**Grade Level:** Grade K **Subject:** ELAR **Unit Number and Title:** Unit 05A: Rediscovering Literary Text

**IFD Planning Guide- 11 Days** (ELAR)

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| **PA# \_\_1\_\_:**  Demonstrate letter sound correspondence to decode and spell CVC words. | **PA# \_\_2\_\_:**  After listening to a story read aloud, draw pictures and/or dictate words on a provided graphic organizer to identify elements of the story (setting, character, and key events) and sensory details (e.g., sight, sound, smell, taste, touch) used by the author. In a teacher- guided small group, use the completed graphic organizer and your own ideas to verbally describe the characters in the story and the reasons for their actions. | **PA# \_\_3\_\_:**  Dictate or write sentences in chronological sequence to tell a story about real or imagined events. With adult assistance, revise your story to add descriptive words and prepositions (e.g., in, on, under, over). | **PA# \_\_4\_\_:**  Independently write a short poem (e.g., couplet). Edit (with adult assistance) your poem by leaving spaces between letters and words. Read your poem aloud to others. | **PA# \_\_5\_\_:** |
| **TEKS (KS/SE):**  K.2G, K.2I, K.3B, K.17A, K.18A, K.18B | **TEKS (KS/SE):**  K.6A, K.6C, K.8B, K.Fig19D | **TEKS (KS/SE):**  K.13A, K.13B, K.13C, K.14A, K.16A.iii, K.16A.iv, K.17A | **TEKS (KS/SE):**  K.3B, K.13A, K.13D, K.13E,  K.14B, K.17A, K.18A | **TEKS (KS/SE):** |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

**Grade Level:** Grade K **Subject:** ELAR **Unit Number and Title:** Unit 05B: Connecting as Readers and Writers

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**IFD Planning Guide- 10 Days** (ELAR)

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| **PA# \_\_1\_\_:**  When presented with a prepared list of 3-5 compound and non-compound words, underline the compound words. For each underlined word, circle the two shorter words that make up the compound word. | **PA# \_\_2\_\_:**  Demonstrate letter sound correspondence to decode CCVC words. | **PA# \_\_3\_\_:**  While listening to a well-known fable or folktale, show thumbs when you hear a recurring phrase or character. Next, discuss the big idea of the folktale or fable with a partner or small group and connect it to a personal experience. Individually, draw pictures and/or write words to explain your personal connection to the big idea. | **PA# \_\_4\_\_:**  Read or listen to an expository text. On a provided graphic organizer draw and label a picture to identify the topic of the text. Next, draw pictures and/or write words to explain connections you have to the text. Note:  For the graphic organizer, make a simple 4-section chart. Label the first section Topic. Label each of the remaining sections with one of the following connections: Text to Self, Text to Text, Text to Community. Add simple graphics to support the types of connections (e.g., person, book, globe) and leave space below each label for pictures and words. | **PA# \_\_5\_\_:**  Use the writing process and appropriate conventions to write or dictate a real or imagined story. Put the sentences in a chronological sequence. Add illustrations to your story and share it with others in a class book |
| **TEKS (KS/SE):**  K.5B | **TEKS (KS/SE):**  K.3B | **TEKS (KS/SE):**  K.6B, K.6D, K.Fig19F | **TEKS (KS/SE):**  K.9A, K.10A, K.Fig19F | **TEKS (KS/SE):**  K.13A, K.13B, K.13C, K.13D, K.13E, K.14A, K.17A, K.18A |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

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