**Grade Level:** 2nd  **Subject:** English Language Arts And Reading

**Unit Number and Title: Unit 5:** Inferring, Determining Key Ideas, and Synthesizing to Comprehend **IFD Planning Guide- 25 days** (ELAR)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PA# \_\_1\_\_:**  *Teacher Note: Prepare printed sets of 10-15 multisyllabic words that represent the syllable division pattern VCCV where the division is between the consonants (VC-CV) as well a couple of exceptions where there is a blend or digraph (V-CCV or VCC-V). Be sure to include words with open, closed, VCe, and vowel team syllable patterns. Also, prepare 3-5 words with silent letters and compile a list of high-frequency words for students to read and spell.*   * *Examples of words with the VCCV pattern where the division is between the consonants (VC-CV): rab-bit (closed-closed), pic-nic (closed-closed), out-side (vowel digraph-VCe), cof-fee (closed-vowel digraph), con-voy (closed-vowel diphthong)* * *Examples of words with the V-CCV or VCC-V pattern where the consonants represent a blend or digraph: rock-et (closed-closed), se-cret (open-closed)* * *Examples of words with silent letters: knife, gnat, write, knee, thumb, climb, plumber* * *Prepare an additional 5-8 words using the same criteria for students to spell.* * *Prepare a list of high-frequency words for students to read.*  1. Read multisyllabic words provided by your teacher. Complete the following steps with each word:    1. Label the vowels in the word.    2. Label any consonants between the vowels.    3. Divide the word into syllables using the rule of syllable division for the VCCV patterns.    4. Identify each syllable’s pattern.    5. Apply the correct vowel sound for the syllable type while decoding each syllable. Remember that vowels sound can be represented in multiple ways.    6. Blend the syllables together to form the word 2. Spell multisyllabic words provided by your teacher. Complete the following steps with each word:    1. Listen to your teacher say the word and repeat the word in a whisper voice.    2. Segment the word into syllables.    3. Think about each syllable and the sounds that are included in the syllable, especially the vowel sound.    4. Apply your knowledge of the syllable patterns and variant vowels to spell each syllable.    5. Look at the word as a whole. Ask yourself does it look right? If so, circle it. If not, try another syllable pattern until it looks right. Circle it when you think you have the word spelled correctly. 3. Read and spell words with silent letters provided by your teacher. 4. Read and spell the high-frequency words provided by your teacher. 5. In your writing, highlight or circle 10 high-frequency words that you spelled correctly. | **PA# 2:**  *Teacher Note: Decide how you want the students to collect their words, definitions, and context clues as they read. After they have collected their words, provide a five-column chart for each student with the columns labeled as follows: Word, What I think it means, What it actually means, synonym, and antonym.*   1. As you read your self-selected texts and/or listen to texts being read to you, collect 5-10 words that are unfamiliar to you. 2. Record the words, what you think they mean, and the context that helped you determine meaning. 3. Once all the words are collected, write them in alphabetical order in the first column of the chart provided by your teacher. 4. Record what you think the words mean in the second column. 5. Use a dictionary to locate the actual meaning of each word and record it in the third column. 6. Record a synonym for each word in the fourth column (if applicable). 7. Record an antonym for each word in the fifth column (if applicable). 8. Share your words with a partner by using them in a complete sentence. | **PA# 3A& B:**  **3A**   1. Self-select a text to read independently. 2. As you read, record your inferences through illustrating or writing. Use the sentence stem: I am thinking/inferring \_\_\_\_\_\_\_\_\_\_\_(*the inference*) because   (*text evidence and background knowledge that supports the inference*).   1. After reading, share 1 or 2 of your inferences with a partner. Discuss how making inferences helped you understand the text you read   **3B**  *Teacher Note: Select a text to read aloud to students. Plan for intentional places to pause the reading so students can determine the key ideas throughout the text. Copy the text so students can highlight important details and reread as necessary.*   1. Listen to you teacher read a text aloud and follow along on your copy. 2. Highlight or circle important details as your teacher reads. 3. When your teacher pauses, think about and evaluate the details that have just been read to help you determine the key idea(s). What do you think is the key idea in this part of the text? Record your thinking. 4. After the text is read and you have recorded all the key ideas, synthesize the information/details with your background knowledge and record a new understanding, insight, or perspective that you now have. 5. Share your new understandings with a partner or the class. | **PA# 4:**  *These research and inquiry concepts, understandings, and questions are taught directly in this unit; however, they will not be assessed in a PA until Unit 06B. Please refer to the Additional Notes section of the Overview for more information on how research is embedded in this unit.* | **PA# 5:**  *Teacher Note: This PA is focused on the revising and editing process. Students should still be planning and drafting new writing pieces during this unit, but they are not being assessed in this particular PA.*   1. Reread the drafts that you have written so far. 2. Select one of them to take through the revising, editing, and publishing process. 3. Read your draft to a partner. Discuss your purpose for writing and the message you are trying to convey. 4. Ask your partner to provide feedback on areas of the draft that are unclear or do not support your purpose and message. 5. Revise your draft by adding, deleting, or rearranging words, phrases, or sentences. 6. Reread your draft with revisions to your previous partner. Discuss the changes you made. Make additional changes as necessary. 7. Edit your draft for the following:  * Complete sentences with subject-verb agreement (be sure to start each sentence with a capital letter and end with punctuation) * Appropriate use of coordinating conjunctions in compound subjects (check your subject-verb agreement) * Previously learned conventions * Correct spelling using your knowledge of sound- spelling patterns, syllable patterns, and high-frequency words   8. Finalize your draft after revising and editing based on self and peer feedback. Publish your piece for and share with an appropriate audience. |
| **TEKS (KS/SE):**  **2.2B**, **2.2B.i**, **2.2B.ii**, **2.2B.iii**, **2.2B.v**, **2.2B.vii**, **2.2C**, **2.2C.i**, **2.2C.ii**, **2.2C.v** | **TEKS (KS/SE):**  **2.2D**, **2.3A**, **2.3B**, **2.3D** | **TEKS (KS/SE):**  **2.5A**, **2.6F**, **2.6I**, **2.7C**, **2.7E**  **2.6G**, **2.6H**, **2.6I**, **2.7C**, **2.7E** | **TEKS (KS/SE):**  **2.13A**, **2.13C**, **2.13E** | **TEKS (KS/SE):**  **2.11C**, **2.11D**, **2.11D.i**, **2.11D.viii**, **2.11D.xi**, **2.11E** |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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:** |