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

**Unit Number and Title:** Unit 08A: Understanding Elements of Informational Text

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

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| **PA# 1A:**  *Teacher Note #1: This PA only includes skills directly taught in this unit. Refer to previous units for PAs on other phonological awareness skills that students may still need to master.*  *Teacher Note #2: The third activity can be done with manipulatives such as two-sided counters, chips, clapping, tapping, or any other modality that has been utilized when practicing a specific skill. Model how each skill is done prior to assessing.*  *Teacher Note #2: These activities can be done with manipulatives such as two-sided counters, chips, clapping, tapping, or any other modality that has been utilized when practicing a specific skill. Model how each skill is done prior to assessing.*  Demonstrate phonological awareness by responding to the following teacher prompts:   1. Identify rhyming words  * Listen to and repeat this word: *write* * Which of the following words rhyme with *trip: trick* or *clip? (clip)* * Repeat with the following words: *plant/can’t/plan, tree/trap/bee, mug/hug/mutt, crown/brown/crop*  1. Produce rhyming words  * I am going to say a word. Repeat the word after me: *grow* * Tell me a word that rhymes with *grow* (Accept both real and nonsense words that rhyme) * Repeat with the following words: *table, cup, trick, zoo, queen*  1. Segment spoken one-syllable words into individual phonemes.  * Say the following word: *sneak* * Segment, or break the word *sneak* into its individual sounds. (/s/ /n/ /ē/ /k/) * Repeat with the following words: *plug* (/p/ /l/ /ŭ/ /g/), *maze* (/m/ /ā/ /z/), odd (/ŏ/ /d/), *wheel* (/w/ /ē/ /l/), *bike* (/b/ /ī/ /k/) | **PA# 1B:**  *Teacher Note #1: This PA does not assess student’s knowledge of letters and letter sounds. If students have not achieved mastery of all the letters and letters sounds, refer to previous units for PA that assess that knowledge.*  *Teacher Note #2:*   * *For step #2, prepare a set of letter manipulatives that include 8-10 different letters. Choose some words that can be made by adding, removing, and/or changing a beginning letter to create a new word.* * *For step #4, select 5-10 VC and CVC words. Write half of the selected words on a note cards for decoding. Use the rest of the words to assess spelling. If students are not confident in their formation of the letters, magnetic letters (or other types of letter manipulatives) could be used for the spelling assessment. Provide them with a set of letters (not all of them) from which to choose as they attempt to spell the words being read aloud.* * *In step #4, assess the high-frequency words that were explicitly taught in this unit and/or in previous units. For identification and reading purposes, write the high-frequency words on note cards.*   1. Write the alphabet using correct formation of the letters.  2. Read the word your teacher made with the letter manipulatives. What new word is made when your teacher adds, removes, or changes a beginning letter? (e.g., *hat* becomes *pat*, *pat* becomes *at, it* becomes *bit)*  3. Using your knowledge of letter sounds, read and spell VC and CVC words provided by your teacher.  4. Identify, read, and spell the high-frequency words you have learned. | **PA# 2A:**  *Teacher Note #1: Select an informational text to read aloud. Consider choosing a text on a topic that supports learning in other content areas. If possible, try to find an informational text with an embedded procedural text that includes steps in sequence. This would allow for PA #2A and PA #2B to be combined.*  *Teacher Note #2: Using the selected informational text, determine places to pause and allow students to discuss, draw, and/or write about the text. Write 4 statements about the informational text with one of the statements representing the central idea and the other three statements representing smaller ideas/details from the text (but not the central idea or message).*   1. Listen to your teacher read the title of a selected informational text. Turn to a partner and predict what you think the topic of the text will be. Discuss the topic of the text with the whole class. 2. With your class, discuss and make a list of information you already know about the topic. 3. With your class, generate (and have your teacher record) questions about the topic. 4. Listen to your teacher read the informational text about the topic. When your teacher pauses, discuss, draw, or illustrate your responses to the following questions:  * What important details has the author shared about the topic? * What print and graphic features has the author included? What information did you get from them? * How did the author organize their ideas? (*Note: This question is optional. Students are only responsible for knowing the organizational pattern of “steps in a sequence”. Therefore, this organization may not apply to the selected text. See Performance Assessment #2B where this is being assessed through a procedural text)* * What information did you learn that helps you answer one or more of our questions?  1. After the text has been read, listen to your teacher read four statements about the text. All of the statements will be true, but only one represents the central idea or the author’s main message about the topic. Select the one that best represents the central idea. 2. Complete a graphic organizer with your class to record the topic, author’s purpose, the central idea and important facts and details, including information that answers the questions the class came up with prior to reading. 3. With a partner or in a small group, use the graphic organizer to discuss the topic and retell important facts from the text.   PA #2B  *Teacher Note: Select a simple procedural text that includes steps in sequence. This Performance Assessment could be combined with Performance Assessment #2A if the selected informational text includes an embedded procedural text. If it is possible, prepare the materials necessary for students to complete the procedure/task.*   1. Listen to your teacher read the title of a selected procedural text. Turn to a partner and predict what you think the topic of the text will be. Discuss the topic of the text with the whole class. 2. Listen to your teacher read the procedural text. When your teachers pauses, discuss, draw, or illustrate your responses to the following questions:  * What important details has the author shared about the topic? * What print and graphic features has the author included? What information did you get from them? * How did the author organize their ideas? (*steps in a sequence or order*)  1. After the text has been read, retell the procedure described in the text. If possible, complete the procedure/task by following the directions provided by the author. | **PA# 3:**   1. Think about a topic that you know several facts about (e.g., sharks, soccer, your family, etc.) or something you know how to do very well (e.g., shoot a free throw, make a sandwich, take care of a dog, etc.). 2. Choose which topic you would like to write about. 3. Draw a picture or write sentences to provide information about your topic. Be sure to include important facts and details that help explain your message/central idea and/or explain the steps required to complete a task. Determine how you want to organize your ideas. 4. Determine if you need to add any text/print and/or graphic features to convey your message. 5. Share your draft with a partner and discuss any questions they have about your topic. 6. Revise your draft by adding details to clarify your message. 7. Read your writing to your teacher or another adult. ALTERNATIVELY, with assistance from your teacher or another adult, dictate sentence(s) about your drawing(s). 8. With adult assistance, edit your draft for the following:   singular and plural nouns  subjective and objective pronouns  correct spelling  9.Share your writing with others. |
| **TEKS (KS/SE):**  **K.2A**, **K.2A.i**, **K.2A.x** | **TEKS (KS/SE):**  **K.2B**, **K.2B.ii**, **K.2B.iii**, **K.2B.iv**, **K.2C**, **K.2C.i**, **K.2C.ii**, **K.2C.iii**, **K.2E** | **TEKS (KS/SE):**  **K.5B**, **K.5C**, **K.5F**, **K.5G**, **K.6B**, **K.6C**, **K.6D**, **K.6E**, **K.8D**, **K.8D.i**, **K.8D.ii**, **K.8D.iii**, **K.9A**, **K.9B**, **K.9C**, **K.12A**, **K.12C**, **K.12D** | **TEKS (KS/SE):**  **K.2C**, **K.9A**, **K.9B**, **K.9C**, **K.10A**, **K.10B**, **K.10C**, **K.10D**, **K.10D.i**, **K.10D.iii**, **K.10D.vi**, **K.10D.ix**, **K.11B** |
| **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:**  Phonological Awareness  *Teacher Note #1: In this PA, we are including all of the phonological awareness skills that are taught directly in this unit. With the exception of producing rhyming words, all of these skills have been assessed in previous units. It is not necessary to reassess students if they have already shown mastery.*  *Teacher Note #2: These activities can be done with manipulatives such as two-sided counters, chips, clapping, tapping, or any other modality that has been utilized when practicing a specific skill. Model how each skill is done prior to assessing.*  Demonstrate phonological awareness by responding to the following teacher prompts:   1. Identify rhyming words    * Listen to me say a pair of words. Tell me if they rhyme:   *door/floor*   * + Repeat with the following pairs of words: *house/mouse, flower/table, fish/dish, chair/cheese*  1. **Produce rhyming words (NEW)**    * I am going to say a word. Repeat the word after me: *bite*    * Tell me a word that rhymes with *bite*. (Accept both real and nonsense words that rhyme)    * Repeat with the following words: *pen, coat, for, play* 2. Manipulate syllables within a multisyllabic word.    * Say the following word: *litter*    * Segment it into syllables: *lit-ter*    * Change the first syllable *lit* to *let* (*letter*)    * Repeat with the words *nation* to *lotion, action* to *actor, washer* to *player, player* to *playing* 3. Blend syllables to form multisyllabic words.    * Listen to these parts/syllables of a word: /kū/ /kŭm/ /ber/    * Blend the syllables and tell me what word they make (*cucumber*)    * Repeat with the following words: /for/ /ěst/ (*forest)*, /pō/ /tā/   /tō/ (*potato*), /bī/ /sĭ/ /kŭl/ (*bicycle*), /dī/ /nō/ /sor/ (*dinosaur*)   1. Segment multisyllabic words into syllables    * Listen carefully to the following word: *alligator*  * Say the word (*alligator*) * Segment or chunk the word into syllables (*al-li-ga-tor*) * Repeat with the following words: electric (e-lec-tric), asparagus (as-pa-ra-gus), avocado (av-o-ca-do), television (tel-e-vi-sion)  1. Segment spoken one-syllable words into individual phonemes.    * Say the following words: *sun*    * Segment, or break, the word *sun* into its individual sounds:   /s/ /ŭ/ /n/,   * + Repeat with the following words: *bag* (/b/ /ă/ /g/), *rug* (/r/ /ŭ/   /g/), *lock* (/l/ /ŏ/ /k/), *fine* (/f/ /ī/ /n/), *show* (/sh/ /ō/) | **PA# 1B & 1C:**  **1B**   1. Identify the name and sound of the letters provided by your teacher. 2. Listen to your teacher say the name of a letter. Write the letter using correct formation. 3. Watch your teacher make a word with the letter manipulatives Read the word your teacher made using your knowledge of letter sounds. What new word is made when your teacher adds or removes a beginning letter? (e.g., *at* becomes *hat*, *pit* becomes *it)* 4. Using your knowledge of letter sounds, read and spell VC and CVC words provided by your teacher. 5. Identify, read, and spell the high-frequency words you have learned.   *Teacher Note:*   * *Assess the letters and letters sounds, and high-frequency words that were explicitly taught in this unit and/or in previous units. For identification and reading purposes, write the high- frequency words on note cards.* * *For step #3, prepare a set of letter manipulatives that include 8-10 different letters. Choose some words that can be made by adding and removing a beginning letter to create a new word.*   *Select 5-10 VC and CVC words that include the letters and letter sounds that have been learned so far. Write half of the selected words on a note cards for decoding. Use the rest of the words to assess spelling. If students are not confident in their formation of the letters, magnetic letters (or other types of letter manipulatives) could be used for the spelling assessment. Provide them with a set of letters (not all of them) from which to choose as they attempt to spell the words being read aloud.*  **1C**   1. Self-select a book that interests you. 2. Independently read the book for the amount of time your teacher tells you.   *Teacher Note #1: At this point in the year, some students may not be actually reading, but it is important to continue to emphasize routines for independent reading. Students may be rereading/retelling a book that has previously been read to them or just looking at the pictures. The amount of time you ask your students to focus on independent reading will vary depending on the students, but should be increasing with each unit.*   * *Teacher Note #2: This is the last time these SEs will be assessed in this manner. Continue to monitor student progress as needed throughout the rest of the year.* | **PA# 2:**  *Teacher Note: Select a text to read to students. Determine if this PA will be completed in small groups or as a whole group. As the text is being read aloud, stop periodically to have students identify important details. Prompt students to justify their reasoning by explaining why the 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, identify important details and tell why you think the detail is important. 3. Review all the important details 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. Illustrate and share a new understanding that you now have. | **PA# 3:**  *Teacher Note: Select an activity in which students can work together in small groups to solve a problem or accomplish a task. Examples include putting a puzzle together, conducting a science experiment, completing a team building activity, etc.*  *Decide if you will allow students to put themselves into small groups or be assigned a small group.*   1. Join your small group. Using respectful and polite language, welcome each other by name and offer an appropriate greeting. 2. As a group, discuss how you would like the group to work together. Take turns sharing your ideas. Be to speak clearly using appropriate conventions, or rules, of language. 3. Listen to your teacher give directions for the activity. As a group, restate the directions that were given to you. Ask questions to clarify any directions that you do not understand. 4. Work collaboratively with your group to complete the activity. Be sure to listen actively and share ideas that are related to what you are doing. 5. Once the activity is completed, share with the rest of the class what your group did well and what you might do differently next time. | **PA# 4:**   1. Think about a topic that you have been wanting to write about but haven’t so far. 2. With a partner, discuss your topic. Ask questions about your partner’s topic. 3. Based on the discussion with your partner, draw a picture of your topic. Add the details you talked about. 4. Try adding words to your picture by labeling and/or writing a sentence(s). Use your knowledge of letter sounds and high frequency words to help you spell. If you write a sentence, be sure to use a capital letter at the beginning and a period at the end. 5. If applicable, read your writing to your teacher or another adult. OR With assistance from your teacher or another adult, dictate a complete sentence or two about your drawing. Observe how your teacher puts what you say into a written sentence using letters and words, including beginning with a capital letter and ending with a period. 6. Circle or highlight the capital letter at the beginning of your sentence(s). 7. Circle or highlight the period at the end of your sentence. 8. Point to and identify a letter in your sentence. Point to and identify a word in your sentence. 9. With a partner, discuss your picture and read your sentence(s). Identify the nouns, verbs, and adjectives in your sentence(s). |
| **TEKS (KS/SE):**  K.2A, K.2Ai, K.2Av, K.2Avi, K.2Aix, K.2Ax | **TEKS (KS/SE):**  K.2B, K.2Bi, K.2Bii, K.2Biii, K.2Biv, K.2C, K.2Ci, K.2Cii, K.2Ciii, K.2Dv, K.2E | **TEKS (KS/SE):**  K.2D, K.4A | **TEKS (KS/SE):**  K.5G, K.5H, K.5I, K.6B, K.6C, K.6D, K.6E | **TEKS (KS/SE):**  K.2C, K.2Ci, K.2Cii, K.2Ciii, K.10A, K.10B, K.10D, K.10Di K.10Dii, K.10Diii, K.10Div, K.10Dvii, K.10Dviii, K.10E |
| **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:** |