Texas Essential Knowledge and Skills Alignment

No, David! Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with *No, David!* correlate with the following essential knowledge and skills for English Language Arts and Reading, Grade 1.

Retelling and Summarizing Lesson Plan and Resources

Knowledge and Skills
1.1A – Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
1.1C – Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
1.1D – Work collaboratively with others by following agreed-upon rules for discussion, including listening to other, speaking when recognized, and making appropriate contributions.
1.6A – Establish purpose for reading assigned and self-selected text with adult assistance.
1.6G – Evaluate details to determine what is most important with adult assistance.
1.6I – Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
1.7B – Write brief comments on literary or informational texts.
1.7C – Use text evidence to support an appropriate response.
1.7D – Retell texts in ways that maintain meaning.
1.7E – Interact with sources in meaningful ways such as illustrating or writing.
1.7F – Respond using newly acquired vocabulary as appropriate.
1.8A – Discuss topics and determine the basic theme using text evidence with adult assistance.
1.8B – Describe the main character(s) and the reason(s) for their actions.
1.8C – Describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud and independently.
1.8D – Describe the setting.
1.9C – Discuss elements of drama such as characters and setting.
1.10A – Discuss the author's purpose for writing a text.
1.10E – Listen to and experience first and third person texts.
1.13D – Demonstrate understanding of information gathered with adult assistance.
1.13E – Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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Making Connections Lesson Plan and Resources

Knowledge and Skills
1.1A – Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
1.1C – Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
1.1D – Work collaboratively with others by following agreed-upon rules for discussion, including listening to other, speaking when recognized, and making appropriate contributions.
1.6A – Establish purpose for reading assigned and self-selected text with adult assistance.
1.6E – Make connections to personal experiences, ideas in other texts, and society with adult assistance.
1.6I – Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
1.7A – Describe personal connections to a variety of sources.
1.7B – Write brief comments on literary or informational texts.
1.7C – Use text evidence to support an appropriate response.
1.7D – Retell texts in ways that maintain meaning.
1.7E – Interact with sources in meaningful ways such as illustrating or writing.
1.7F – Respond using newly acquired vocabulary as appropriate.
1.8B – Describe the main character(s) and the reason(s) for their actions.
1.8C – Describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud and independently.
1.10E – Listen to and experience first and third person texts.
1.13A – Generate questions for formal and informal inquiry with adult assistance.
1.13D – Demonstrate understanding of information gathered with adult assistance.
1.13E – Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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Making Inferences Lesson Plan and Resources

Knowledge and Skills
1.1A – Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
1.1C – Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
1.1D – Work collaboratively with others by following agreed-upon rules for discussion, including listening to other, speaking when recognized, and making appropriate contributions.
1.6A – Establish purpose for reading assigned and self-selected text with adult assistance.
1.6E – Make connections to personal experiences, ideas in other texts, and society with adult assistance.
1.6F – Make inferences and use evidence to support understanding with adult assistance.
1.6I – Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
1.7B – Write brief comments on literary or informational texts.
1.7C – Use text evidence to support an appropriate response.
1.7D – Retell texts in ways that maintain meaning.
1.7E – Interact with sources in meaningful ways such as illustrating or writing.
1.7F – Respond using newly acquired vocabulary as appropriate.
1.8B – Describe the main character(s) and the reason(s) for their actions.
1.8C – Describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud and independently.
1.9C – Discuss elements of drama such as characters and setting.
1.10E – Listen to and experience first and third person texts.
1.13D – Demonstrate understanding of information gathered with adult assistance.
1.13E – Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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Identifying the Author's Purpose Lesson Plan and Resources

Knowledge and Skills
1.1A – Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
1.1C – Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
1.1D – Work collaboratively with others by following agreed-upon rules for discussion, including listening to other, speaking when recognized, and making appropriate contributions.
1.6A – Establish purpose for reading assigned and self-selected text with adult assistance.
1.6E – Make connections to personal experiences, ideas in other texts, and society with adult assistance.
1.6G – Evaluate details to determine what is most important with adult assistance.
1.6I – Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
1.7B – Write brief comments on literary or informational texts.
1.7C – Use text evidence to support an appropriate response.
1.7D – Retell texts in ways that maintain meaning.
1.7E – Interact with sources in meaningful ways such as illustrating or writing.
1.7F – Respond using newly acquired vocabulary as appropriate.
1.8A – Discuss topics and determine the basic theme using text evidence with adult assistance.
1.8B – Describe the main character(s) and the reason(s) for their actions.
1.8C – Describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud and independently.
1.10A – Discuss the author's purpose for writing a text.
1.10B – Discuss how the use of text structure contributes to the author's purpose.
1.10C – Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.
1.10E – Listen to and experience first and third person texts.
1.13D – Demonstrate understanding of information gathered with adult assistance.
1.13E – Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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Word Work

Knowledge and Skills
1.2B (i) – Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences.
1.2B (ii) – Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.
1.2B (iii) – Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables.
1.2B (iv) – Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words and contractions.
1.2B (v) – Demonstrate and apply phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.
1.2C (i) – Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.
1.2C (ii) – Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.
1.2C (iii) – Demonstrate and apply spelling knowledge by spelling using sound-spelling patterns.
1.2C (iv) – Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

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Vocabulary Connections

Knowledge and Skills
1.3A – Use a resource such as a picture dictionary or digital resource to find words.
1.3B – Use illustrations and texts the student is able to read or hear to learn or clarify words and meanings.
1.3C – Identify the meaning of words with affixes -s, -ed, and -ing.
1.3D – Identify and use words that name actions, directions, positions, sequences, categories, and locations.
1.7F – Respond using newly acquired vocabulary as appropriate.