prosody My Illustrations<br>Passage Reading: Prosody<br>Reading for Meaning  |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 3B (cont.) | CBTR 9   | Passage Reading: Prosody<br>Segmenting and Blending Sounds /ch/<br>Decoding Multisyllabic Words<br>Sort words with ear /er/ and or /er/<br>sort Words with oy and oi<br>Inflected Ending -s<br>Inflected Ending -ing<br>Read Words with ay, ey, oe, ie<br>Read Words with ow, oll, old, olt, olk<br>Read Words with oi and oy<br>Read High Frequency Words<br>Passage Reading: Prosody<br>Long Vowel Open Syllable<br>Spelling Multisyllabic Words<br>Spelling Words with oi and oy<br>Reading for Meaning  |
|            | CBTR 10  | Inflected Ending -ing<br>Inflected Ending -ed<br>Comprehension: Character Analysis<br>Fluency<br>Read Words with Diphthongs ow and ou<br>Spell and Read Words with ow and ou<br>Identify and Read Syllable Patterns<br>Open Syllables<br>Read Words with Diagraph wh<br>Read Words with Diagraph ph<br>Review Diagraphs sh, ch, tch, th, wh, ph<br>Phonograms: all, alk, alt, ald<br>Read Words with Vowel Diagraphs aw and au<br>Spell and Read Words with aw and au<br>Comprehension: Character Analysis<br>HFW's<br>Read HFW's in Sentences<br>Fluency<br>Spelling words with phonograms -all, alk, ald, alm<br>Spelling with endings y and ie<br>Spelling- Changing the y to i<br>Reading for Meaning |
|            | CBTR 11  | Fluency<br>Prefixes: pre, re, un, mis, dis<br>Suffixes: ful, ly, less, er, or<br>Phonogram eigh<br>Short e Spelled /ea/<br>Inflected endings<br>Phonograms ind, igh, ild<br>Variant Vowel /oo/<br>Variant Vowel /OO/<br>Variant Vowels /oo/, /OO/ Review<br>Contractions<br>Multisyllabic Words<br>Homophones<br>HFW's<br>Fluency<br>Reading for Meaning  |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |   |
| <b>(C) use common syllabication patterns to decode words, including:</b>  |                    |   |
| (i) closed syllable (CVC) (e.g., mat, rab-bit);   |                    |   |
|   | Cycle              | Activities  |
| 3C i  | 1                  | Decodable Books: Pam and Cam, Mac and Cam, The Maps   |
|   | 2                  | Blending Phonemes, CVC<br>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Time and Sam, Sam Tips the Lamp  |
|   | 3                  | Blending Phonemes CVC<br>Decodable Books: Dots and Spots, Trips With My Family, Stan the Man  |
|   | 4                  | Decodable Book: Fred has Ten Hens, Big Feet, Meg and the Hen  |
|   | 5                  | Decodable Books: Bugs in the Mud, Fun at Home   |
|   | 9                  | Multisyllabic Words<br>Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch's Big Fish Tale, Kittens, The Best Day   |
|   | 10                 | Decodable Books: Shopping with Mom, A Star is Born, The Hero, The Three Little Bugs, How Mountains Form, Humprey the Humpback Whale<br>Passages: Water is a Good Thing, The Strange Noise, Pet Parade |
|   | 11                 | Multisyllabic Words<br>Passage: The Dirt Detective<br>Multisyllabic Game  |
|   | CBTR 11            | Multisyllabic Words   |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |   |
| <b>(C) use common syllabication patterns to decode words, including:</b>  |                    |   |
| (ii) open syllable (CV) (e.g., he, ba-by);  |                    |   |
|   | Cycle              | Activities  |
| 3C ii   | 7                  | Open Syllable, Vowels at the end of a one syllable word<br>Decodable Books: The Big Game, The Oatmeal Man   |
|   | 9                  | Multisyllabic Words<br>Passages: The Best Day   |
|   | 10                 | Decodable Books: The Hero, Spiders, The Three little Bugs, How Mountains Form, George Washington Carver, Humprey the Humpback Whale<br>Passages: Water is a Good Thing, Insects |
|   | 11                 | Multisyllabic Words<br>Passages: From Fearful to Fearless, The Dirt Detective   |
|   | CBTR 7             | Open Syllables (me, go, by)   |
|   | CBTR 9             | Decoding Multisyllabic Words<br>Long vowel open syllable<br>Spelling Multisyllabic Words  |
|   | CBTR 10            | Open Syllables  |
|   | CBTR 11            | Multisyllabic Words   |

| TEKS  | istation           |  |
|---|--------------------|--|
| First Grade Reading   | Reading Curriculum |  |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |  |
| <b>(C) use common syllabication patterns to decode words, including:</b>  |                    |  |
| (iii) final stable syllable (e.g., ap-ple, a-ble);  |                    |  |
|   | Cycle              | Activities   |
| 3C iii  | 10                 | Multisyllabic Words: y, le<br>Decodable Books: A Star is Born<br>Passages: Water is a Good Thing, Pet Parade                                       |
|   | 11                 | Multisyllabic Words<br>Passages: From Fearful to Fearless, The Dirt Detective<br>Multisyllabic Game  |
|   | CBTR 10            | Closed Syllables ending with -le and -y  |
|   | CBTR 11            | Multisyllabic Words  |
|   | SBTR               | Decoding Multisyllabic Words<br>Closed Syllables ending with -le and -y<br>Identify and Read Syllable Patterns<br>Closed syllables with -le and -y |

| TEKS  | istation           |  |
|---|--------------------|--|
| First Grade Reading   | Reading Curriculum |  |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |  |
| <b>(C) use common syllabication patterns to decode words, including:</b>  |                    |  |
| (iv) vowel-consonant-silent “e” words (VCe) (e.g., kite, hide);   |                    |  |
|   | Cycle              | Activities   |
| 3C iv   | 5                  | Vowel Song, Long A /a-e/<br>Vowel Long A /a-e/<br>Blending Long A /a-e/<br>In Context Reading with Long A /a-e/<br>Vowel Song, Long O /o-e/<br>Vowel Long O /o-e/<br>Blending Long O /o-e/<br>In Context Reading with Long O /o-e/<br>Word Master’s Book: Fun at Pine Cone Stream<br>Decodable Book: Late for the Game, I Road Home, Homes for Sale, Fun at Home, The Blue Blimp |
|   | 6                  | Vowel Song, Long I /i-e/<br>Vowel Long I /i-e/<br>Blending Long I /i-e/<br>In Context Reading with Long I /i-e/<br>Vowel Song, Long U /u-e/<br>Vowel Long U /u-e/<br>Blending Long U /u-e/<br>In Context Reading with Long U /u-e/<br>Word masters Book: The Kid in the Mask<br>Decodable Books: Time to Ride, A Cute Mule, Time to Ride my Mule, The Dunes, Just in Time        |
|   | 7                  | Word Masters Book: The Case of the Haunted Barn<br>Decodable Books: Ben and Steve at the Beach, The Oatmeal Man, The Big Game<br>Spot That Word  |
|   | CBTR 5             | Vowel Sound, Silent e, pattern a_e<br>Vowel Sound, Silent e, pattern o_e<br>Spelling CVCe with a_e and o_e   |
|   | CBTR 6             | Long Vowel Sound /I/, /U/<br>Vowel Sound, Silent e, Letter Patterns i_e, u_e<br>Rhyme Phonograms, Long Vowels, Silent e<br>Spelling CVCe with i_e and u_e  |
|   | SBTR               | Phonograms, Long vowels  |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |   |
| <b>(C) use common syllabication patterns to decode words, including:</b>  |                    |   |
| (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and   |                    |   |
|   | Cycle              | Activities  |
| 3C v  | 3                  | Vowel Long A /ai/<br>Blending long A /ai/<br>In Context Reading with long A /ai/<br>Vowel Long O /oa/<br>Blending Long O /oa/<br>In Context Reading with Long O /oa/<br>Word Master's Book: The Lost Island<br>Decodable Books: Snails in a Pail, The Toast in the Road, The Toads are Lost, In the Rain  |
|   | 4                  | Blending Long E /ea/, /ee/<br>In Context Reading with Long E /ee/, /ea/<br>Word Master's BOok: The Great Pig Escape<br>Decodable Books: Jean and Dean, Big Feet, The Green Team, My Dog has Fleas   |
|   | 5                  | Word Master's Book: Fun at Pine Cone Stream   |
|   | 6                  | Long Vowel Review (ai, oa, ee, ea)<br>In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)<br>Word Master's Book: The Kid in the Mask   |
|   | 9                  | Vowel Long A /ay/<br>In Context Reading with Long A /ay/<br>Vowel Long E /ey/<br>In Context Reading with Long E /ey/<br>Vowel Long I /ie/<br>In Context Reading with Long I ie<br>Vowel Long ) /oe/<br>In Context Reading with Long o //oe/<br>Vowel Long O /ow/<br>In Context Reading with Long O /ow/<br>Variant Vowel /oi/<br>Variant Vowel /oy/<br>Odd Balls: oi, oy<br>Odd Balls: ol, ow<br>Word Master's Book: Treasure at Pirate's Bay<br>Decodable Books: Elbert's Birthday, A Trip to the Dentis, Winterstorm, Roy and Troy Like Trains, The Wise Crow |
|   | 10                 | Odd Balls: au, aw, al<br>Detective Dan<br>In Context Reading: au, aw, al<br>Odd Balls: ow-cow, vs ow- tow<br>Detective Dan<br>In Context Reading: ow<br>Word Master's Book: Return to the Lost Island<br>Decodable Books: The Hero, How Mountains Form, George washington Carver, Humphrey the Humpback Whale<br>Passages: Water Cycle, Going to the Vet  |

| TEKS         | istation |  |
|--------------|----------|--|
| Reading      | Cycle    | Activities   |
| 3C v (cont.) | 11       | <p>Odd Balls: oo as in zoo, ew, eu, ui<br/> In Context Reading with oo, ew, eu, ui<br/> Odd Balls: igh, ight, ild, ind<br/> IN Context Reading with igh, ight, ind<br/> Odd Balls: oo as in foot<br/> IN context Reading with oo<br/> Passages: Hurricanes, the Dirt Detective</p> |
|              | CBTR 3   | <p>Read words with ea, ee<br/> Decoding with oa<br/> Decoding with long a, (ai)<br/> Vowel Sound with Letters /ai/<br/> Vowel Sound with Letters /oa/<br/> Read Words with Vowel Sound /oa/<br/> Spelling Long a (ai) and Long o (oa)</p>  |
|              | CBTR 4   | <p>Vowel Sound with Letters /ee/, /ea/<br/> Vowel Sound with Letters /ee/ /ea/, More practice<br/> Read Words with Vowel Sounds /ee/, /ea/<br/> Spelling Long e with EE and EA</p>   |
|              | CBTR 5   | Rhyme Phonograms, Long Vowels  |
|              | CBTR 9   | <p>Sort Words with oy and oi<br/> Read Words with ay, ey, oe, ie<br/> Read Words with ow, oll, old, olt, olk<br/> Read Words with oi and oy<br/> Spelling Words with oi and oy</p>   |
|              | CBTR 10  | <p>Read Words with Diphthongs ow and ou<br/> Spell and Read Words with ow and ou<br/> Read Words with Vowel Digraphs aw and au<br/> Spell and Read words with Vowel Digraphs aw and au</p>   |
|              | CBTR 11  | <p>Phonogram eigh<br/> Phonograms ind, igh, ild<br/> Variant Vowel /OO/<br/> Variant Vowel /oo/<br/> Variant Vowels /oo/, /OO/ Review</p>  |
|              | SBTR     | <p>Read words with ea, ee<br/> Decoding with oa<br/> Decoding with long a, (ai)<br/> Phonograms ow, oll, old, olt, olk<br/> Phonograms ow, oll, old, olt, olk<br/> Words with oy, oi<br/> Diphthongs ow, ou</p>  |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |   |
| <b>(C) use common syllabication patterns to decode words, including:</b>  |                    |   |
| (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);  |                    |   |
|   | Cycle              | Activities  |
| 3C vi   | 7                  | R Controlled /ar/<br>In Context Reading with R Controlled Vowel /ar/<br>R Controlled /or/<br>In Context Reading with R Controlled Vowel /or/<br>Word Master's Book: The case of the Haunted Barn<br>Decodable Books: Boats, At the Farm |
|   | 8                  | R Controlled vowels /er/ /ir/ /ur/<br>In Context Reading with R Controlled Vowel /er/<br>Word Mater's Book: The Not So-Great Skunk Adventure<br>Decodable Books: A Big Sneeze, The Fox Pack   |
|   | 9                  | Passages: The Colt, Earthworms Help   |
|   | CBTR 7             | Bossy R -ar- as in star and farm<br>Bossy R -or as in core, -ore as in more<br>Spelling Words With -ar, -are, -or, -ore   |
|   | CBTR 8             | Change One Letter Bossy R<br>Bossy R -ire as in Fire, -ure as in Cure   |
|   | CBTR 9             | Sort Words with ear /er/ and or /er/  |
|   | SBTR               | Decoding with or, ore<br>Decoding with are<br>Decoding with ar<br>Decoding with ire, ure<br>Decoding with ear, or   |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |   |
| (D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);  |                    |   |
|   | Cycle              | Activities  |
| 3D  | 0                  | Cycle 0 Onset Rime Game [Matching Parts Game]   |
|   | 2                  | Word Families/ Rhyming<br>Onset Rime/ Build Word Families Game [machine game]   |
|   | 3                  | Word Families/ Rhyming<br>Onset Rime/ Build Word Families Game [machine game]   |
|   | CBTR 1             | Blend Sounds to Say Words<br>Blend Sounds to Read Words<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's: and, the, see, has  |
|   | CBTR 2             | Rhyming<br>Blending Beginning/ Middle/ Ending Sounds with Letters<br>Blend Sounds with Letters t, l, s, l<br>Blend Sounds with Letters to Read Words<br>Read CVC Words with Short i<br>Rhyming Phonograms<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's: this, is, his, go<br>Spelling with short /a/ and short /i/<br>Reading for Meaning |
|   | CBTR 3             | Blending Beginning/Middle/ Ending sounds with Letters<br>Blend Sounds with Letters to Read Words<br>Read Words with Ending Sounds, Blends /-nd/ and /-nt/<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's: they, you, are, here<br>Spelling with s-blend and short /o/<br>Reading for Meaning             |
|   | CBTR 4             | Blending Beginning/Middle/ Ending Sounds with Letters<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's with, my, where, to<br>Rhyming Words and Poetry<br>Spelling with Short /e/ and Blends<br>Reading for Meaning  |
|   | CBTR 5             | Blending Beginning/Middle/Ending Sounds with Letters<br>Blend Sounds to Say Words, /u/<br>Rhyme Phonograms, Long Vowels<br>Read Sentences with HFW's what, said, her, for<br>Passage Reading: Prosody<br>Spelling with Short /u/ and Blends<br>Reading for Meaning  |
|   | CBTR 6             | Read and Spell Words with Short Vowel Sounds<br>Blending Beginning/Middle/Ending sounds with Letters<br>Blend Sounds to Say Words<br>Rhyme Phonograms, Long Vowels, Silent e<br>Read Sentences with HFW's was, that, from, she<br>Reading for Meaning   |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 3D (cont.) | CBTR 7   | Segmenting and Blending Sounds in Words<br>Reversal of Sounds and Letters in Words<br>Soft G as /j/<br>Open Syllables (me, go, by)<br>Bossy R -ar, as in star and farm<br>Phonogram -are as in care<br>Read HFW's<br>Passage Reading: Prosody<br>Reading for Meaning  |
|            | CBTR 8   | Segmenting and Blending Sound /sh/<br>Segmenting and Blending Sound /th/<br>Segmenting and Blending Sound /ng/<br>Rhyming Words<br>Blending the Diagraph sh<br>Blending the Diagraph th<br>Read HFW's<br>Passage Reading: Prosody My Illustrations<br>Passage Reading: Prosody<br>Spelling Words with diagraphs sh and th<br>Reading for Meaning    |
|            | CBTR 9   | Segmenting and Blending Sounds /ch/<br>Blending the Diagraph ch<br>Blending Words with Diagraphs<br>Decoding Multisyllabic Words<br>Read High Frequency Words<br>Passage Reading: Prosody<br>Long Vowel Open Syllable<br>Spelling Words with ch and tch<br>Spelling Words with -ed, and -ing<br>Spelling Multisyllabic Words<br>Reading for Meaning |
|            | CBTR 10  | Open Syllables<br>Segmenting and Blending Sounds /wh/ and /ph/<br>Read Words with Diagraph wh<br>Read Words with Diagraph ph<br>Review Diagraphs sh, ch, tch, th, wh, ph<br>Comprehension: Character Analysis<br>HFW's<br>Read HFW's in Sentences<br>Fluency<br>Reading for Meaning   |
|            | CBTR 11  | HFW's<br>Fluency<br>Reading for Meaning   |

| TEKS  | istation           |  |
|---|--------------------|--|
| First Grade Reading   | Reading Curriculum |  |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |  |
| (E) read base words with inflectional endings (e.g., plurals, past tenses);   |                    |  |
|   | Cycle              | Activities   |
| 3E  | 9                  | Inflected Endings: [ed], [ing], [s]<br>In Context Reading with [ed], [ing], [s]<br>Decodable Books: Camping, Naptime, Mitch Big Fish Tale Ch.1, Mother Cat and Her Kittens<br>Passage: Going on A Ride, Kittens, The Best Day<br>Multisyllabic Words: two syllable words- IP   |
|   | 10                 | Inflected Endings: [ed], [es with double consonant], [d with spelling ed]<br>Multisyllabic Words: [y_le]-T, GP, IP<br>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale Ch.1<br>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects |
|   | 11                 | Inflected Ending: Nouns<br>Inflected Ending : Verbs<br>Multisyllabic Words<br>Multisyllabic Game   |
|   | CBTR 9             | Inflected Ending -s<br>Inflected Ending -ing<br>Inflected Ending -ed   |
|   | CBTR 10            | Comprehension: Character Analysis  |
|   | CBTR 11            | Inflected endings<br>Multisyllabic Words   |

| TEKS  | istation           |  |
|---|--------------------|--|
| First Grade Reading   | Reading Curriculum |  |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |  |
| (F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);  |                    |  |
|   | Cycle              | Activities   |
| 3F  | 9                  | Inflected Endings: [ed], [ing], [s]<br>In Context Reading with [ed], [ing], [s]<br>Decodable Books: Camping, Naptime, Mitch Big Fish Tale Ch.1, Mother Cat and Her Kittens<br>Passage: Going on A Ride<br>Multisyllabic Words: two syllable words- IP<br>Passages: Kittens, The Best Day   |
|   | 10                 | Inflected Endings: [ed], [es with double consonant], [d with spelling ed]<br>Decodable Books: Shopping With Mom, A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale, The Hero, Spiders, How Mountains Form<br>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects, Water is a Good Thing, Insects<br>Multisyllabic Words: [y_le]-T, GP, IP |
|   | 11                 | Inflected Ending: Nouns<br>Inflected Ending : Verbs<br>Multisyllabic Words<br>Multisyllabic Game   |
|   | CBTR 9             | Inflected Ending -s<br>Inflected Ending -ing<br>Inflected Ending -ed<br>Decoding Multisyllabic Words<br>Spelling Multisyllabic Words   |
|   | CBTR 10            | Comprehension: Character Analysis  |
|   | CBTR 11            | Inflected endings  |

| TEKS  | istation           |  |
|---|--------------------|--|
| First Grade Reading   | Reading Curriculum |  |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |  |
| (G) identify and read contractions (e.g., isn't, can't);  |                    |  |
|   | Cycle              | Activities   |
| 3G  | 11                 | Contractions: [has, not, will, would, is, had are, have]<br>In Context Reading with Contractions |
|   | CBTR               | Contractions   |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |   |
| (H) identify and read at least 100 high-frequency words from a commonly used list; and  |                    |   |
|   | Cycle              | Activities  |
| 3H  | 1                  | HFW: and, has, see, the<br>HFW Book: Pam and The Cap  |
|   | 2                  | High Frequency Words (HFW): go, his, is, this<br>HFW Book: Tim at Camp  |
|   | 3                  | HFW words: they, you, are, here<br>HFW Book: On the Dot   |
|   | 4                  | HFW words: with, my, where, to<br>HFW Book: My Hands and Feet   |
|   | 5                  | HFW: what, said, her, for<br>HFW Book: The Bun for Us<br>Rapid Word Naming Game [Virus Game-HFW]                |
|   | 6                  | HFW: was, that, from, she<br>HFW Book: Where is Jane?<br>Rapid Word Naming Game[Virus Game-HFW]                 |
|   | 7                  | HFW: do, have, come, of, their, some<br>HFW Book: Hide and Seek<br>Rapid Word Naming Game [Virus Game-HFW]      |
|   | 8                  | HFW Book: I Like to Help  |
|   | 9                  | HFW Book: The Best Trip   |
|   | 10                 | HFW: [good, many, too, their, would, look, father, friend, one, two, four, eight]<br>HFW Book: How Can That Be? |
|   | 11                 | HFW: [another, though, any, question, both, wrong, enough, cover]   |
|   | CBTR 1             | Read Sentences with HFW's: and, the, see, has   |
|   | CBTR 2             | Read Sentences with HFW's: this, is, his, go<br>Reading for Meaning   |
|   | CBTR 3             | Read Words with Vowel Sound /oa/<br>Read Sentences with HFW's: they, you, are, here<br>Reading for Meaning      |
|   | CBTR 4             | Read Words with Vowel Sounds /ee/, /ea/<br>Read Sentences with HFW's with, my, where, to<br>Reading for Meaning |
|   | CBTR 5             | Read Sentences with HFW's what, said, her, for<br>Passage Reading: Prosody<br>Reading for Meaning               |
|   | CBTR 6             | Read Sentences with HFW's was, that, from, she<br>Reading for Meaning   |
|   | CBTR 7             | Read HFW's<br>Passage Reading: Prosody<br>Reading for Meaning   |
|   | CBTR 8             | Read HFW's<br>Passage Reading: Prosody My Illustrations<br>Passage Reading: Prosody<br>Reading for Meaning      |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 3H (cont.) | CBTR 9   | Read High Frequency Words<br>Passage Reading: Prosody<br>Reading for Meaning                            |
|            | CBTR 10  | Comprehension: Character Analysis<br>HFW's<br>Read HFW's in Sentences<br>Fluency<br>Reading for Meaning |
|            | CBTR 11  | Homophones<br>HFW's<br>Fluency<br>Reading for Meaning   |

| TEKS  | istation           |                |
|---|--------------------|----------------|
| First Grade Reading   | Reading Curriculum |                |
| <b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                    |                |
| <b>(l) monitor accuracy of decoding.</b>  |                    |                |
|   | Cycle              | Activities     |
| 3l  |                    | All activities |

| TEKS  | istation           |  |
|---|--------------------|--|
| First Grade Reading   | Reading Curriculum |  |
| <b>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.</b> |                    |  |
| <b>(A) confirm predictions about what will happen next in text by “reading the part that tells”;</b>                            |                    |  |
|   | Cycle              | Activities   |
| 4A  | 10                 | Decodable Book: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale<br>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail |
|   | 11                 | Decodable Book: The Three Little Bugs<br>Passages: From Fearful to Fearless, The Dirt Detective  |
|   | CBTR 5             | Passage Reading: Prosody   |
|   | CBTR 7             | Passage Reading: Prosody   |
|   | CBTR 8             | Passage Reading: Prosody<br>Prosody My Illustrations   |
|   | CBTR 9             | Passage Reading: Prosody   |

|   |                           |  |
|---|---------------------------|--|
| <b>TEKS</b>   | <b>istation</b>           |  |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |  |
| <b>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.</b> |                           |  |
| <b>(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and</b>          |                           |  |
|   | <b>Cycle</b>              | <b>Activities</b>  |
| 4B  | 1                         | Read Aloud Books: Dusty the Dog and Coco the Cat, Clem the Clown, Sam Has Mail |
|   | 2                         | Read Aloud: Dusty and Coco   |
|   | 10                        | Decodable Book: Shopping With Mom  |

|  |                           |  |
|--|---------------------------|--|
| <b>TEKS</b>  | <b>istation</b>           |  |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |  |
| <b>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.</b>  |                           |  |
| <b>(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</b> |                           |  |
|  | <b>Cycle</b>              | <b>Activities</b>  |
| 4C   | 1                         | Read Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail<br>Book and Print Awareness (BPA): At the Market, Dusty the Dog and Coco the Cat |
|  | 2                         | Read Aloud Books: Dusty and Coco, Pam and the Cap, Where is Coco?, The Act<br>BPA: Summer Camp   |
|  | 3                         | Read Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps<br>BPA: Lamps  |
|  | 4                         | Read Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin<br>BPA: Where is Coco?<br>Comprehension Book: In the Sand                              |
|  | 5                         | Read Aloud Books: Pat's Cat, Rain Drops, Surprise!, Pals<br>BPA: Pets-Snakes   |
|  | 6                         | Read Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand   |
|  | 7                         | Read Aloud Books: Where Will They Ride?, Fun at the Pond<br>BPA: Mr. Grump and the Beautiful Yard  |
|  | 10                        | Read Aloud Book: Who Is Following Us?<br>Comprehension Book: Who is Following Us?  |

|  |                           |  |
|--|---------------------------|--|
| <b>TEKS</b>  | <b>istation</b>           |  |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |  |
| <b>(5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</b> |                           |  |
|  | <b>Cycle</b>              | <b>Activities</b>  |
| 5  |                           | Mark and Kate, At the Farm, Ben and Steve at the Seaside, The Big Game, I Like to Help, The Mailman, The Mailman, Queen's Suitcase, The Best Trip, Camping, Mother Cat and Her Kittens, Naptime, The Scarecrow, How Can That Be?, The Strange Noise, A Star Is Born, Who Is Following Us?, |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</b> |                    |   |
| (A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);               |                    |   |
|  | Cycle              | Activities  |
| 6A   | 1                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities MAPC |
|  | 2                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities TISL |
|  | 3                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ROND |
|  | 4                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities FEHG |
|  | 5                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities BUJW |
|  | 6                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ZKVY |
|  | 7                  | Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities QX   |

| TEKS  | istation           |                         |
|---|--------------------|-------------------------|
| First Grade Reading   | Reading Curriculum |                         |
| <b>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</b>                |                    |                         |
| (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime); |                    |                         |
|   | Cycle              | Activities              |
| 6B  | 7                  | Compound Words          |
|   | 8                  | Compound Words          |
|   | CBTR 7             | Compound Words          |
|   | CBTR 8             | Compound Words          |
|   | CBTR 9             | Compound Words          |
|   | SBTR               | Compound Words Blending |

| TEKS   | istation           |  |
|--|--------------------|--|
| First Grade Reading  | Reading Curriculum |  |
| <b>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</b> |                    |  |
| (C) determine what words mean from how they are used in a sentence, either heard or read;                          |                    |  |
|  | Cycle              | Activities   |
| 6C   | 1                  | Read Aloud Books: Dusty the Dog and Coco the Cat , Mac and Cam, Clem the Clown, Sam Has Mail<br>HFW Book: Pam and The Cap<br>BPA: Dusty the Dog and Coco the Cat<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps  |
|  | 2                  | Read Aloud Books: Dusty and Coco, Pam and the Cap, Where is Coco?, The Act<br>HFW Book: Tim at Camp<br>BPA: Summer Camp<br>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp   |
|  | 3                  | Read Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps<br>HFW Book: On the Dot<br>BPA: Lamps<br>Word Masters Book - The Lost Island<br>Comprehension Book: Trips With My Family<br>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toad are Lost, In the Rain |
|  | 4                  | Read Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin<br>HFW Book: My Hands and Feet<br>BPA: Where is Coco?<br>Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, My Dog has Fleas  |
|  | 5                  | Read Aloud Books: Pat's Cat, Rain Drops, Surprise!, Pals<br>HFW Book: The Bun for Us<br>BPA: Pets-Snakes<br>Comprehension Book: Where Will They Ride?<br>Decodable Book: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp  |
|  | 6                  | Read Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand<br>HFW Book: Where is Jane?<br>Comprehension Book: Pets-Fish<br>Decodable Books: Time to Ride, A Cute Mule, Time to Ride my Mule, The Dunes, Just in Time   |
|  | 7                  | Read Aloud Books: Where Will They Ride?, Fun at the Pond<br>HFW Book: Hide and Seek<br>BPA: Mr. Grump and the Beautiful Yard<br>Comprehension Book: Just The Right Size<br>Decodable Books: Boats, Take That off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game             |
|  | 8                  | HFW Book: I Like to Help<br>Comprehension Book: The Queen's Suitcase-Chapter 1<br>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack  |

| TEKS       | istation |  |
|------------|----------|--|
| Reading    | Cycle    | Activities   |
| 6C (cont.) | 9        | HFW Book: The Best Trip<br>Comprehension Book: The Flying Pizza<br>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winterstorm, Roy and Troy Like Trains, The Wise Crow,: Mitch Big Fish Tale<br>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms Help, Royce Likes to Share                              |
|            | 10       | Read Aloud Book: Who Is Following Us?<br>HFW Book: How Can That Be?<br>Comprehension Book: Who is Following Us?<br>Decodable Books: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale<br>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet |
|            | 11       | Decodable Books: The Flying Pizza, Winterstorm, Who is Following Us?, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs<br>Passages: From Fearful to Fearless, The Hurricane, The Dirt Detective  |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</b> |                    |   |
| (D) identify and sort words into conceptual categories (e.g., opposites, living things);                           |                    |   |
|  | Cycle              | Activities  |
| 6D   | CBTR 0             | Middle Sounds: Identification Using Picture Cards |
|  | SBTR               | Closed Sort<br>Letter Recognition, Sorting        |

| TEKS   | istation           |            |
|--|--------------------|------------|
| First Grade Reading  | Reading Curriculum |            |
| <b>(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</b> |                    |            |
| (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.                |                    |            |
|  | Cycle              | Activities |
| 6E   |                    |            |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</b> |                    |   |
| (A) connect the meaning of a well-known story or fable to personal experiences; and   |                    |   |
|   | Cycle              | Activities  |
| 7A  | 1                  | Read Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail<br>HFW Book: Pam and The Cap<br>Book and Print Awareness (BPA): At the Market, Dusty the Dog and Coco the Cat<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps  |
|   | 2                  | Read Aloud Books: Dusty and Coco, Pam and the Cap, Where is Coco?, The Act<br>HFW Book: Tim at Camp<br>BPA: Summer Camp<br>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp  |
|   | 3                  | Read Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps<br>HFW Book: On the Dot<br>BPA: Lamps<br>Word Masters Book - The Lost Island<br>Comprehension Book: Trips With My Family<br>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toad are Lost, In the Rain                                      |
|   | 4                  | Read Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin<br>HFW Book: My Hands and Feet<br>BPA: Where is Coco?<br>Word Master Book -The Great Pig Escape<br>Comprehension Book: In the Sand<br>Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, My Dog has Fleas                            |
|   | 5                  | Read Aloud Books: Pat's Cat, Rain Drops, Surprise!, Pals<br>HFW Book: The Bun for Us<br>BPA: Pets-Snakes<br>Word Masters Book - Fun at Pine Cone Stream<br>Comprehension Book: Where Will They Ride?<br>Decodable Books: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp   |
|   | 6                  | Read Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand<br>HFW Book: Where is Jane?<br>Word Masters Book: The Kid in the Mask<br>Comprehension Book: Pets-Fish<br>Decodable Books: Time to Ride, A Cute Mule, Time to Ride my Mule, The Dunes, Just in Time  |
|   | 7                  | Read Aloud Books: Where Will They Ride?, Fun at the Pond<br>HFW Book: Hide and Seek<br>BPA: Mr. Grump and the Beautiful Yard<br>Word Master Book: The Case of the Hunted Barn<br>Comprehension Book: Just The Right Size<br>Decodable Books: Boats, Take That off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 7A (cont.) | 8        | HFW Book: I Like to Help<br>Word Master Book: The Not So-Great Skunk Adventure<br>Controlled vowels /er/, /ir/, phonogram /ang/<br>Comprehension Book: The Queen's Suitcase-Chapter 1<br>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack  |
|            | 9        | HFW Book: The Best Trip<br>Word Master Book: Treasure at Pirate's Bay<br>Comprehension Book: The Flying Pizza<br>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winterstorm, Roy and Troy Like Trains, The Wise Crow, Mitch Big Fish Tale<br>Passages: Going on A Ride, Kittens, The Best Day, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms Help, Royce Likes to Share                                |
|            | 10       | Read Aloud Book: Who Is Following Us?<br>HFW Book: How Can That Be?<br>Word Master Book: Return to the Lost Island<br>Comprehension Book: Who is Following Us?<br>Decodable Books: How Can That Be?, Shopping With Mom, A Star is Born, The Hero, Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale<br>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, Water Cycle, Insects, People Send Mail, Going to the Vet |
|            | 11       | Decodable Books: The Flying Pizza, Winterstorm, Who is Following Us?, Just the Right Size, Bert and Gert, The Queen's Suitcase, A Trip to the Dentist, The Three Little Bugs<br>Passages: From Fearful to Fearless, The Hurricane, The Dirt Detective   |

| TEKS  | istation           |            |
|---|--------------------|------------|
| First Grade Reading   | Reading Curriculum |            |
| <b>(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</b> |                    |            |
| (B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.   |                    |            |
|   | Cycle              | Activities |
| 7B  |                    |            |

| TEKS   | istation           |  |
|--|--------------------|--|
| First Grade Reading  | Reading Curriculum |  |
| <b>(8) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.</b> |                    |  |
|  | Cycle              | Activities   |
| 8  | 1                  | Literacy Acquisition Theater MAPC                              |
|  | 2                  | Literacy Acquisition Theate TISL<br>Read Aloud: Dusty and Coco |
|  | 3                  | Literacy Acquisition Theate ROND<br>Read Aloud: Cal and Clam   |
|  | 4                  | Literacy Acquisition Theate FEHG                               |
|  | 5                  | Literacy Acquisition Theate BUJW                               |
|  | 6                  | Literacy Acquisition Theate ZKVY                               |
|  | 7                  | Literacy Acquisition Theate QX                                 |
|  | CBTR 4             | Rhyming Words and Poetry                                       |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</b> |                    |   |
| (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;  |                    |   |
|   | Cycle              | Activities  |
| 9A  | 8                  | Comprehension Book: The Queen's Suitcase<br>Decodable Books: Wait to Paint, King Zung and the Lark            |
|   | 9                  | Decodable Books: Naptime, Elbert's Birthday, Coach Chapman, Roy and Troy Like Trains<br>Passage: The Best Day |
|   | 10                 | Decodable Book: The Three Little Bugs   |
|   | 11                 | Decodable Books: The Queen's Suitcase , A Trip to the Dentist, The Three Little Bugs                          |
|   | SBTR               | Problem Solution  |

| TEKS  | istation           |  |
|---|--------------------|--|
| First Grade Reading   | Reading Curriculum |  |
| <b>(9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</b> |                    |  |
| (B) describe characters in a story and the reasons for their actions and feelings.  |                    |  |
|   | Cycle              | Activities   |
| 9B  | 8                  | Decodable Book: The Fox Pack   |
|   | 9                  | Decodable Book: Winterstorm, The Wise Crow   |
|   | 10                 | Read Aloud Book: Who Is Following Us?<br>Comprehension Book: Who is Following Us?<br>Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale |
|   | 11                 | Decodable Book: Who is Following Us?, The Three Little Bugs  |
|   | SBTR               | Character  |
|   | CBTR 10            | Comprehension: Character Analysis  |

| TEKS  | istation           |            |
|---|--------------------|------------|
| First Grade Reading   | Reading Curriculum |            |
| <b>(10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.</b> |                    |            |
|   | Cycle              | Activities |
|   |                    |            |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.</b> |                    |   |
|  | Cycle              | Activities  |
| 11   | 1                  | Read Aloud Books: Dusty the Dog and Coco the Cat, Clem the Clown, Sam Has Mail  |
|  | 2                  | Read Aloud: Dusty and Coco  |
|  | 10                 | Decodable Book: A Star is Born, Shopping With Mom, The Hero, The Three Little Bugs, Humphrey the Humpback Whale<br>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail |
|  | 11                 | Decodable Book: The Three Little Bugs<br>Passages: From Fearful to Fearless, The Dirt Detective   |
|  | SBTR               | Making Inferences<br>Drawing Conclusions  |
|  | CBTR               | Passage Reading: Prosody  |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.</b> |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 12  |                           | All Books         |

|  |                           |  |
|--|---------------------------|--|
| <b>TEKS</b>  | <b>istation</b>           |  |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |  |
| <b>(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.</b> |                           |  |
|  | <b>Cycle</b>              | <b>Activities</b>  |
| 13   | SBTR                      | Asking Questions<br>Authors Purpose<br>Inference - Graphic Organizer<br>Drawing Conclusions - Graphic Organizer<br>Drawing Conclusions - Comprehension |

|  |                           |   |
|--|---------------------------|---|
| <b>TEKS</b>  | <b>istation</b>           |   |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |   |
| <b>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</b> |                           |   |
| <b>(A) restate the main idea, heard or read;</b>   |                           |   |
|  | <b>Cycle</b>              | <b>Activities</b>   |
| 14A  | 6                         | Comprehension Book: Pets-Fish   |
|  | 9                         | Passages: Kittens, Ranch Hand   |
|  | 10                        | HFW Book: How Can That Be?<br>Decodable Books: How Can That Be?, How Mountains Form, George Washington Carver<br>Passage: The Strange Noise |
|  | 11                        | Passage: The Hurricane, The Dirt Detective  |
|  | CBTR 2                    | Reading for Meaning   |
|  | CBTR 3                    | Reading for Meaning   |
|  | CBTR 4                    | Reading for Meaning   |
|  | CBTR 5                    | Reading for Meaning   |
|  | CBTR 6                    | Reading for Meaning   |
|  | CBTR 7                    | Reading for Meaning   |
|  | CBTR 8                    | Reading for Meaning   |
|  | CBTR 9                    | Reading for Meaning   |
|  | CBTR 10                   | Reading for Meaning   |
|  | CBTR 11                   | Reading for Meaning   |
|  | SBTR                      | SBTR/C Main Idea  |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</b> |                    |   |
| (B) identify important facts or details in text, heard or read;  |                    |   |
|  | Cycle              | Activities  |
| 14B  | 1                  | Read Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail<br>HFW Book: Pam and The Cap  |
|  | 2                  | Read Aloud Books: Pam and the Cap, The Act  |
|  | 3                  | Read Aloud Books: The Garden Trail, Trips With My Family, Lamps<br>Comprehension Book: Trips With My Family   |
|  | 4                  | Decodable Books: Jean and Dean, Meg and the Hen, The Green Team   |
|  | 5                  | Comprehension Book: Where Will They Ride?<br>Decodable Books: Late for the Game, I Rode Home  |
|  | 6                  | Comprehension Book: Pets-Fish<br>Decodable Book: Time to Ride   |
|  | 8                  | Decodable Books: The Shrimp and the Shark, Shel and Beth  |
|  | 9                  | HFW Book: The Best Trip<br>Passage: Earthworms Help   |
|  | 10                 | HFW Book: How Can That Be?<br>Decodable Books: How Can That Be?, A Star is Born, Spiders, How Mountains Form, Humphrey the Humpback Whale<br>Passages: Water Cycle, Insects, Going to the Vet |
|  | 11                 | Passages: The Hurricane, The Dirt Detective   |

| TEKS   | istation           |  |
|--|--------------------|--|
| First Grade Reading  | Reading Curriculum |  |
| <b>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</b> |                    |  |
| (C) retell the order of events in a text by referring to the words and/or illustrations; and   |                    |  |
|  | Cycle              | Activities   |
| 14C  | 1                  | Read Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail<br>HFW Book: Pam and The Cap<br>Book and Print Awareness (BPA): At the Market, Dusty the Dog and Coco the Cat<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps |
|  | 2                  | Read Aloud Books: Pam and the Cap, The Act   |
|  | 3                  | Read Aloud Books: The Garden Trail, Trips With My Family, Lamps<br>Comprehension Book: Trips With My Family  |
|  | 4                  | Decodable Books: Jean and Dean, Meg and the Hen, The Green Team  |
|  | 5                  | Comprehension Book: Where Will They Ride?<br>Decodable Books: Late for the Game, I Rode Home   |
|  | 6                  | Comprehension Book: Pets-Fish<br>Decodable Book: Time to Ride  |
|  | SBTR               | Sequencing   |

| TEKS   | istation           |  |
|--|--------------------|--|
| First Grade Reading  | Reading Curriculum |  |
| <b>(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</b> |                    |  |
| (D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.   |                    |  |
|  | Cycle              | Activities   |
| 14D  | 1                  | Read Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail<br>Book and Print Awareness (BPA): At the Market, Dusty the Dog and Coco the Cat |
|  | 2                  | Read Aloud Books: Dusty and Coco, Pam and the Cap, Where is Coco?, The Act<br>BPA: Summer Camp   |
|  | 3                  | Read Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps<br>BPA: Lamps  |
|  | 4                  | Read Aloud: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin<br>BPA: Where is Coco?<br>Comprehension Book: In the Sand                                    |
|  | 5                  | Read Aloud Books: Pat's Cat, Rain Drops, Surprise!, Pals<br>BPA: Pets-Snakes   |
|  | 6                  | Read Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand   |
|  | 7                  | Read Aloud Books: Where Will They Ride?, Fun at the Pond<br>BPA: Mr. Grump and the Beautiful Yard  |
|  | 10                 | Read Aloud Book: Who Is Following Us?<br>Comprehension Book: Who is Following Us?  |

| TEKS  | istation           |                |
|---|--------------------|----------------|
| First Grade Reading   | Reading Curriculum |                |
| <b>(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.</b> |                    |                |
| (A) follow written multi-step directions with picture cues to assist with understanding;  |                    |                |
|   | Cycle              | Activities     |
| 15A   |                    | All Activities |

| TEKS  | istation           |            |
|---|--------------------|------------|
| First Grade Reading   | Reading Curriculum |            |
| <b>(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.</b> |                    |            |
| (B) explain the meaning of specific signs and symbols (e.g., map features).   |                    |            |
|   | Cycle              | Activities |
| 15B   |                    |            |

|  |                           |  |
|--|---------------------------|--|
| <b>TEKS</b>  | <b>istation</b>           |  |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |  |
| <b>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                           |  |
| (A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance);  |                           |  |
|  | <b>Cycle</b>              | <b>Activities</b>  |
| 16A  | SBTR                      | The Toads are Lost<br>Homes<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |

|  |                           |                   |
|--|---------------------------|-------------------|
| <b>TEKS</b>  | <b>istation</b>           |                   |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |                   |
| <b>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.</b> |                           |                   |
| (B) identify techniques used in media (e.g., sound, movement).   |                           |                   |
|  | <b>Cycle</b>              | <b>Activities</b> |
| 16B  |                           |                   |

|  |                           |  |
|--|---------------------------|--|
| <b>TEKS</b>  | <b>istation</b>           |  |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |  |
| <b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</b> |                           |  |
| (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);  |                           |  |
|  | <b>Cycle</b>              | <b>Activities</b>  |
| 17A  | SBTR                      | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane? |

|  |                           |  |
|--|---------------------------|--|
| <b>TEKS</b>  | <b>istation</b>           |  |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |  |
| <b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</b> |                           |  |
| (B) develop drafts by sequencing ideas through writing sentences;  |                           |  |
|  | <b>Cycle</b>              | <b>Activities</b>  |
| 17B  | SBTR                      | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane? |

|  |                           |  |
|--|---------------------------|--|
| <b>TEKS</b>  | <b>istation</b>           |  |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |  |
| <b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</b> |                           |  |
| (C) revise drafts by adding or deleting a word, phrase, or sentence;   |                           |  |
|  | <b>Cycle</b>              | <b>Activities</b>  |
| 17C  | SBTR                      | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane? |

|  |                           |   |
|--|---------------------------|---|
| <b>TEKS</b>  | <b>istation</b>           |   |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |   |
| <b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</b> |                           |   |
| (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;   |                           |   |
|  | <b>Cycle</b>              | <b>Activities</b>   |
| 17D  | SBTR                      | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane?<br>Homes<br>Boats<br>A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |
| <b>TEKS</b>  | <b>istation</b>           |   |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |   |
| <b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</b> |                           |   |
| (E) publish and share writing with others.   |                           |   |
|  | <b>Cycle</b>              | <b>Activities</b>   |
| 17E  | SBTR                      | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane?<br>Homes<br>Boats<br>A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |

|   |                           |   |
|---|---------------------------|---|
| <b>TEKS</b>   | <b>istation</b>           |   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |   |
| <b>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</b> |                           |   |
| (A) write brief stories that include a beginning, middle, and end;  |                           |   |
|   | <b>Cycle</b>              | <b>Activities</b>   |
| 18A   | SBTR                      | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane?<br>Homes<br>Boats<br>A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |
| <b>TEKS</b>   | <b>istation</b>           |   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |   |
| <b>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</b> |                           |   |
| (B) write short poems that convey sensory details.  |                           |   |
|   | <b>Cycle</b>              | <b>Activities</b>   |
| 18B   | SBTR                      | George Washington Carver  |

|   |                           |   |
|---|---------------------------|---|
| <b>TEKS</b>   | <b>istation</b>           |   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |   |
| <b>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</b> |                           |   |
| (A) write brief compositions about topics of interest to the student;   |                           |   |
|   | <b>Cycle</b>              | <b>Activities</b>   |
| 19A   | SBTR                      | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane?<br>Homes<br>Boats<br>A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</b> |                           |                   |
| (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);  |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 19B   |                           |                   |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</b> |                    |   |
| C) write brief comments on literary or informational texts.   |                    |   |
|   | Cycle              | Activities  |
| 19C   | SBTR               | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane?<br>Homes<br>Boats<br>A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</b> |                    |   |
| (A) understand and use the following parts of speech in the context of reading, writing, and speaking:  |                    |   |
| (i) verbs (past, present, and future);  |                    |   |
|   | Cycle              | Activities  |
| 20A i   | SBTR               | A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |

|   |                           |   |
|---|---------------------------|---|
| <b>TEKS</b>   | <b>istation</b>           |   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |   |
| <b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</b> |                           |   |
| (A) understand and use the following parts of speech in the context of reading, writing, and speaking:  |                           |   |
| (ii) nouns (singular/plural, common/proper);  |                           |   |
|   | <b>Cycle</b>              | <b>Activities</b>   |
| 20A ii  | SBTR                      | The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</b> |                           |                   |
| (A) understand and use the following parts of speech in the context of reading, writing, and speaking:  |                           |                   |
| (iii) adjectives (e.g., descriptive: green, tall);  |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 20A iii   |                           |                   |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</b> |                           |                   |
| (A) understand and use the following parts of speech in the context of reading, writing, and speaking:  |                           |                   |
| (iv) adverbs (e.g., time: before, next);  |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 20A iv  |                           |                   |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</b> |                           |                   |
| (A) understand and use the following parts of speech in the context of reading, writing, and speaking:  |                           |                   |
| (v) prepositions and prepositional phrases;   |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 20A v   |                           |                   |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</b> |                           |                   |
| (A) understand and use the following parts of speech in the context of reading, writing, and speaking:  |                           |                   |
| (vi) pronouns (e.g., I, me);  |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 20A vi  |                           |                   |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</b> |                           |                   |
| (A) understand and use the following parts of speech in the context of reading, writing, and speaking:  |                           |                   |
| (vii) time-order transition words;  |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 20A vii   |                           |                   |

|   |                           |   |
|---|---------------------------|---|
| <b>TEKS</b>   | <b>istation</b>           |   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |   |
| <b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</b> |                           |   |
| (B) speak in complete sentences with correct subject-verb agreement;  |                           |   |
|   | <b>Cycle</b>              | <b>Activities</b>   |
| 20B   | SBTR                      | A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |

|   |                           |   |
|---|---------------------------|---|
| <b>TEKS</b>   | <b>istation</b>           |   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |   |
| <b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</b> |                           |   |
| (C) ask questions with appropriate subject-verb inversion.  |                           |   |
|   | <b>Cycle</b>              | <b>Activities</b>   |
| 20C   |                           | A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |

|   |                           |   |
|---|---------------------------|---|
| <b>TEKS</b>   | <b>istation</b>           |   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |   |
| <b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</b> |                           |   |
| (A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;          |                           |   |
|   | <b>Cycle</b>              | <b>Activities</b>   |
| 21A   |                           | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane?<br>Homes<br>Boats<br>A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |

|   |                           |   |
|---|---------------------------|---|
| <b>TEKS</b>   | <b>istation</b>           |   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |   |
| <b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</b> |                           |   |
| (B) recognize and use basic capitalization for:   |                           |   |
| (i) the beginning of sentences;   |                           |   |
|   | <b>Cycle</b>              | <b>Activities</b>   |
| 21B i   |                           | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane?<br>Homes<br>Boats<br>A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow<br>The Hero<br>The Three Little Bugs<br>George Washington Carver |

|   |                           |   |
|---|---------------------------|---|
| <b>TEKS</b>   | <b>istation</b>           |   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |   |
| <b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</b> |                           |   |
| (B) recognize and use basic capitalization for:   |                           |   |
| (ii) the pronoun "I";   |                           |   |
|   | <b>Cycle</b>              | <b>Activities</b>                                       |
| 21B ii  |                           | A Big Sneeze<br>Mitch's Big Fish Tales<br>The Wise Crow |

|   |                           |   |
|---|---------------------------|---|
| <b>TEKS</b>   | <b>istation</b>           |   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |   |
| <b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</b> |                           |   |
| (B) recognize and use basic capitalization for:   |                           |   |
| (iii) names of people   |                           |   |
|   | <b>Cycle</b>              | <b>Activities</b>   |
| 21B iii   |                           | King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Wise Crow |

|   |                           |  |
|---|---------------------------|--|
| <b>TEKS</b>   | <b>istation</b>           |  |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |  |
| <b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</b> |                           |  |
| (C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.  |                           |  |
|   | <b>Cycle</b>              | <b>Activities</b>  |
| 21C   |                           | Sam Tips the Lamp<br>See Sam Sit<br>Dots and Spots<br>The Toads are Lost<br>Fred Has Ten Hens<br>My Dog Has Fleas<br>Fun At Home<br>Late for the Game<br>The Dunes<br>Where is Jane?<br>Homes<br>Boats<br>A Big Sneeze<br>King Zing and the Lark<br>Mitch's Big Fish Tales<br>The Best Trip<br>The Wise Crow |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <b>(22) Oral and Written Conventions/Spelling. Students spell correctly.</b>        |                    |   |
| (A) use phonological knowledge to match sounds to letters to construct known words; |                    |   |
|   | Cycle              | Activities  |
| 22A   | 1                  | Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities MAPC<br>HFW: and, has, see, the<br>Vowel Song, Short a<br>Vowel Short a<br>Blending with Short a<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps  |
|   | 2                  | Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities TISL<br>High Frequency Words (HFW): go, his, is, this<br>Vowel Song, Short a<br>Vowel Song, Short i<br>Vowel Short a<br>Blending with Short a<br>In Context Reading with short a<br>Vowel Short i<br>Blending with Short i<br>In Context Reading with short i<br>Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Tim and Sam, Sam Tips the Lamp<br>Word Families/ Rhyming<br>Onset Rime/ Build Word Families Game [machine game]<br>Rapid Sound Symbol Game [Free Fall] |

| TEKS        | istation |  |
|-------------|----------|--|
| Reading     | Cycle    | Activities   |
| 22A (cont.) | 3        | Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities ROND<br>HFW words: they, you, are, here<br>BPA: Lamps<br>Word Families/ Rhyming<br>Onset Rime/ Build Word Families Game [machine game]<br>Vowel Song, Short o<br>Vowel short o<br>Blending with Short vowel o<br>In Context Reading with Short o<br>Vowel Song, Long A /ai/<br>Vowel Long A, /ai/<br>Blending long A /ai/<br>In Context Reading with long A /ai/<br>Vowel Song, Long O /oa/<br>Vowel Long O /oa/<br>Blending Long O /oa/<br>In Context Reading with Long O /oa/<br>Consonant Blends (sl, st, sp, sn) Teach<br>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toad are Lost, In the Rain<br>Rapid Sound Symbol Game [Free Fall]<br>Word Master's Book: The Lost Island<br>Word Master's Spelling Game |
|             | 4        | Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities FEHG<br>HFW words: with, my, where, to<br>Vowel Song, Short e<br>Vowel Short e<br>Blending short e<br>In Context Reading with Short e<br>Vowel Song, Long E<br>Vowel Long E<br>Blending Long E /ea/, /ee/<br>In Context Reading with Long E /ee/, /ea/<br>Consonant Blends (cl, fl, gl, pl, cr, dr, tr, fr, gr, pr)<br>Decodable Books: Fred has Ten Hens, Jean and Dean, Big Feet, Meg and the Hen, The Green Team, My Dog has Fleas<br>Rapid Sound Symbol Game [Free Fall]<br>Word Master's Book: The Great Pig Escape<br>Word Mater's Spelling Game  |

| TEKS        | istation |   |
|-------------|----------|---|
| Reading     | Cycle    | Activities  |
| 22A (cont.) | 5        | <p>HFW: what, said, her, for<br/> Vowels Song, Short u<br/> Vowel Short u<br/> Blending Short u<br/> Vowel Song, Long A /a_e/<br/> Vowel Long A /a_e/<br/> Blending Long A /a_e/<br/> In Context Reading with Long A /a_e/<br/> Vowel Song, Long O /o_e/<br/> Vowel Long O /o_e/<br/> Blending Long O /o_e/<br/> In Context Reading with Long O /o_e/<br/> Short Vowel Review (a,e,i,o,u)<br/> In Context Reading (short vowel review)<br/> Consonant Blends (sm, bl, br, str, spl, spr)<br/> Decodable Books: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp<br/> Rapid Sound Symbol Game [Free Fall]<br/> Rapid Word Naming Game [Virus Game-HFW]<br/> Word Master's Book: Fun at Pine Cone Stream<br/> Word Master's Spelling Game</p>   |
|             | 6        | <p>Literacy Acquisition Theater<br/> Letter Recognition Room<br/> Sound Recognition Activities<br/> Letter Sound Room<br/> Sound/Symbol Correspondence Activities ZKVY<br/> HFW: was, that, from, she<br/> Vowel Song, Long I /i_e/<br/> Vowel Long I /i_e/<br/> Blending Long I /i_e/<br/> In Context Reading with Long I /i_e/<br/> Vowel Song, Long U /u_e/<br/> Vowel Long U /u_e/<br/> Blending Long U /u_e/<br/> In Context Reading with Long U /u_e/<br/> Long Vowel Review (ai, oa, ee, ea)<br/> In Context Reading with Long Vowel Patterns (ai, oa, ee, ea)<br/> Consonant Blends (sc, sk, scr)<br/> Decodable Books: Time to Ride, A Cute Mule,, Time to Ride my Mule, The Dunes, Just in Time<br/> Rapid Sound Symbol Game[Free Fall]<br/> Rapid Word Naming Game[Virus Game-HFW]<br/> Word Master's Book: The Kid in the Mask<br/> Word Master's Spelling Game</p> |

| TEKS        | istation |   |
|-------------|----------|---|
| Reading     | Cycle    | Activities  |
| 22A (cont.) | 7        | Literacy Acquisition Theater<br>Letter Recognition Room<br>Sound Recognition Activities<br>Letter Sound Room<br>Sound/Symbol Correspondence Activities QX (see Cycle 1)<br>HFW: do, have, come, of, their, some<br>Consonant Blends (squ, tw, sw)<br>R controlled /or/<br>In Context Reading with R Controlled Vowel /or/<br>R controlled /ar/<br>In Context Reading with R Controlled Vowel /ar/<br>Vowels /ore/<br>Vowels /are/<br>Vowel Silent e Review<br>Decodable Books: Boats, Take That off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game<br>Rapid Sound Symbol [Free Fall]<br>Rapid Word Naming Game [Virus Game-HFW]<br>Word Master's Book: The Case of the Haunted Barn<br>Word Master's Spelling Game |
|             | CBTR 1   | Beginning Sounds: /m/, /p/, /k/<br>Beginning Sounds with Letters m,p,c<br>Ending Sounds: /m/, /p/, /k/<br>Ending Sounds with Letters m,p,c<br>Vowel Sound /a/<br>Vowel Sound /a/ and letter a<br>Blend Sounds to Read Words<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's: and, the, see, has  |
|             | CBTR 2   | Identify Nonsense and Real Words<br>Beginning Sounds: /t/, /s/, /l/<br>Beginning Sounds with Letters t,s,l<br>Ending Sounds: /t/, /s/, /l/<br>Ending Sounds with Letters t,s,l<br>Vowel Sound /i/<br>Vowel Sound /i/ and Letter i<br>Vowel Sounds and Letters /a/ and /i/<br>Ending Blend /-mp/<br>Ending Blend /-st/<br>Blending Beginning/ Middle/ Ending Sounds with Letters<br>Blend Sounds with Letters t, l, s, l<br>Blend Sounds with Letters to Read Words<br>Read CVC Words with Short i<br>Rhyming Phonograms<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's: this, is, his, go<br>Spelling with short /a/ and short /i/<br>Reading for Meaning   |

| TEKS        | istation |  |
|-------------|----------|--|
| Reading     | Cycle    | Activities   |
| 22A (cont.) | CBTR 3   | Beginning Sounds: /r/, /n/, /d/<br>Beginning Sounds with Letters r, n, d<br>Ending Sounds: /r/, /n/, /d/<br>Ending Sounds with Letters r, n, d<br>Vowel sound /o/<br>Vowel Sound /o/ and Letter o<br>Vowel Sounds and Letters /i/ and /o/<br>Blending Beginning/Middle/ Ending sounds with Letters<br>Blend Sounds with Letters to Read Words<br>Vowel Sound /A/<br>Vowel Sound with Letters /ai/<br>Vowel Sound with Letters /oa/<br>Read Words with Vowel Sound /oa/<br>Phoneme Substitution, Middle Sound<br>Beginning Blends sl-, sp-, st-<br>Beginning Blends sl-, sn-, sp-, st-, More practice<br>Read Words with Ending Sounds, Blends /-nd/ and /-nt/<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Rapid letter and Word Naming<br>Read Sentences with HFW's: they, you, are, here<br>Spelling with s-blend and short /o/<br>Spelling Long A /ai/ and Long O /oa/<br>Reading for Meaning<br>Word Master's Spelling Game |
|             | CBTR 4   | Beginning Sounds: /f/, /g/, /h/<br>Beginning Sounds with Letters f, g,h<br>Ending Sounds: /f/, /g/<br>Ending Sounds with Letters f,g<br>Vowel Sound /e/<br>Vowel Sound /e/ and letter e<br>Vowel Sounds /o/ and /e/<br>Blending Beginning/Middle/ Ending Sounds with Letters<br>Vowel Sound /E/<br>Vowel Sound with Letters /ee/, /ea/<br>Vowel Sound with Letters /ee/, /ea/, More practice<br>Read Words with Vowel Sounds /ee/, /ea/<br>Phoneme Middle Sound<br>Beginning Blends cl-, fl-, gl-<br>Beginning Blends cl-, dr-, fr-, gr-, pr-, tr-<br>Rhyme Phonograms, Short Vowels<br>Rhyme Phonograms, Long Vowels<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's with, my, where, to<br>Spelling with Short /e/ and Blends<br>Spelling Long E with /ee and /ea/<br>Reading for Meaning<br>Word Master's Spelling Game  |

| TEKS        | istation |   |
|-------------|----------|---|
| Reading     | Cycle    | Activities  |
| 22A (cont.) | CBTR 5   | Beginning Sounds; /b/, /j/, /w/<br>Beginning sounds with Letters b, w, j, u<br>Ending Sound /b/, Review /m/<br>Ending Sounds, Letters b, Review m,n,g<br>Vowel Sound /u/<br>Vowel Sound /u/ and Letter u<br>Blending Beginning/Middle/Ending Sounds with Letters<br>Vowel Sound, Silent e, pattern a_e<br>Vowel Sound, Silent e, pattern o_e<br>Blend Sounds and letters to Read Words<br>Beginning Blends sm-, bl-, br-<br>Beginning Blends sm-, bl-, br-, str-, spl-, spr-<br>Rhyme Phonograms, Long Vowels<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's what, said, her, for<br>Passage Reading: Prosody<br>Spelling with Short /u/ and Blends<br>Spelling CVCe with a_e and o_e<br>Reading for Meaning<br>Word Master's Spelling Game |
|             | CBTR 6   | Beginning Sounds: /z/, /v/, /y/<br>Beginning Sounds with letters z, k, v, y<br>Ending Sound: /v/, /z/<br>Ending Sounds, Letters z, y, review<br>Read and Spell Words with Short Vowel Sounds<br>Blending Beginning/Middle/Ending sounds with Letters<br>Long Vowel Sound /I/, /U/<br>Vowel Sound, Silent e, Letter Patterns i_e, u_e<br>Blend Sounds with Letters to Read and Spell Words<br>Beginning and Ending Blends sc, sk, scr<br>Rhyme Phonograms, Long Vowels, Silent e<br>Rapid Letter and Word Naming<br>Read Sentences with HFW's was, that, from, she<br>Spelling CVCe with i_e, and u_e<br>Reading for Meaning<br>Word Master's Spelling Game  |
|             | CBTR 7   | Segmenting and Blending Sounds in Words<br>Sounds and Letter Manipulation using Letter X<br>Reversal of Sounds and Letters in Words<br>Alliteration Q<br>Soft C as /s/<br>Soft G as /j/<br>Open Syllables (me, go, by)<br>Bossy R -ar, as in star and farm<br>Phonogram -are as in care<br>Bossy R -or as in core, -ore as in more<br>Beginning Blends squ, sw, tw<br>Compound Words<br>Rapid Letter and Word Naming<br>Read HFW's<br>Passage Reading: Prosody<br>Spelling Words with -ar, -are, -or, -ore<br>Spelling Words with Soft c and Soft g<br>Spelling Compound Words<br>Reading for Meaning<br>Word Master's Spelling Game  |

| <b>TEKS</b>    | <b>istation</b> |   |
|----------------|-----------------|---|
| <b>Reading</b> | <b>Cycle</b>    | <b>Activities</b>   |
| 22A (cont.)    | SBTR            | Letter Sound Discrimination<br>Letter Sound Picture Match, Beginning Sound<br>Letter Sounds: Matching Characters with Pictures<br>Letter Sounds Identification<br>Letter Sounds Matching Game |

| <b>TEKS</b>                | <b>istation</b>           |  |
|----------------------------|---------------------------|--|
| <b>First Grade Reading</b> | <b>Reading Curriculum</b> |  |

**(22) Oral and Written Conventions/Spelling. Students spell correctly.**

(B) use letter-sound patterns to spell:

(i) consonant-vowel-consonant (CVC) words;

|       | <b>Cycle</b> | <b>Activities</b>   |
|-------|--------------|---|
| 22B i | 3            | Word Master's Book: The Lost Island<br>Word Master's Spelling Game              |
|       | 4            | Word Master's Book: The Great Pig Escape<br>Word Master's Spelling Game         |
|       | 5            | Word Master's Book: Fun at Pine Cone Stream<br>Word Master's Spelling Game      |
|       | 6            | Word Master's Book: The Kid in the Mask<br>Word Master's Spelling Game          |
|       | 7            | Word Master's Book: The Case of the Haunted Barn<br>Word Master's Spelling Game |
|       | CBTR 2       | Spelling with short /a/ and short /i/   |
|       | CBTR 3       | Spelling with s-blend and short /o/   |
|       | CBTR 4       | Spelling with Short /e/ and Blends  |
|       | CBTR 5       | Spelling with Short /u/ and Blends  |
|       | CBTR 6       | Blend Sounds with Letters to Read and Spell Words                               |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(22) Oral and Written Conventions/Spelling. Students spell correctly.</b> |                    |   |
| (B) use letter-sound patterns to spell:                                      |                    |   |
| (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., “hope”); and     |                    |   |
|  | Cycle              | Activities  |
| 22B ii   | 3                  | Word Master’s Book: The Lost Island<br>Word Master’s Spelling Game              |
|  | 4                  | Word Master’s Book: The Great Pig Escape<br>Word Master’s Spelling Game         |
|  | 5                  | Word Master’s Book: Fun at Pine Cone Stream<br>Word Master’s Spelling Game      |
|  | 6                  | Word Master’s Book: The Kid in the Mask<br>Word Master’s Spelling Game          |
|  | 7                  | Word Master’s Book: The Case of the Haunted Barn<br>Word Master’s Spelling Game |
|  | CBTR 5             | Spelling CVCe with a_e and o_e  |
|  | CBTR 6             | Spelling CVCe with i_e and u_e  |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(22) Oral and Written Conventions/Spelling. Students spell correctly.</b> |                    |   |
| (B) use letter-sound patterns to spell:                                      |                    |   |
| (iii) one-syllable words with consonant blends (e.g., “drop”);               |                    |   |
|  | Cycle              | Activities  |
| 22B iii  | 3                  | Word Master’s Book: The Lost Island<br>Word Master’s Spelling Game              |
|  | 4                  | Word Master’s Book: The Great Pig Escape<br>Word Master’s Spelling Game         |
|  | 5                  | Word Master’s Book: Fun at Pine Cone Stream<br>Word Master’s Spelling Game      |
|  | 6                  | Word Master’s Book: The Kid in the Mask<br>Word Master’s Spelling Game          |
|  | 7                  | Word Master’s Book: The Case of the Haunted Barn<br>Word Master’s Spelling Game |
|  | CBTR 3             | Spelling with s-blend and short /o/   |
|  | CBTR 4             | Spelling with Short /e/ and Blends  |
|  | CBTR 5             | Spelling with Short /u/ and Blends  |
|  | CBTR 6             | Blend Sounds with Letters to Read and Spell Words                               |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(22) Oral and Written Conventions/Spelling. Students spell correctly.</b> |                    |   |
| (C) spell high-frequency words from a commonly used list;                    |                    |   |
|  | Cycle              | Activities  |
| 22C  | 1                  | HFW: and, has, see, the<br>HFW Book: Pam and The Cap  |
|  | 2                  | High Frequency Words (HFW): go, his, is, this<br>HFW Book: Tim at Camp  |
|  | 3                  | HFW words: they, you, are, here<br>HFW Book: On the Dot   |
|  | 4                  | HFW words: with, my, where, to<br>HFW Book: My Hands and Feet   |
|  | 5                  | HFW: what, said, her, for<br>HFW Book: The Bun for Us<br>Rapid Word Naming Game [Virus Game-HFW]                |
|  | 6                  | HFW: was, that, from, she<br>HFW Book: Where is Jane?<br>Rapid Word Naming Game[Virus Game-HFW]                 |
|  | 7                  | HFW: do, have, come, of, their, some<br>HFW Book: Hide and Seek<br>Rapid Word Naming Game [Virus Game-HFW]      |
|  | 8                  | HFW Book: I Like to Help  |
|  | 9                  | HFW Book: The Best Trip   |
|  | 10                 | HFW: [good, many, too, their, would, look, father, friend, one, two, four, eight]<br>HFW Book: How Can That Be? |
|  | 11                 | HFW: [another, though, any, question, both, wrong, enough, cover]   |
|  | CBTR 1             | Read Sentences with HFW's: and, the, see, has   |
|  | CBTR 2             | Read Sentences with HFW's: this, is, his, go<br>Reading for Meaning   |
|  | CBTR 3             | Read Words with Vowel Sound /oa/<br>Read Sentences with HFW's: they, you, are, here<br>Reading for Meaning      |
|  | CBTR 4             | Read Words with Vowel Sounds /ee/, /ea/<br>Read Sentences with HFW's with, my, where, to<br>Reading for Meaning |
|  | CBTR 5             | Read Sentences with HFW's what, said, her, for<br>Passage Reading: Prosody<br>Reading for Meaning               |
|  | CBTR 6             | Read Sentences with HFW's was, that, from, she<br>Reading for Meaning   |
|  | CBTR 7             | Read HFW's<br>Passage Reading: Prosody<br>Reading for Meaning   |
|  | CBTR 8             | Read HFW's<br>Passage Reading: Prosody My Illustrations<br>Passage Reading: Prosody<br>Reading for Meaning      |

| TEKS       | istation |   |
|------------|----------|---|
| Reading    | Cycle    | Activities  |
| 22C (cont) | CBTR 9   | Read High Frequency Words<br>Passage Reading: Prosody<br>Reading for Meaning                            |
|            | CBTR 10  | Comprehension: Character Analysis<br>HFW's<br>Read HFW's in Sentences<br>Fluency<br>Reading for Meaning |
|            | CBTR 11  | Homophones<br>HFW's<br>Fluency<br>Reading for Meaning   |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <b>(22) Oral and Written Conventions/Spelling. Students spell correctly.</b>             |                    |   |
| (D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); |                    |   |
|  | Cycle              | Activities  |
| 22D  | 9                  | Inflected Endings: [ed], [ing], [s]<br>In Context Reading with [ed], [ing], [s]<br>Multisyllabic Words: two syllable words- IP<br>Decodable Books: Mother Cat and Her Kittens, Camping, Naptime, Mitch Big Fish Tale<br>Passage: Going on A Ride, Kittens, The Best Day   |
|  | 10                 | Inflected Endings: [ed], [es with double consonant], [d with spelling ed]<br>Multisyllabic Words: [y_le]-T, GP, IP<br>Decodable Books: Shopping With Mom,: A Star is Born Ch.1, The Three Little Bugs Ch.1, George Washington Carver, Humphrey the Humpback Whale Ch.1, The Hero, Spiders, How Mountains Form<br>Passages: The Strange Noise, Pet Parade, Water Cycle, Insects, Water is a Good Thing |
|  | 11                 | Inflected Ending: Nouns<br>Inflected Ending : Verbs<br>Multisyllabic Words<br>Multisyllabic Game  |
|  | CBTR 9             | Inflected Ending -s<br>Inflected Ending -ing<br>Inflected Ending -ed<br>Decoding Multisyllabic Words<br>Spelling Multisyllabic Words  |
|  | CBTR 10            | Comprehension: Character Analysis   |
|  | CBTR 11            | Inflected endings<br>Multisyllabic Words  |

|  |                           |                               |
|--|---------------------------|-------------------------------|
| <b>TEKS</b>  | <b>istation</b>           |                               |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |                               |
| <b>(22) Oral and Written Conventions/Spelling. Students spell correctly.</b> |                           |                               |
| (E) use resources to find correct spellings.                                 |                           |                               |
|  | <b>Cycle</b>              | <b>Activities</b>             |
| 22E  | SBTR                      | Word Meaning using Dictionary |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.</b>   |                           |                   |
| (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 23A   |                           |                   |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.</b> |                           |                   |
| (B) decide what sources of information might be relevant to answer these questions.                                   |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 23B   |                           |                   |

|   |                           |  |
|---|---------------------------|--|
| <b>TEKS</b>   | <b>istation</b>           |  |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |  |
| <b>24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</b> |                           |  |
| (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;  |                           |  |
|   | <b>Cycle</b>              | <b>Activities</b>  |
| 24A   | SBTR                      | The Toads are Lost<br>The Three Little Bugs<br>George Washingt <sup>n</sup> Carver |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</b> |                           |                   |
| (B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information;  |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 24B   |                           |                   |

|   |                           |  |
|---|---------------------------|--|
| <b>TEKS</b>   | <b>istation</b>           |  |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |  |
| <b>24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</b> |                           |  |
| (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).  |                           |  |
|   | <b>Cycle</b>              | <b>Activities</b>  |
| 24C   | SBTR                      | Semantic Features<br>Semantic Web<br>Sequence Chart<br>Sequence Map<br>Story Element Chart<br>Story Map<br>SWBST<br>Venn Daigram<br>Inference<br>Vocabulary Think Through<br>Vocaburlay Web<br>Drawing Conclusions |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.</b> |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 25  |                           |                   |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</b> |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 26  |                           |                   |

|  |                           |                   |
|--|---------------------------|-------------------|
| <b>TEKS</b>  | <b>istation</b>           |                   |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |                   |
| <b>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.</b> |                           |                   |
| (A) listen attentively to speakers and ask relevant questions to clarify information;  |                           |                   |
|  | <b>Cycle</b>              | <b>Activities</b> |
| 27A  |                           |                   |

|  |                           |                   |
|--|---------------------------|-------------------|
| <b>TEKS</b>  | <b>istation</b>           |                   |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |                   |
| <b>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.</b> |                           |                   |
| B) follow, restate, and give oral instructions that involve a short related sequence of actions.   |                           |                   |
|  | <b>Cycle</b>              | <b>Activities</b> |
| 27B  |                           | All Activities    |

|   |                           |                   |
|---|---------------------------|-------------------|
| <b>TEKS</b>   | <b>istation</b>           |                   |
| <b>First Grade Reading</b>  | <b>Reading Curriculum</b> |                   |
| <b>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</b> |                           |                   |
|   | <b>Cycle</b>              | <b>Activities</b> |
| 28  |                           |                   |

|  |                           |                   |
|--|---------------------------|-------------------|
| <b>TEKS</b>  | <b>istation</b>           |                   |
| <b>First Grade Reading</b>   | <b>Reading Curriculum</b> |                   |
| <b>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</b> |                           |                   |
|  | <b>Cycle</b>              | <b>Activities</b> |
| 29   |                           |                   |

| TEKS  | istation           |   |
|---|--------------------|---|
| First Grade Reading   | Reading Curriculum |   |
| <p><b>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</b></p> |                    |   |
| <p><b>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</b></p>  |                    |   |
|   | Cycle              | Activities  |
| R/CS A  | 1                  | Read Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail<br>Book and Print Awareness (BPA): At the Market, Dusty the Dog and Coco the Cat<br>Decodable Books: Pam and Cam, Mac and Cam, The Maps |
|   | 2                  | Read Aloud Books: Dusty and Coco, Pam and the Cap, Where is Coco?, The Act<br>BPA: Summer Camp  |
|   | 3                  | Read Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps<br>BPA: Lamps   |
|   | 4                  | Read Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin<br>BPA: Where is Coco?<br>Comprehension Book: In the Sand   |
|   | 5                  | Read Aloud Books: Pat's Cat, Rain Drops, Surprise!, Pals<br>BPA: Pets-Snakes  |
|   | 6                  | Read Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand,   |
|   | 7                  | Read Aloud Books: Where Will They Ride?, Fun at the Pond,<br>BPA: Mr. Grump and the Beautiful Yard  |
|   | 10                 | Read Aloud Book: Who Is Following Us?<br>Comprehension Book: Who is Following Us?   |

| TEKS  | istation           |                  |
|---|--------------------|------------------|
| First Grade Reading   | Reading Curriculum |                  |
| <p><b>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</b></p> |                    |                  |
| <p><b>(B) ask literal questions of text;</b></p>  |                    |                  |
|   | Cycle              | Activities       |
| R/CS B  | SBTR               | Asking Questions |

| TEKS  | istation           |            |
|---|--------------------|------------|
| First Grade Reading   | Reading Curriculum |            |
| <p><b>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</b></p> |                    |            |
| <p><b>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</b></p>   |                    |            |
|   | Cycle              | Activities |
| R/CS C  |                    | All Books  |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <p>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> |                    |   |
| <p><b>(D) make inferences about text and use textual evidence to support understanding</b></p>   |                    |   |
|  | Cycle              | Activities  |
| R/CS D   | CBTR 5             | Passage Reading: Prosody  |
|  | CBTR 7             | Passage Reading: Prosody  |
|  | CBTR 8             | Passage Reading: Prosody My Illustrations<br>Passage Reading: Prosody   |
|  | CBTR 9             | Passage Reading: Prosody  |
|  | 10                 | Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale<br>Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail |
|  | 11                 | Decodable Book: The Three Little Bugs   |
|  | SBTR               | Making Inferences<br>Inference  |

| TEKS   | istation           |   |
|--|--------------------|---|
| First Grade Reading  | Reading Curriculum |   |
| <p>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> |                    |   |
| <p><b>(E) retell or act out important events in stories in logical order; and</b></p>  |                    |   |
|  | Cycle              | Activities  |
| R/CS E   | CBTR 5             | Passage Reading: Prosody  |
|  | CBTR 7             | Passage Reading: Prosody  |
|  | CBTR 8             | Passage Reading: Prosody My Illustrations<br>Passage Reading: Prosody |
|  | CBTR 9             | Passage Reading: Prosody  |
|  | CBTR 10            | Fluency   |
|  | CBTR 11            | Fluency   |

| TEKS   | istation           |            |
|--|--------------------|------------|
| First Grade Reading  | Reading Curriculum |            |
| <p>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> |                    |            |
| <p><b>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</b></p>  |                    |            |
|  | Cycle              | Activities |
| R/CS F   |                    |            |