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

**Unit Number and Title:** Unit 08A: Focusing on Characteristics of Informational Text

**IFD Planning Guide- 15days** (ELAR)

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| **PA# 1A:***Assessment, prepare several printed sets of 20-25**one-syllable words that represent the following:** *Open, closed, VCe, vowel digraphs, and vowel diphthong syllables*
* *Spelling patterns that have be explicitly taught in this unit or in previous units (e.g., if the focus has been on the vowel o, you may want to include words such as rod, cost, go, no, wrote, cone, coat, goal)*
* *Words that do not fit the patterns (e.g., for the vowel o: come, prove)*
* *Prepare an additional 4-6 words using the same criteria for students to add to their lists by spelling*
1. Given 20-25 words, sort the words into three categories: short vowel sound, long vowel sound, and vowel diphthong.
2. Sort the words in the long vowel sound category into the different syllable types: open, VCe and vowel digraph/vowel pair. Place any outliers in their own category.
3. Read the words in each list aloud and apply the correct vowel sound according to its syllable pattern.
4. Listen to your teacher read 4-6 more words. Think about which category they would belong and add them to the list of words. Use your knowledge of syllable patterns to spell the words correctly.
5. Read a list of high-frequency words provided by your teacher.
6. Find 5-10 high-frequency words that you have spelled correctly (or edited for correct spelling) in your writing.
 | **PA# 1B:***Teacher Note: Create a list of 10 contractions for students to read. Please note that students are only required to decode contractions. However, if students are ready, they could be assessed in spelling as well to show the decoding/encoding relationship.*1. Read a list of contractions. Tell what two words are being combined to make the contraction | **PA# 1C:***Teacher Note: Select a text to read aloud. Choose 5- 8 words from the text that might be new or unfamiliar to students. Select words that have different first letters (students will be alphabetizing to the first letter). Write the words on note cards. Make a set of cards for several small groups. Prepare to stop when the selected words occur in the text to have the students predict what the words mean based on the illustrations and/or context. Have some picture dictionaries or kid-friendly online dictionaries ready for students to look up the actual meaning of the word within small groups.*1. Listen to your teacher read a text aloud.
2. When your teacher pauses and asks about a vocabulary word, turn to a partner, and predict what the word means based on your background knowledge and the illustrations and/or clues from the text. Share your prediction with the class when asked to do so.
3. After the text has been read and all of the words have been discussed, join a small group and alphabetize the set of vocabulary cards provided by your teacher.
4. With your small group, use a picture dictionary or online dictionary to determine the actual meaning of each word. Draw or record the meaning on the back of the note card. Discuss if your prediction was correct.
 | **PA# 2:***Teacher Note: Select 5-6 informational texts on different high-interest topics. Consider choosing texts and topics that support what is being learned in other content areas. Select different types of texts, including multimodal and digital texts that have text/print and/or graphic features as well as organizational patterns in which students are familiar. Consider if students might need support on texts that fall outside of their independent reading level.*1. Listen to your teacher preview different texts on different topics. Select one that interests you.
2. With a partner that chose the same text, generate and discuss at least 2 questions you have about the text and/or topic.
3. With your partner, preview the text and discuss at least two predictions you have about the text and/or topic.
4. Either individually or with your partner, read the text accurately by using knowledge of phonics and other applicable strategies.
5. While reading pay attention to the information and details being provided by the author, including the use of text/print and graphic features. Illustrate, highlight, and/or write notes about evidence and key ideas that supports the overall message, or central idea. Record any information that answers the questions you had prior to reading.
6. With your original partner, check your comprehension by retelling the key ideas and important details from the text.
7. With your partner, create a poster (on paper or by using technology) that answers or responds to the following:
* What was the main message, or central idea of the text (ask for adult assistance if necessary)?
* What is one text feature that helped you find information? How did that text feature support the author’s purpose and message?
* How did the author organize the information (ask for adult assistance if necessary)? Did they describe different features or parts of the topic? Did they explain something in the order it happened?
* Record information that answers your questions about the topic.
1. Using your poster, tell others about your topic and text.
 | **PA# 3:**1. With a small group or with your class, brainstorm and create a list of tasks that require you to follow particular steps. For example: following a recipe, playing a game, shooting a free-throw shot, making your bed, etc.
2. Determine the topic that you feel most confident in explaining the steps, or procedure.
3. With a partner, explain each step and record your ideas using drawings or notes. As you plan your draft consider your message, or central idea, and how you want to organize your ideas.
4. Using what you have learned about procedural texts through reading, develop a draft that that clearly explains each step in the procedure so someone would be able to follow and successfully complete the task. Determine if you need to add any text/print and/or graphic features to convey your message.
5. Read your draft to a partner or other “test” audience. If possible, have them try to follow the steps to complete the task. Discuss what details may need to be added, changed, or deleted to make the directions more clear.
6. Revise your draft based on the feedback you received from your partner or other “test” audience.
7. Edit your draft for the following
* Complete sentences with subject-verb agreement
* Appropriate use of adverbs and pronouns, including possessive
* Correct spelling
* Previously learned conventions
1. Publish and share your writing
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| **TEKS (KS/SE):****1.2B**, **1.2B.iii**, **1.2B.vi**, **1.2C**, **1.2C.i**, **1.2C.iii**, **1.2C.iv** | **TEKS (KS/SE):****1.2B**, 1**.2B.iv** | **TEKS (KS/SE):****1.2E**, **1.3A**, **1.3B** | **TEKS (KS/SE):****1.2B, 1.6B, 1.6C, 1.6F, 1.6G, 1.7B, 1.7C, 1.7D, 1.7E, 1.9D, 1.9D.i, 1.9D.ii, 1.9D.iii, 1.9F, 1.10A, 1.10B, 1.10C, 1.13A, 1.13C, 1.13D** | **TEKS (KS/SE):****1.2C**, **1.10A**, **1.10B**, **1.10C**, **1.11A**, **1.11B**, **1.11B.i**, **1.11B.ii**, **1.11C**, **1.11D**, **1.11D.i**, **1.11D.v**, **1.11D.vii**, **1.11D.x**, **1.11E**, **1.12B** |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

**Unit Number and Title:** Unit 6: Understanding What We Read and Write: Determining Importance and Synthesizing

**IFD Planning Guide- 12 days** (ELAR)

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| **PA# 1A:** | **PA#** | **PA#**  | **PA#** | **PA#**  |
| **TEKS (KS/SE):** | **TEKS (KS/SE):** | **TEKS (KS/SE):** | **TEKS (KS/SE):** | **TEKS (KS/SE):** |
| **Mini-lesson Topics:** | **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:** |