**Grade Level:** Grade 1 **Subject:** English Language Arts And Reading

**Unit Number and Title:** Unit 05: Understanding What We Reading and Write: Inferences **IFD Planning Guide-15 days** (ELAR)

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| **PA# 1:**  **1A**  *Teacher Note #1: Refer to Grade 1 ELAR Phonological Awareness Checklist and complete section 9. Or use a district-approved phonological awareness assessment or screener that assesses the same skills (manipulating medial sounds).*  *Teacher Note #2: If students did not show mastery of phonological awareness skills assessed in Units 01-04, they can be reassessed with this PA using the sections 1- 8 of the Grade 1 ELAR Phonological Awareness Checklist or a district-approved phonological awareness assessment or screener. This is the last time that phonological awareness will be included as a Performance Assessment for Grade 1.*  Demonstrate phonological awareness skills including manipulating medial phonemes to create new words. Listen as your teacher provides some prompts.  **1B**  *Teacher Note:*   * *For step 1, create a set of 6 paired words (12 total) for each student. One word in the pair should be a singular noun and the other one the plural. Be sure the words represent spelling patterns that have been learned so far (consonant blends and diagraphs, open and closed syllables). Possible pairs may include: dog/dogs, bus/buses, pet/pets, plan/plans, truck/trucks, wish/wishes, etc.* * *For step 2, create another set of 6 paired words (12 total) for each student. One word should be a verb and the other one the same verb with an inflectional ending -ing, -ed, -s, or -es. Be sure the words represent spelling patterns that have been learned so far (consonant blends and diagraphs, open and closed syllables). Possible pairs may include: run/runs, go/goes/going, clap/clapped, win/winning, draft/drafted, shop/shops etc.* * *For step 3, if a student does not have enough of their own writing to complete this step, add more sentence dictation to step 4 to assess whether he/she is attaining the appropriate spelling skills. For step 4, use a different sentence if there are high-frequency words or words with patterns that have not yet been taught.*   Read and write words that follow particular patterns:  1. Given a set of 12 words, match the singular noun with its plural. Highlight the inflectional ending on the plural words (-s or -es). Read the words using your knowledge of letter sounds and inflectional endings.   1. Given another set of 12 words, match the verbs with and without the ending. Highlight the inflectional ending (- s, -es, -ing, or -ed). Read the words using your knowledge of letter sounds and inflectional endings. 2. In your writing, circle words you have used that have –s, -es, -ing, or –ed as an ending. 3. Listen to your teacher say the following sentence and use your knowledge of sound-spelling patterns to spell the words correctly: *The pigs are going to the mud to rest.* | **PA# 2:**  *Teacher Note #1: Select a text to read aloud to students. Plan for intentional places to pause the reading so students can make inferences. Also select 1-3 words that may be unfamiliar to students. Be sure the illustrations and/or context is ample enough for students to be able to infer the meaning of the word(s).*  *Teacher Note #2: It be helpful to prepare a handout or provide a journal for students to record their inferences. This may be a two-column chart where students record their inferences on one side and the text evidence on another. It could also be a sentence stem such as “I am thinking/inferring because .”*   1. Listen to you teacher read a text aloud. 2. When your teacher pauses, think about what is happening in the text.  * What is being said directly in the text? * What are you inferring? What text evidence helps you make the inference(s)? How does your background knowledge help you make the inference(s)? * What words are unfamiliar? What clues from the illustrations or the text help you to know what the word(s) mean?  1. Record your inferences through writing or illustrating. Be sure to also record the text evidence and your background knowledge that helped you make the inference. 2. 4. Share your inferences with a partner, small group, or the whole class. Tell how your inferences helped you understand the text. | **PA# 3:**   1. Think about a time when you had a strong emotion (e.g., scared, excited, sad, shy, happy, nervous, etc.) 2. Choose one of your ideas as your writing topic. In this piece of writing, you will be describing and telling what led to your strong emotion, but you are not going to tell your reader directly what emotion you were experiencing. The reader is going to have to infer your emotion. 3. Plan what ideas and details you will include in your draft that will give the reader clues to what emotion you were feeling. 4. Using your plan, write your draft. 5. Share your draft with a partner. See if they can infer or guess what emotion you were experiencing. Ask your partner if they have any questions or suggestions to improve your draft. 6. Revise your draft based on your partner’s feedback. 7. Edit your draft for complete sentences with subject-verb agreement and appropriate use of singular and plural nouns, adjectives, and pronouns as well as previously learned conventions. 8. Share your writing with a different partner, small group, or whole class. See if others are able to use your clues to infer what you were feeling. |
| **TEKS (KS/SE):**  **1.2A**, **1.2A.iv**, **1.2A.vi**  **1.2B**, **1.2B.i**, **1.2B.ii**, **1.2B.iii**, **1.2B.v**, **1.2B.vi**, **1.2C**, **1.2C.i**, **1.2C.ii**, **1.2C.iii**, **1.2C.iv** | **TEKS (KS/SE):**  **1.1A**, **1.1C**, **1.3B**, **1.3C**, **1.6C**, **1.6F**, **1.6I**, **1.7C**, **1.7E** | **TEKS (KS/SE):**  **1.11A**, **1.11B**, **1.11C**, **1.11D**, **1.11D.i**, **1.11D.iii**, **1.11D.iv**, **1.11D.vii**, **1.11E** |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

**Unit Number and Title: Unit 6 Understanding What We Read and Write: Important Details and Synthesis** **IFD Planning Guide-12 days** (ELAR)

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| **PA# 1**  Read and write words that follow particular patterns:   1. Given a set of 12 words, sort them by their syllable pattern: closed and VCe. Read the words in each category applying the correct vowel sound and pronouncing any trigraphs appropriately. 2. Read a list of words with trigraphs provided by your teacher. 3. Read a text selected by your teacher. Use your knowledge of sound-spelling patterns and high frequency words to decode the words accurately and fluently with appropriate rate and phrasing. 4. In your own writing, find five words that use one or more of these sound-spelling patterns (CVC, VCe, and/or trigraphs) and check to see if they are spelled correctly. Also, find two high-frequency words that you have learned and used in your writing. 5. Listen to your teacher say the following sentence and spell the words correctly: *Mike gets a gift and a cake. Then he drives his truck home.*   *Teacher Note:*   * *For step 1, write 12 words that follow the VCe and the closed syllable patterns on note cards. Possible words may include: hat/hate, bit/bite, not/note, cut/cute, pin/pine, rod/rode, plum/plume, hop/hope, grad/grade, spit/spite.* * *For step 2, create a list or words that represent the trigraphs that have been learned. Possible words may include: catch, pitch, fetch, notch, clutch, judge, edge, badge, bridge, fudge, etc.* * *For step 3, select a text that represents the phonic patterns/rules learned in this unit and/or previous units. Texts may vary depending on the ability of the reader.* * *For step 4, if a student does not have enough of their own writing to complete this step, add more sentence dictation to step 5 to assess whether he/she is attaining the appropriate spelling skills.* * *For step 5, if the sentence includes patterns that have not been learned revise the sentence to include patterns that have been taught explicitly.* | **PA# 2**  *Teacher Note: In this PA, students will be identifying particular types of vocabulary words. Students will need access to books they have read, their own writing, and some sticky notes*.  1. Name a word that fits the type of word your teacher is asking for. Either think of word that fits and write it on a sticky note or use books you have read or your own writing to find a word that fits.  2. Find a word that names an action. (Examples may include: jump, eat, sleep, read, smile, etc.). Share your word with your teacher. Say the word in a sentence.  3. Find a word that names a direction. (Examples may include: left, right, up, north, east, etc.). Share your word with your teacher. Say the word in a sentence.  4. Find a word that names a position. (Examples may include: over, under, on, in, above etc.). Share your word with your teacher. Say the word in a sentence.  5. Find a word that names a sequence. (Examples may include: first, second, last, next, then, etc.). Share your word with your teacher. Say the word in a sentence.  6. Find a word that names a category that would help you group things. (Examples may include: round, pink, soft, smelly, fast etc.). Share your word with your teacher. Say the word in a sentence.  7. Find a word that names a location. (Examples may include: school, home, space, bedroom, library, city etc.). Share your word with your teacher. Say the word in a sentence. | **PA# 3**  Teacher Note: Select a text to read aloud to students. Students will need to have copies of the text being read. Determine if this PA will be completed in small groups or as a whole group. As read the text is being read aloud, stop periodically to have students identify important details with sticky note flags. Prompt students to justify their reasoning by explaining why each flagged detail is important. When assessing synthesis, consider using a sentence stem such as “At first I was thinking \_\_\_\_\_\_\_\_\_\_\_\_\_\_, but now I am thinking\_\_\_\_\_\_\_\_\_” OR “Because of (detail/text evidence/background knowledge) and (detail/text evidence/background knowledge), I am now thinking \_\_\_\_\_\_\_\_\_\_\_\_.  1. Follow along as your teacher reads the text.  2. Think about the details the author gives and decide which ones are most important. When asked to do so, mark important details in the text with sticky note flags.  3. When asked to do so, justify your thinking by explaining why you think the detail is important.  4. Review all the important details that you have marked in the text and do the following:  • Retell the text while maintaining the meaning. Use the important details to help you in your retell.  • Synthesize the important details with your background knowledge and record/share a new understanding that you now have. | **PA# 4**  1. Think about a topic that you have been wanting to write about but haven’t so far.  2. Plan what important ideas and details will need to be included in draft to help the reader understand what you are trying to say.  3. Using your plan, write your draft. Be sure to include all the important details. As you write, use your best handwriting.  4. Share your draft with a partner. Ask your partner to identify your most important details. Ask your partner if they have any questions or suggestions to improve your draft.  5. Revise your draft based on your partner’s feedback. Do you need to improve some of the details? Are there details that are not important and do not need to be in the piece?  6. Edit your draft for complete sentences with subject-verb agreement and appropriate use of adjectives, prepositions, and pronouns (subjective and objective) as well as previously learned conventions.  7. Share your writing with the same partner, small group, or whole class. Ask them to identify your most important details. |
| **TEKS (KS/SE):**  1.2B, 1.2Bii, 1.2Biii, 1.2Bvi, 1.2C, 1.2Ci, 1.2Cii, 1.2Ciii, 1.2Civ, 1.4A | **TEKS (KS/SE):**  1.3D | **TEKS (KS/SE):**  1.6G, 1.6H,1.6I, 1.7C, 1.7D, 1.7E | **TEKS (KS/SE):**  1.2F, 1.11A, 1.11B, 1.11Bii, 1.11C, 1.11D, 1.11Di, 1.11Div, 1.11Dvi, 1.11Dvii, 1.11Dviii, 1.11Dix, 1.11E |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

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| **Day 1**  **Word Study:**  **Reading:**  **Writing:** | **Day 2**  **Word Study:**  **Reading:**  **Writing:** | **Day 3**  **Word Study:**  **Reading:**  **Writing:** | **Day 4**  **Word Study:**  **Reading:**  **Writing:** | **Day 5**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 6**  **Word Study:**  **Reading:**  **Writing:** | **Day 7**  **Word Study:**  **Reading:**  **Writing:** | **Day 8**  **Word Study:**  **Reading:**  **Writing:** | **Day 9**  **Word Study:**  **Reading:**  **Writing:** | **Day 10**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 11**  **Word Study:**  **Reading:**  **Writing:** | **Day 12**  **Word Study:**  **Reading:**  **Writing:** | **Day 13**  **Word Study:**  **Reading:**  **Writing:** | **Day 14**  **Word Study:**  **Reading:**  **Writing:** | **Day 15**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 16**  **Word Study:**  **Reading:**  **Writing:** | **Day 17**  **Word Study:**  **Reading:**  **Writing:** | **Day 18**  **Word Study:**  **Reading:**  **Writing:** | **Day 19**  **Word Study:**  **Reading:**  **Writing:** | **Day 20**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 21**  **Word Study:**  **Reading:**  **Writing:** | **Day 22**  **Word Study:**  **Reading:**  **Writing:** | **Day 23**  **Word Study:**  **Reading:**  **Writing:** | **Day 24**  **Word Study:**  **Reading:**  **Writing:** | **Day 25**  **Word Study:**  **Reading:**  **Writing:** |