**Grade Level:** Grade 1 **Subject:** ELAR **Unit Number and Title:** Unit 04: Developing Readers and Writers Using Informational Text

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

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| **PA# \_\_1\_\_:**  Choose a topic of interest and select a text on the topic. Identify important facts or details about your topic by reading the text and using text features to locate specific information. Complete a teacher-provided graphic organizer to record the topic, author’s purpose, and important facts and details. Using your graphic organizer and your text, tell others about your topic and how you used text features to locate facts and details. | **PA# \_\_2\_\_:**  Using the writing process and your completed graphic organizer on your topic of interest, write a brief composition about the topic. Include important facts and details you learned from reading the text. Publish your piece in a class book. | **PA# \_\_3\_\_:**  Follow a teacher-developed list of multi-step directions with picture cues to create a map of your school environment (e.g., classroom, playground, school building). Include signs and symbols on your map and label each to explain its meaning. | **PA# \_\_4\_\_:**  With a partner, read aloud a decodable book that includes spelling and syllable patterns taught in this unit (e.g., long and short vowels, open syllable, r- controlled vowel sounds, and common spelling patterns). After reading, work together to do the following:  On a teacher-provided spelling pattern chart, record at least 10 words from the book under the correct spelling/syllable pattern headings.  One partner calls out at least one word from each pattern from the chart, while the other partner writes each on a note card. Switch roles and repeat with a different set of words from the chart.  Alphabetize the words written on the note cards. Choose two words and locate them in a dictionary. | **PA# \_\_5\_\_:**  Using appropriate conventions, write a short letter to someone special describing your school day. Organize your ideas in a chronological sequence. | **PA# \_\_6\_\_:**  Write multiple brief notebook entries to record thoughts, connections, and/or strategies that deepen understanding of text. Provide textual evidence to support ideas. | **PA# \_\_7\_\_:**  Read aloud a provided list of high-frequency words. Spell high-frequency words dictated by the teacher. |
| **TEKS (KS/SE):**  1.4B, 1.4C, 1.13A, 1.14B, 1.14D, 1.19C, 1.24A, 1.24B, 1.24C, 1.Fig19C | **TEKS (KS/SE):**  1.14B, 1.14D, 1.17A, 1.17B, 1.17C, 1.17D, 1.17E, 1.19A, 1.20A.iv, 1.20A.v, 1.20A.vi, 1.21C, 1.22A, 1.22E | **TEKS (KS/SE):**  1.15A, 1.15B | **TEKS (KS/SE):**  1.3A.ii, 1.3B, 1.3C.ii, 1.3C.vi, 1.3D, 1.3I, 1.5A, 1.6E, 1.22A, 1.22B.ii | **TEKS (KS/SE):**  1.17B, 1.19B, 1.20A.iv, 1.20A.v,  1.20A.vi, 1.20A.vii, 1.21B.ii, 1.21B.iii, 1.21C, 1.22A | **TEKS (KS/SE):**  1.4B, 1.4C, 1.6C, 1.19C, 1.Fig19C, 1.Fig19D, 1.Fig19F | **TEKS (KS/SE):**  1.3H, 1.22C |
| **Mini-lesson Topics:** | **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

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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** |