**Grade Level:** Grade 1 **Subject:** ELAR **Unit Number and Title:** Unit 03: Developing Readers and Writers Through Literary Works

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**IFD Planning Guide- 20 Days** (ELAR)

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| **PA# \_\_1\_\_:**  Demonstrate phonological and print awareness by responding to teacher prompts. | **PA# \_\_2\_\_:**  Using legible handwriting, create a flip book to collect and maintain words that follow the spelling and syllable patterns taught in this unit (e.g., long vowels/ CVCe, consonant digraphs). In a small group or with a partner, read the collected words. | **PA# \_\_3\_\_:**  Listen to multiple folktales and fairytales read aloud that have recurring phrases. In a small group, discuss the recurring phrases used. Use the writing process and appropriate written conventions to write a story with a clear beginning, middle, and end. | **PA# \_\_4\_\_:**  Listen to multiple poems read aloud and recognize sensory details, predictable rhythm, rhyme, and alliteration. Write an original poem with alliteration and sensory details. | **PA# \_\_5\_\_:**  Read an independent leveled fictional text and complete a storymap identifying story elements. Verbally retell the story with attention to the beginning, middle, end, sequence of events, and problem/ solution. | **PA# \_\_5\_\_:**  Record multiple notebook entries through writing, drawing, or dictation that demonstrate connections and thoughts about texts. |
| **TEKS (KS/SE):**  1.1B: identify upper- and lower-case letters;  1.1D: recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);  1.1E: read texts by moving from top to bottom of the page and tracking words from left to right with return sweep:  1.1F: read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;  1.2B: distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);  1.2C: recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);  1.2D: blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);  1.2E: isolate initial, medial, and final sounds in one-syllable spoken words;  1.2F: segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/). | **TEKS (KS/SE):**  1.3A.ii: single letters  (vowels) including short a, short e, short i, short o, short u long a (a-e), longe (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i  1.3A.iv: consonant  digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, dge, and ph  1.3B: Combine sounds  from letters and  common spelling patterns (e.g., consonant blends, long and short-vowel patterns) to create  recognizable words.  1.3C.iv: vowel-consonant-silent "e" words (VCe) (e.g., kite, hide)  1.21A form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;  1.22A Use phonological  knowledge to match sounds to letters to construct known words.  1.22B.ii: consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope")  1.27B: follow, restate, and give oral instructions that involve a short related sequence of actions. | **TEKS (KS/SE):**  1.7B: Explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales.  1.17A: plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);  1.17B: develop drafts by sequencing ideas through writing sentences  1.17C: revise drafts by adding or deleting a Word, phrase or sentence;  1.17D: edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric  1.17E: publish and share writing with others  1.18A: Write brief stories that include a beginning, middle and end.  1.20A.vii: nouns (singular/ plural, common/ proper);  1.21A: form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;  1.22A: use phonological knowledge to match sounds to letters to construct known words;  1.22E: use resources to find correct spellings.  1.29A: follow agree-upon rules for discussion including listening to others, speaking when recognized, and making appropriate contributions. | **TEKS (KS/SE):**  1.8A: Respond to and use rhythm, rhyme, and alliteration in poetry.  1.11A: Recognize sensory details in literary text.  1.18A: Write brief stories that include a beginning, middle and end.  1.21A: form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;  1.22A: Use phonological knowledge to match sounds to letters to construct known words | **TEKS (KS/SE):**  1.3A: decode words in context and in isolation by applying common letter-sound correspondences, including:  1.3B: combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;  1.9A: describe the plot (problem and solution) and retell a story’s beginning, middle, and end with at­tention to the sequence of events;  1.9B: describe characters in a story and the reasons for their actions and feelings.  1.20B: speak in complete sentences with correct subject-verb agreement;  1.28A: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.  1.Fig19A: | **TEKS (KS/SE):**  1.4A: Confirm predictions about what will happen next in text by "reading the part that tells".  1.4B: Ask relevant questions, seek clarification~~, and~~ ~~locate facts and details~~ about stories and other texts.  1.4C: Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).  1.6C: Determine what words mean from how they are used in a sentence, either heard or read.  1.7A: Connect the meaning of a well-known story or fable to personal experiences  1.19C:  1.Fig19A: Establish purposes for reading selected texts based upon desired outcome to enhance comprehension.  1.Fig19E: Retell or act out important events in stories in logical order. |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

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

**Unit Number and Title:** Unit 01: Exchanging Ideas and Messages

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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** |