



ASPIRE First Grade ELAR

COURSE OVERVIEW

In first grade, students will engage in activities that build on their prior knowledge and skills to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) daily.

The ASPIRE Academy is committed to serving the unique needs of highly gifted students by providing a culture where learners engage in rigorous and meaningful learning experiences that empower them to take risks, pursue passions, and make a positive impact on the world. Teachers accomplish this by utilizing a variety of research-based best practices for gifted students, such as curriculum compacting, the Depth & Complexity Framework, content imperatives, and project-based learning.

*The units listed below will continue to be modified and updated throughout the year.

[First Grade ELAR TEKS](#)

ESTIMATED TIME FRAME	UNIT SUMMARY	TEKS
10 days	<p>Unit 1: Ready, Set, Go! Discovering Print and Language in the World Around Us</p> <p>This unit bundles student expectations that address foundational skills necessary for communication. An emphasis is placed on oral language development, including listening and speaking skills and the importance of noticing the print in our environment. These skills are critical to comprehension and vocabulary acquisition. The purpose of this unit is to establish rituals and routines that will lead to building a classroom community that values literacy.</p> <p>In assessing students in ASPIRE, they often come in with more background knowledge and higher reading levels allowing us to move through the curriculum at a faster pace.</p>	1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.2B.i, 1.2C.iii, 1.2D, 1.2F, 1.3B, 1.5A, 1.6I, 1.7D, 1.7E, 1.7F, 1.11A, 1.11D.i, 1.11D.viii, 1.11D.ix, 1.11E
15 days	<p>Unit 2: Understanding What We Read and Write: Purpose and Connections</p> <p>This unit bundles student expectations that address foundational comprehension skills with a focus on asking questions. Readers (and listeners) naturally ask questions for many reasons. This includes but is not limited to clarifying meaning, wondering or speculating, and/or finding specific information. Questioning occurs before, during, and after reading/listening. As questions are formed, readers/listeners search for clues and text evidence to help answer their questions. Asking questions helps readers/listeners monitor their comprehension of text while improving understanding.</p> <p>ASPIRE students need to have learning connecting to the why. We connect it to <i>Details, Rules</i> and <i>Patterns</i> of the Depth & Complexity framework.</p>	1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.2A.i, 1.2A.ii, 1.2A.iv, 1.2B.ii, 1.2B.iii, 1.2B.vi, 1.2C.i, 1.2C.ii, 1.2C.iv, 1.2D, 1.3B, 1.3C, 1.3D, 1.4A, 1.5A, 1.6A, 1.6E, 1.6I, 1.7A, 1.7D, 1.7E, 1.7F, 1.10A, 1.11A, 1.11B.ii, 1.11D.i, 1.11D.ii, 1.11D.viii, 1.11D.ix, 1.11E

15 days	<p>Unit 3: Understanding What We Read and Write: Asking Questions and Making Predictions</p> <p>This unit bundles student expectations that address foundational comprehension skills with a focus on asking questions and making predictions. Readers (and listeners) naturally ask questions for many reasons. This includes but is not limited to clarifying meaning, wondering or speculating, and/or finding specific information. Questioning occurs before, during, and after reading. As questions are formed, readers search for clues and text evidence to help answer their questions. Asking questions helps readers monitor their comprehension of text.</p> <p>When readers (and listeners) make predictions, they use background knowledge and clues from the text to guess what may be coming next. They continue to read (or listen) to find evidence that confirms or changes their prediction.</p> <p>Both of these comprehension skills, asking questions and predicting, increase engagement in a text while improving understanding.</p> <p>ASPIRE students naturally wonder and ask questions. We focus on <i>Big Ideas</i>, <i>Multiple Perspective</i> and <i>Changes Over Time</i> from the Depth & Complexity framework. We will move at a faster pace.</p>	1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.2Ai, 1.2Aii, 1.2A.iv, 1.2Av, 1.2A.vi, 1.2Avii, 1.2B.iii, 1.2B.vi, 1.2C.i, 1.2C.ii, 1.2C.iv, 1.3B, 1.3C, 1.3D, 1.4A, 1.5A, 1.6B, 1.6C, 1.6I, 1.7C, 1.7D, 1.7E, 1.10C, 1.11A, , 1.11B.ii, 1.11D.i, 1.11D.ii, 1.11D.viii, 1.11D.ix, 1.11E
5 days	<p>Unit 4: Understanding What We Read and Write: Mental Images</p> <p>This unit bundles student expectations that refine and extend beginning literacy skills in listening, speaking, reading, writing, and collaboration. Literacy experiences in this unit focus on successful communication of ideas, increased facility with decoding and spelling, implementation of specific reading strategies, and composing thoughtful written responses.</p> <p>The emphasis of this unit is on creating visual images to make meaning from text. Readers (and listeners) use the words written (or spoken) by an author to help them visualize and create pictures in their minds. Each image is unique to the reader depending on the parts they connect to and the background knowledge they bring to the text. These images can also change as the reader gathers new information. Creating mental images engages the reader and improves comprehension.</p> <p>ASPIRE students are by nature quite creative and imaginative. The students will benefit with a compacted curriculum on this unit.</p>	1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.2Aii, 1.2A.iv, 1.2Av, 1.2A.vi, 1.2Avii, 1.2B.iii, 1.2B.vi, 1.2C.i, 1.2C.iv, 1.3B, 1.3C, 1.3D, 1.4A, 1.5A, 1.6D, 1.6I, 1.7C, 1.7D, 1.7E, 1.11A, 1.11B.ii, 1.11C, 1.11D.i, 1.11D.iii
15 days	<p>Unit 5: Understanding What We Read and Write: Inferences</p> <p>This unit bundles student expectations that address foundational comprehension skills, focusing on making inferences. Inferring is at the center of constructing meaning and connecting with a text. Inferences are supported by written text, visual images, spoken words, or even nonverbal language. In the inferencing process, the reader (or listener) combines newly acquired information with their background knowledge and experiences to form an interpretation that goes beyond the text’s literal meaning. Inferring is “reading between the lines.” Inferring allows the reader to deepen their understanding of text and create new background knowledge.</p> <p>ASPIRE students will combine inference lessons with their differentiated higher level reading to include Depth & Complexity framework.</p>	1.1A, 1.1C, 1.1D, 1.2Ai, 1.2Aii, 1.2Aii, 1.2A.iv, 1.2Av, 1.2A.vi, 1.2Avii, 1.2Bv, 1.2B.vi, 1.2C.ii, 1.2C.iv, 1.3B, 1.3C, 1.3D, 1.4A, 1.5A, 1.6F, 1.6I, 1.7C, 1.7D, 1.7E, 1.10D, 1.11A, 1.11B.ii, 1.11C, , 1.11D.i, 1.11D.iii, 1.11D.iv, 1.11D.vii
	<p>Unit 6: Understanding What We Read and Write: Important Details</p>	1.1A, 1.1C, 1.1D,

<p>10 days</p>	<p>and Synthesis This unit bundles student expectations that continue to expand students' repertoire of comprehension strategies with an emphasis on evaluating details to determine their importance and on synthesizing ideas and details within and across texts. Authors often include several ideas and details to convey their purpose and message. It is up to the reader to determine what details are important in the text. Sometimes an author may give clues to what is important by using particular words that grab the reader's attention or by including a text/print or graphic feature that highlights a specific portion of the text. Readers should not only consider the author's purpose but their own purpose and background knowledge when determining the importance of particular details. Evaluating details for their importance helps the reader engage with the text, better understand what they read, and synthesize information to form a new idea, perspective, or insight.</p> <p>In this unit we will introduce new Depth & Complexity ideas of <i>unanswered questions</i> and <i>across disciplines</i> to discover reading and writing for different purposes. We will focus on higher level Bloom's Taxonomy verbs.</p>	<p>1.2Ai, 1.2Aii, 1.2Aiii, 1.2Aiv, 1.2Av, 1.2Avii, 1.2B.iv, 1.2B.vi, 1.2C.i, 1.2C.iv, 1.3D, 1.4A, 1.5A, 1.6C, 1.6G, 1.6H, 1.6I, 1.7C, 1.7D, 1.7E, 1.11A, 1.11B.ii, 1.11C, 1.11D.i, 1.11D.iv, 1.11D.vi, 1.11D.vii</p>
<p>10 days</p>	<p>Unit 7A: Focusing on Literary Elements in Fiction, including Drama This unit bundles student expectations that address the genre characteristics, structure, and purpose of fictional text, including drama. This genre represents narratives, or stories, that include literary elements. Literary elements are the basic parts of a story, including plot, character(s), setting, theme, etc. Authors create their stories around these elements. Readers rely on this predictable structure to help them understand any work of fiction. Readers examine literary elements to deepen their understanding of the text and improve their craft. Readers read fiction for the enjoyment of learning about and making connections with new and different people, places, and ideas. Drama is usually written as fiction and comprises all the literary elements, including specific character parts with an emphasis on dialogue and a clearly defined setting(s).</p> <p>Students in ASPIRE pick up new genres and literary elements quickly allowing for a compacted curriculum while incorporating Depth & Complexity framework and <i>Thinking Hats</i>. Students will incorporate new reading elements to their writing.</p>	<p>1.2Ai, 1.2Aii, 1.2Aiii, 1.2Aiv, 1.2Av, 1.2Avii, 1.2B.ii, 1.2B.iii, 1.2B.iv, 1.2B.v, 1.2B.vi, 1.2C.ii, 1.2C.iv, 1.2E, 1.3A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.7B, 1.7C, 1.7D, 1.7E, 1.8A, 1.8B, 1.8C, 1.8D, 1.9C, 1.10A, 1.10B, 1.10C, 1.10D, 1.10E, 1.11A, 1.11B.i, 1.11B.ii, 1.11C, 1.11D.i, 1.11D.iii, 1.11D.iv, 1.11D.vi, 1.11D.viii, 1.11D.x, 1.11E, 1.12A</p>
<p>15 days</p>	<p>Unit 7B: Exploring Traditional Literature This unit bundles student expectations that address analyzing and writing fictional texts with an emphasis on traditional literature such as folktales, fables, and fairy tales. These stories generally originated within a particular culture and were most likely to have been told orally over generations. These stories include the most basic literary elements of theme, plot, setting, and characterization. However, each one has unique characteristics that make them distinguishable. Most traditional stories are easily relatable and have universal messages everyone can understand and value.</p>	<p>1.2Aii, 1.2Aiv, 1.2Av, 1.2Avii, 1.2B.ii, 1.2B.iii, 1.2B.iv, 1.2B.v, 1.2B.vi, 1.2C.ii, 1.2C.iv, 1.2E, 1.3A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.7B, 1.7C, 1.7D, 1.7E, 1.8A, 1.8B, 1.8C, 1.8D, 1.9A, 1.9F, 1.10A, 1.10B,</p>

	<p>ASPIRE students will compare and contrast pieces of work incorporating <i>Big Ideas, Patterns</i> and will learn about <i>Trends</i> in the Depth & Complexity framework.</p>	<p>1.10C, 1.10D, 1.10E, 1.11A, 1.11B.i, 1.11B.ii, 1.11C, 1.11D.i, 1.11D.iii, 1.11D.v, 1.11D.viii, 1.11D.x, 1.11E, 1.12A, 1.13A, 1.13C, 1.13D</p>
15 days	<p>8A: Focusing on Characteristics of Informational Text This unit bundles student expectations that address examining and writing informational texts. This genre represents writing that informs, explains, and/or describes a topic. Readers read a variety of informational texts, including digital and multimodal texts, to learn about and deepen their understanding of specific topics and areas of interest.</p> <p>ASPIRE students typically thrive in informational text reading and writing. Voice and choice will be crucial to the engagement level. This unit will overlap with the beginning of the research in this unit to allow new discoveries in areas they are passionate about.</p>	<p>1.1B, 1.2Ai, 1.2Aiii, 1.2Aiv, 1.2Av, 1.2Avii, 1.2Bii, 1.2B.iii, 1.2B.iv, 1.2B.v, 1.2B.vi, 1.2C.i, 1.2C.iv, 1.2E, 1.3A, 1.6A, 1.6B, 1.6C, 1.6E, 1.6F, 1.6G, 1.6H, 1.7B, 1.7C, 1.7D, 1.7E, 1.9D.i, 1.9D.ii, 1.9D.iii, 1.9F, 1.10A, 1.10B, 1.10C, 1.11A, 1.11B.i, 1.11B.ii, 1.11C, 1.11D.i, 1.11D.v, 1.11D.vii, 1.11D.x, 1.12B, 1.13A, 1.13C, 1.13D</p>
10 days	<p>Unit 8B: Researching for Information This unit bundles student expectations emphasizing inquiry and research. Everyone, including students, has a natural instinct and ability to “wonder” about topics and ideas that are important to their lives. Sometimes the research is pertinent and necessary to certain problems or issues that students need to solve in their lives, and at other times it may just be a matter of interest. Whatever the reason, effective research includes selecting and narrowing the topic, generating questions for inquiry, locating relevant sources, and gathering pertinent information. More formal research may also require a more refined delivery of results.</p> <p>ASPIRE students will connect to the outside world by choosing a passion project that could help impact their lives at home, school or in the community. After purposefully choosing an audience, they will present their findings.</p>	<p>1.2Ai, 1.2Aiii, 1.2Aiv, 1.2Av, 1.2Avii, 1.2B.iii, 1.2B.vi, 1.2C.i, 1.2C.iv, 1.2E, 1.3A, 1.6A, 1.6B, 1.6C, 1.6E, 1.6F, 1.6G, 1.6H, 1.7B, 1.7C, 1.7D, 1.7E, 1.9D.i, 1.9D.ii, 1.9D.iii, 1.9F, 1.10A, 1.10B, 1.10C, 1.11B.i, 1.11B.ii, 1.11C, 1.11D.i, 1.11D.vii, 1.11D.x, 1.12B, 1.13A, 1.13C, 1.13D</p>
10 days	<p>Unit 9: Focusing on Characteristics of Poetry This unit bundles student expectations that address poetry’s purpose, structure, and characteristics. This genre of literary text places a special emphasis on distinctive style and rhythm to express feelings and ideas, create imagery, and/or expand and deepen readers’ understandings. Most poems include literary and poetic elements and devices such as imagery, figurative language, and sound devices. Poets carefully select words not only for meaning and function but also for their sound. Poets also make distinct choices about layout, which affects the way a reader</p>	<p>1.2Ai, 1.2Aii, 1.2Aiv, 1.2B.iii, 1.2B.v, 1.2B.vi, 1.2C.i, 1.2C.iv, 1.2E, 1.3A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.7B, 1.7C, 1.7E, 1.8A, 1.9A, 1.9B, 1.10A,</p>

	<p>may read and interpret the poem. Often, readers need to go beyond a literal interpretation of the text to understand the meaning behind the poem. Readers read and experience poetry as an art form to connect to the world around them.</p> <p>ASPIRE students will use the Depth & Complexity Thinking Hats to improve thinking. While working on organization students will focus on <i>Details, Big Idea and Rules</i>. ASPIRE students will also have the opportunity to present their final products by reading, acting it out or putting it into a song.</p>	<p>1.10B, 1.10C, 1.10D, 1.11B.i, 1.11B.ii, 1.11C, 1.11D.x, 1.12A, 1.13A, 1.13B, 1.13C, 1.13D, 1.13E</p>
<p>10 days</p>	<p>Unit 10: Focusing on Characteristics of Persuasive Texts</p> <p>This unit bundles student expectations that address the characteristics of persuasive text. Persuasive text is all around us, including commercials, print advertisements, opinion editorials, book/movie reviews, speeches, etc. Readers (and listeners) need to recognize the techniques authors use to convince their audience of a certain opinion or position. Authors may try to appeal to an audience’s emotions by using words or images that create strong feelings. Authors may also present logical reasons for their position while possibly not presenting alternative reasoning. Authors may also use experts or language that seems credible to convince their audience. Readers may read persuasive text to find evidence that supports their own opinions or to seek multiple perspectives on a particular topic or issue.</p> <p>After mastering the curriculum individually, the ASPIRE students will extend their learning by collectively coming up with an idea to make Glenhope better, therefore creating an authentic reason for learning. They will use their knowledge and passion to convince the administration (or appropriate audience) to implement changes.</p>	<p>1.2Ai, 1.2Aiv, 1.2B.iii, 1.2B.vi, 1.2C.i, 1.2C.iv, 1.3A, 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.7B, 1.7C, 1.7E, 1.9E, 1.9F, 1.10A, 1.10B, 1.10C, 1.10D, 1.11B.i, 1.11B.ii, 1.11C, 1.11D.x, 1.12C</p>