

Instructional Focus Document

Grade 1 English Language Arts and Reading

TITLE : Unit 02: Readers Read for a Purpose

SUGGESTED DURATION : 20 days

UNIT OVERVIEW

This unit bundles student expectations that address purposes for reading, writing, and listening. Phonological awareness, phonics, conventions, and print awareness continue to be introduced and practiced. Students begin to see the connection between listening, speaking, reading, and writing in order to establish effective communication of a variety of ideas based on relevance, enjoyment, and information.

In Unit 01, students utilized the fundamentals of oral and written conventions to effectively communicate ideas, make appropriate connections, and contribute to discussions. Students read aloud using alphabetic principle, beginning phonics skills, and sight word recognition. Students learned new academic vocabulary and interpreted text using strategies and processes. Students gained control of penmanship, spelling, and basic grammar as they generated ideas and developed drafts. During this unit, students examine literary works, informational text and media to establish purposes for reading and writing. They will identify topics in text and will determine if stories are true or fantasy. Strategies and processes are used to increase vocabulary and comprehension. Students continue to generate ideas and publish stories. They establish more control of penmanship, spelling, capitalization, punctuation, and grammar. In Unit 03, students will use their understanding of the connections between the components, processes, and strategies to closely examine literary works.

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
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[ELAR Grade 1 Unit 02 – Performance Assessment 1](#)

Click on the PA title to view related rubric.

Patterns – Phonics, Spelling

Awareness of word patterns support the development of word reading, fluency, and spelling.

Using legible handwriting, create a flip book to collect and maintain words that follow the spelling and syllable patterns taught in this unit. In a small group or with a partner, read the collected words.

Standard(s): [1.3A.ii](#), [1.3A.iii](#), [1.3B](#), [1.3C.i](#), [1.3D](#), [1.3E](#), [1.21A](#), [1.22A](#), [1.22B.i](#), [1.22B.iii](#), [1.22D](#), [1.27B](#), [ELPS.c.1C](#), [ELPS.c.1E](#), [ELPS.c.1H](#), [ELPS.c.3A](#), [ELPS.c.4A](#), [ELPS.c.4B](#), [ELPS.c.4C](#), [ELPS.c.4D](#), [ELPS.c.5A](#), [ELPS.c.5B](#), [ELPS.c.5C](#)

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<p>ELAR Grade 1 Unit 02 – Performance Assessment 2</p> <p>Click on the PA title to view related rubric.</p> <p>Listen to a well-known story or fable read aloud. With a partner, make personal connections to the story or fable and discuss evidence from the text. Write about one personal connection and explain how it improved your comprehension</p> <p>Standard(s): 1.7A, 1.19C, 1.20B, 1.21A, 1.21C, 1.22A, 1.28A, 1.29A, 1.Fig19F, ELPS.c.1E, ELPS.c.2C, ELPS.c.2D, ELPS.c.2E, ELPS.c.2G, ELPS.c.2I, ELPS.c.3C, ELPS.c.3D, ELPS.c.3F, ELPS.c.3G, ELPS.c.3H, ELPS.c.4G, ELPS.c.4J, ELPS.c.5B, ELPS.c.5C, ELPS.c.5F, ELPS.c.5G</p>	Interpretation – Connections, Relevance	Readers create connections to make text personally relevant and useful.
	Interpretation – Message	Effective listeners respond to spoken messages.
	Interpretation – Understand	Readers use strategies to support understanding of text.
	Conventions – Oral Conventions Interpretation – Message	Effective oral conventions enhance interpretation of the message.

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<p>ELAR Grade 1 Unit 02 – Performance Assessment 3 Click on the PA title to view related rubric.</p> <p>Using the writing process and appropriate written conventions, write a brief story about a personal experience that includes a beginning, middle, and end. Share your story with others.</p> <p>Standard(s): 1.17A, 1.17B, 1.17C, 1.17D, 1.18A, 1.20A.iii, 1.20A.iv, 1.20A.vii, 1.21A, 1.21B.i, 1.21C, 1.22A, 1.28A, 1.29A, ELPS.c.3E, ELPS.c.5B, ELPS.c.5C, ELPS.c.5D, ELPS.c.5E, ELPS.c.5F, ELPS.c.5G</p>	Purpose – Inform, Entertain	Authors write for a purpose and readers choose text to reflect purpose and interest.
	Interpretation – Experience	Writers use personal experiences to develop stories which they communicate with others.
	Conventions – Written Conventions, Handwriting	Writers use conventions of written language to communicate clearly and effectively.
<p>ELAR Grade 1 Unit 02 – Performance Assessment 4 Click on the PA title to view related rubric.</p> <p>Record multiple notebook entries through writing, drawing or dictation that demonstrate connections and thoughts about texts.</p> <p>Standard(s): 1.12A, 1.19C, 1.Fig19B, 1.Fig19E, ELPS.c.1E, ELPS.c.4D, ELPS.c.4F, ELPS.c.4G, ELPS.c.4I, ELPS.c.4J, ELPS.c.4K, ELPS.c.5G</p>	Interpretation – Understand	Readers use strategies to support understanding of text.
	Interpretation – Connections, Relevance	Readers create connections to make text personally relevant and useful.

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MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS

- None identified

UNIT VOCABULARY

- **Fable** – fictional tale that teaches a moral lesson, entertains, and often includes animals with human characteristics
- **Fantasy story** – a story (that could include pictures or statements) that is not real or could not happen
- **True story** – a story (that could include pictures or statements) that is real or could actually happen
- **Media** – a variety of ways people communicate with others (e.g., print, digital, electronic, social)

SYSTEM RESOURCES

[ELAR Grade 1 Phonics Scope and Sequence](#)

[ELAR Kinder – Grade 3 Conventions Alignment Tools](#)

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY*)

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
This chart provides an organizational structure for the TEKS included in this unit. Ongoing TEKS may be reviewed during whole group and small group instruction or applied by students through meaningful practice.			

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Word Study	TEKS Phonological Awareness: 1.2, 1.2C, 1.2D, 1.2E, 1.2F Phonics: 1.3A.ii, 1.3A.iii, 1.3A.iv, 1.3B, 1.3C.i, 1.3D, 1.3E, 1.3H Vocabulary Development: 1.6A, 1.6D Spelling: 1.22A, 1.22B.iii, 1.22C, 1.22D, 1.22E Listening: 1.27B	Ongoing TEKS Print Awareness: 1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F Phonological Awareness: 1.2A Phonics: 1.3A.i Spelling: 1.22B.i	Checklist Rubric Writer's Notebook Reader's Notebook Reading Log Word Study Notebook Oral Reading Fluency Check Portfolio

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INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Shared Reading/Independent Reading	TEKS Phonics: 1.3I Strategies: 1.4A, 1.4B, 1.4C Vocabulary Development: 1.6A Theme and Genre.: 1.7A Literary Nonfiction: 1.10A Culture and History: 1.13A Media Literacy: 1.16A Expository and Procedural Texts: 1.19C Handwriting, Capitalization, and Punctuation: 1.21C Listening: 1.27B Speaking: 1.28A	Ongoing TEKS Print Awareness: 1.1A, 1.1B, 1.1D, 1.1E, 1.1F Phonics: 1.3A.i Independent Reading: 1.12A Listening: 1.27A	

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
	Teamwork: 1.29A Comprehension Skills: 1.Fig19A , 1.Fig19B , 1.Fig19C , 1.Fig19D , 1.Fig19E , 1.Fig19F		

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Writing	TEKS Writing Process: 1.17A, 1.17B, 1.17C, 1.17D Literary Texts: 1.18A Expository and Procedural Texts: 1.19A Conventions: 1.20A.i, 1.20A.ii, 1.20A.iii, 1.20A.iv, 1.20A.vii, 1.20B, 1.20C Handwriting, Capitalization, and Punctuation: 1.21A, 1.21B.i, 1.21C Spelling: 1.22A, 1.22B.iii, 1.22C, 1.22D,	Ongoing TEKS Print Awareness: 1.1A, 1.1B, 1.1D Writing Process: 1.17E Conventions: 1.20A.vi Handwriting, Capitalization, and Punctuation: 1.21B.ii, 1.21B.iii Spelling: 1.22B.i Listening: 1.27A	

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INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
	1.22E Speaking: 1.28A Teamwork: 1.29A		

The phase 2 College Readiness English Language Arts and Reading vertical alignment team found that the College Readiness Standards in English Language Arts and Reading are well aligned with the Texas Essential Knowledge and Skills.

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<u>Legend:</u> <ul style="list-style-type: none"> • <i>Bold black text in italics: Knowledge and Skills Statement (TEKS) and Texas College and Career Readiness Standard (TxCCRS)</i> • Bold black text: Student Expectation (TEKS) • Strike-through: Indicates portions of the Student Expectation that are not included in this unit but are taught in previous or future unit(s) 	<u>Legend:</u> <ul style="list-style-type: none"> • Blue text: Supporting information / Clarifications from TCMPC (Specificity) • Blue text:Standards for Ensuring Success from Kindergarten to College and Career Spring 2012 Update, 2012 Texas Education Agency/University of Texas System • Blue text in italics: Unit-specific clarification • Black text: Texas Education Agency (TEA)
1.2	<i>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</i>	

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
1.2C	Recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b//o/w/ to /g//o/w/).	<p>Recognize</p> <p>THE CHANGE IN A SPOKEN WORD WHEN A SPECIFIED PHONEME IS ADDED, CHANGED, OR REMOVED</p> <p>Phoneme – the smallest unit of sound in speech (e.g. the /s/ /a/ /d/ of sad; in Spanish, /l/ /a/ and /d/ /a/)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Beginning: add, change, and/or delete the beginning sound (phoneme) in a word to make new words Ending: add, change, and/or delete the ending sound (phoneme) in a word to make new words Middle: add, change, and/or delete the middle sound (phoneme) in a word to make new words
1.2D	Blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr).	<p>Blend</p> <p>SPOKEN PHONEMES</p> <p>Phoneme – the smallest unit of sound in speech (e.g. the /s/ /a/ /d/ of sad; in Spanish, /l/ /a/ and /d/ /a/)</p> <p>To form</p> <p>ONE-SYLLABLE AND TWO-SYLLABLE WORDS</p> <p>Syllable – a word or part of a word pronounced with one uninterrupted sound (e.g., cat has one syllable, lion has two syllables- li/on)</p>

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		<p>Including but not limited to:</p> <ul style="list-style-type: none"> Consonant blends <p>Consonant blend – a sequence of two or more consonants (e.g., <i>bl-</i> in <i>black</i>; in Spanish, <i>br-</i> in <i>brazo</i>); each consonant's sound is distinct within the blend</p> <p>Possible examples:</p> <ul style="list-style-type: none"> One-syllable words: (e.g., /m/.../a/.../n/ forms man, /l/.../ī/.../k/ forms like) Two-syllable words: (e.g., /w/.../ī/.../n/.../d/.../ō/ forms window, /t/ .../ī/.../g/.../ər/ forms tiger) Consonant blends: (e.g., /f/.../l/.../ă/.../t/ forms flat, /s/.../p/.../r/.../ē/.../ng/ forms spring, /b/.../l/.../ē/.../n/.../d/.../ər/ forms blender) <p>Possible example of teacher prompt:</p> <ul style="list-style-type: none"> What word do these sounds make /l/.../ī/.../k/? (like)
1.2E	Isolate initial, medial, and final sounds in one-syllable spoken words.	<p>Isolate</p> <p>INITIAL, MEDIAL, AND FINAL SOUNDS IN ONE-SYLLABLE SPOKEN WORDS</p> <p>Possible example:</p> <ul style="list-style-type: none"> Use manipulatives (e.g., counting on fingers, Elkonin boxes) to represent the individual sounds in one syllable words (e.g., cat: /c/.../a/.../t/) <p>Possible examples of teacher prompts:</p> <ul style="list-style-type: none"> Say the word cat. Now say the word cat without the /k/. (at)

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> Say the word seam. Now say the word seam without the /m/ (sea) Say the word lake. What sound do you hear in the middle? (/ā/)
1.2F	Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/).	<p>Segment</p> <p>SPOKEN ONE-SYLLABLE WORDS OF THREE TO FIVE PHONEMES INTO INDIVIDUAL PHONEMES</p> <p>Phoneme – the smallest unit of sound in speech (e.g., the /s/ /a/ /d/ of sad; in Spanish, /l/ /a/ and /d/ /a/)</p> <p>Possible example:</p> <ul style="list-style-type: none"> Use manipulatives (e.g., counting on fingers, Elkonin boxes) to represent the individual sounds in one syllable words (e.g., cat: /c/ .../a/ .../t/) <p>Possible examples of teacher prompts:</p> <ul style="list-style-type: none"> Tell me the sounds in the word <u>dog</u>. (/d/ /o/ /g/) Tell me the sounds in the word <u>splat</u>. (/s/ /p/ /l/ /a/ /t/)
1.3	<i>Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i>	

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
1.3A	Decode words in context and in isolation by applying common letter-sound correspondences, including:	<p>Decode</p> <p>WORDS IN CONTEXT AND IN ISOLATION</p> <p>Decode – apply knowledge of letter-sound relationships in order to sound out a word. In reading practice, the term is used primarily to refer to word identification rather than word comprehension.</p> <p>By applying</p> <p>COMMON LETTER-SOUND CORRESPONDENCES, INCLUDING:</p>
1.3A.ii	single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e) , long e (e) , long i (i-e) , long o (o-e) , long u (u-e) , y=long e , and y=long i	
1.3A.iii	consonant blends (e.g., bl, st)	<p>Consonant blend – a sequence of two or more consonants (e.g., <i>bl-</i> in <i>black</i>; in Spanish, <i>br-</i> in <i>brazo</i>)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Initial blends (e.g., bl-, st-) • Final blends (e.g., -st) • Other common two letter blends <p>Other possible examples of blends:</p> <ul style="list-style-type: none"> • Initial s- blends: sc, sk, sl, sm, sn, sp, sw

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> Initial l- blends: bl, cl, fl, gl, pl, sl Initial r- blends: br, cr, dr, fr, gr, pr, tr Final consonant blends: ld, lf, sk, nk, nt, mb, mp, ng
1.3A.iv	consonant digraphs including ch, teh , sh, th=as in thing, wh, ng, ck, kn, -dge, and ph	<p>Consonant digraph – a combination of two consonant letters to stand for a single speech sound (e.g., <i>gn</i> for /n/ in <i>gnaw</i> or <i>gh</i> for /f/ in <i>tough</i>)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Initial digraphs: ch-, sh-, th- as in thing Final digraphs: -ch, -sh, -th
1.3B	Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words.	<p>Combine</p> <p>SOUNDS FROM LETTERS AND COMMON SPELLING PATTERNS</p> <p>Spelling patterns – letter sequences that frequently occur in certain positions in words; also known as phonograms or rimes</p> <p>To create</p> <p>RECOGNIZABLE WORDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Consonant blends Short vowel patterns VC, CVC, CCVC and CVCC Long vowel patterns CVCe, CCVCe

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		Note: Refer to 1.22B for related spelling conventions.
1.3C	Use common syllabication patterns to decode words, including:	<p>Use</p> <p>COMMON SYLLABICATION PATTERNS</p> <p>To decode</p> <p>Decode – apply knowledge of letter-sound relationships in order to sound out a word. In reading practice, the term is used primarily to refer to word identification rather than word comprehension.</p> <p>WORDS INCLUDING:</p> <p>Note: Refer to 1.22A,B for related spelling conventions.</p>
1.3C.i	closed syllable (CVC) (e.g., mat, rab-bit)	<p>Closed syllable – a syllable with a short vowel, ending in a consonant</p> <p>Note: Refer to 1.22Bi for related spelling conventions.</p>
1.3D	Decode words with common spelling patterns (e.g., -ink, -onk, -ick).	<p>Decode</p> <p>WORDS WITH COMMON SPELLING PATTERNS</p> <p>Decode – apply knowledge of letter-sound relationships in order to sound out a word. In reading practice, the term is used primarily to refer to word identification rather than word</p>

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		<p>comprehension.</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Common word families (e.g., -ink, -onk, -ick) <p>Other possible examples of common spelling patterns (word families):</p> <ul style="list-style-type: none"> • -ack, -ail, -ain, -ake, -ale, -ame-, -an, -ank, -ap, -ash, -at, -ate, -aw, -ay, -eat, -ell, -est, -ice, -ide, -ight, -ill, -in, -ine, -ing, -ip, -it, -ock, -oke, -op, -ore, -ot, -uck, -ug, -ump, -unk
1.3E	Read base words with inflectional endings (e.g., plurals, past tenses).	<p>Read</p> <p>BASE WORDS WITH INFLECTIONAL ENDINGS</p> <p>Base word – a word that stands alone and has its own meaning</p> <p>Inflectional ending – letters that combine with a base word to express tense, number, mood, or person</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Words ending in -s, -es, -ed, -ing <p>Note: Refer to 1.22D for related spelling conventions.</p>
1.3H	Identify and read at least 100 high-frequency words from a commonly used list.	<p>Identify, Read</p> <p>AT LEAST 100 HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST</p>

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		<p>High-frequency word – a small group of 300–500 words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading.</p> <p>Sight word – a word that is recognized immediately. <i>Note: Sometimes sight words are thought to be only words that are irregular or high-frequency words; (e.g., on the Dolch and Fry lists) however, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.</i></p> <p>Possible examples of commonly used lists:</p> <ul style="list-style-type: none"> • Dolch List of Basic Sight Words • Fry Instant Word List <p><i>Note:</i> Refer to 1.22C for related spelling conventions.</p>
1.3!	Monitor accuracy of decoding.	<p>Monitor</p> <p>ACCURACY OF DECODING</p> <p><i>Note:</i> Monitoring accuracy of decoding requires students to be aware of errors they make while reading and then apply self-correcting strategies. Students may benefit from asking the following questions while reading: Does the word look right? Does the word sound right? Does the word make sense?</p>
1.4	<i>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</i>	

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1.4A	Confirm predictions about what will happen next in text by "reading the part that tells".	<p>Confirm</p> <p>PREDICTIONS ABOUT WHAT WILL HAPPEN NEXT IN THE TEXT</p> <p>By reading</p> <p>THE PART THAT TELLS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Locating textual evidence to support predictions • Stopping routinely to summarize what has been read, check against the predictions, modify predictions, and then predict what will happen next.
1.4B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.	<p>Ask</p> <p>RELEVANT QUESTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Literal questions – (e.g., Who is the main character? What is the story setting? What is the topic?) • Refer to 1.Fig19B <p>Seek</p> <p>CLARIFICATION</p> <p>Including, but not limited to:</p>

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> • Use background knowledge • Re-read a portion of the text • Ask for help <p>Locate</p> <p>FACTS AND DETAILS ABOUT STORIES AND OTHER TEXTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use text features to locate facts and details • Identify key words • Re-read relevant portions of text
1.4C	<p>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).</p>	<p>Establish</p> <p>PURPOSE FOR READING SELECTED TEXTS</p> <p>Possible examples of purposes for reading:</p> <ul style="list-style-type: none"> • To learn • To follow directions • For enjoyment • Refer to 1.Fig19A <p>Monitor</p> <p>COMPREHENSION, MAKING CORRECTIONS, AND ADJUSTMENTS WHEN THAT UNDERSTANDING BREAKS DOWN</p>

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		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify clues • Use background knowledge • Re-read a portion aloud • Create sensory images • Ask for help • Refer to 1.Fig19C
1.6	<i>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</i>	
<i>TxCCRS</i>	<i>Reading</i>	
<i>TxCCRS</i>	<i>E/LAS.II.B - English/Language Arts/Reading. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.</i>	
1.6A	Identify words that name actions (verbs) and words that name persons, places, or things (nouns).	<p>Identify</p> <p>WORDS THAT NAME</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Action (verbs) – (e.g., walking, jumped, reading) • Persons, places, and things (nouns) – (e.g., teacher, school, desk) <p>Note: Refer to 1.20Ai,ii for related grammar conventions.</p>

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1.6D	Identify and sort words into conceptual categories (e.g., opposites, living things).	<p>Identify, Sort</p> <p>WORDS INTO CONCEPTUAL CATEGORIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Opposites • Living things <p>Other possible categories:</p> <ul style="list-style-type: none"> • Color • Shape • Texture • Function • Size • Non-living things • Plants • Animals
1.Fig19	<i>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</i>	

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<i>TxCCRS</i>	<i>Key Cognitive Skills</i>	
<i>TxCCRS</i>	<i>CDS.I.D - Cross-Disciplinary Standards/Key Cognitive Skills. Academic behaviors</i>	
<i>TxCCRS</i>	<i>Foundational Skills</i>	
<i>TxCCRS</i>	<i>CDS.II.A - Cross-Disciplinary Standards/Foundational Skills. Reading across the curriculum</i>	
1.Fig19A	Establish purposes for reading selected texts based upon desired outcome to enhance comprehension.	<p>Establish</p> <p>PURPOSES FOR READING SELECTED TEXTS BASED UPON DESIRED OUTCOME TO ENHANCE COMPREHENSION</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • To learn • To enjoy language • To become involved in real and imagined events, settings, and actions • To follow directions • For entertainment • Refer to 1.4C
1.Fig19B	Ask literal questions of text.	<p>Ask</p> <p>LITERAL QUESTIONS OF TEXT</p> <p>Including but not limited to:</p>

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		<ul style="list-style-type: none"> Who, what, when, where, and how questions Before, during, and after reading Refer to 1.4B <p>Literal question – knowledge level fact based question (e.g., who, what , when, where, why, and how questions); questions asked for clarification</p>
1.Fig19C	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).	<p>Monitor, Adjust</p> <p>COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Use background knowledge Re-read a portion aloud Ask for help Refer to 1.4BC
1.Fig19D	Make inferences about text and use textual evidence to support understanding.	<p>Make</p> <p>INFERENCES ABOUT TEXT</p> <p>Inference – a logical guess made by connecting bits of information. Readers make inferences by drawing conclusions, making generalizations, and making predictions.</p> <p>Use</p> <p>TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p>

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		Textual Evidence – specific details or facts found in text that support what is inferred
1.Fig19E	Retell or act out important events in stories in logical order.	Retell, Act Out IMPORTANT EVENTS IN STORIES IN LOGICAL ORDER
1.Fig19F	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	Make CONNECTIONS TO Including, but not limited to: <ul style="list-style-type: none"> • Own experiences – things done or seen • Ideas in other text – concepts that connect one text with another text • Larger community – a group of people that have the same interest or live in the same area Discuss TEXTUAL EVIDENCE Textual evidence – specific details or facts found in text that support what is inferred
1.7	<i>Reading/Comprehension of Literary Text/Theme and Genre.</i> <i>Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts</i>	

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	<i>and provide evidence from the text to support their understanding. Students are expected to:</i>	
TxCCRS	Reading	
TxCCRS	<i>E/LAS.II.C - English/Language Arts/Reading. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.</i>	
<u>1.7A</u>	Connect the meaning of a well-known story or fable to personal experiences.	<p>Connect</p> <p>THE MEANING OF A WELL-KNOWN STORY OR FABLE TO PERSONAL EXPERIENCES</p> <p>Theme – the central or universal idea of a piece of fiction or the main idea of a nonfiction essay. Themes are ideas or concepts that relate to moral lessons and values and speak to the human experience</p> <p>Fable – fictional tale that teaches a moral lesson, entertains, and often includes animals with human characteristics</p> <p>Note: Refer to 1.Fig19F for related comprehension skills.</p>
<u>1.10</u>	<i>Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:</i>	

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<i>TxCCRS</i>	<i>Reading</i>	
<i>TxCCRS</i>	<i>E/LAS.II.A - English/Language Arts/Reading. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.</i>	
1.10A	Determine whether a story is true or a fantasy and explain why.	<p>Determine</p> <p>WHETHER A STORY IS TRUE OR A FANTASY</p> <p>Explain</p> <p>WHY</p> <p>Literary nonfiction – a type of narrative based on actual persons, places, and things. In literary nonfiction, a writer may construct text in any number of ways and is not limited to the organizational patterns normally associated with nonfiction texts. (e.g., biography, autobiography, memoir)</p>
1.13	<i>Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</i>	

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TxCCRS	Reading	
TxCCRS	<i>E/LAS.II.C - English/Language Arts/Reading. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.</i>	
1.13A	Identify the topic and explain the author's purpose in writing about the text.	<p>Identify</p> <p>THE TOPIC</p> <p>Topic – what the author is writing about, the subject (e.g., polar bears)</p> <p>Explain</p> <p>THE AUTHOR'S PURPOSE IN WRITING ABOUT THE TEXT</p> <p>Purpose – the intended goal of a piece of writing; the reason a person writes</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • To inform • To explain
1.16	<i>Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex</i>	

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	<i>texts. Students are expected to:</i>	
TxCCRS	Listening	
TxCCRS	<i>E/LAS.IV.A - English/Language Arts/Listening. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</i>	
TxCCRS	Key Cognitive Skills	
TxCCRS	<i>CDS.I.B - Cross-Disciplinary Standards/Key Cognitive Skills. Reasoning</i>	
TxCCRS	Foundational Skills	
TxCCRS	<i>CDS.II.E - Cross-Disciplinary Standards/Foundational Skills. Technology</i>	
1.16A	Recognize different purposes of media (e.g., informational, entertainment) (with adult assistance).	<p>Recognize</p> <p>DIFFERENT PURPOSES OF MEDIA (WITH ADULT ASSISTANCE)</p> <p><i>During instruction, integrate media with other unit standards (e.g., print awareness, literary text, writing) rather than teaching it in isolation.</i></p> <p>Media – a variety of ways people communicate with others (e.g., print, digital, electronic, social)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> To inform

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		<ul style="list-style-type: none"> To entertain To persuade <p>Possible examples of forms of media:</p> <ul style="list-style-type: none"> Commercials, newspapers, magazines, product labels, websites
1.17	Writing/Writing Process. <i>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i>	
TxCCRS	Writing	
TxCCRS	E/LAS.I.A - English/Language Arts/Writing. <i>Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i>	
TxCCRS	Foundational Skills	
TxCCRS	CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. <i>Writing across the curriculum</i>	
1.17A	Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).	<p>Plan</p> <p>A FIRST DRAFT BY GENERATING IDEAS FOR WRITING</p> <p>Including, but not limited to:</p>

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		<ul style="list-style-type: none"> • Generate ideas or topics through a range of strategies (e.g., drawing, sharing ideas, listing key ideas, etc.) • Select a focused idea or topic • Generate and categorize ideas and details about the selected topic (e.g., webbing, graphic organizer, listing, etc.) <p>Examples of purposes for writing:</p> <ul style="list-style-type: none"> • To entertain • To explain • To describe • To inform • To respond <p>Purpose – the intended goal of a piece of writing; the reason a person writes</p> <p>Note: This is the first step in the writing process, often referred to as prewriting or planning.</p>
1.17B	Develop drafts by sequencing ideas through writing sentences.	<p>Develop</p> <p>DRAFTS BY SEQUENCING IDEAS THROUGH WRITING SENTENCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Categorize ideas using a graphic organizer • Sequence ideas (e.g., chronological or logical sequence) • Write sentences in sequence to develop the draft <p>Note:</p>

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		This is the second step in the writing process, often referred to as drafting. The focus is on developing ideas and the message, not on mechanics.
1.17C	Revise drafts by adding or deleting a word, phrase, or sentence.	<p>Revise</p> <p>DRAFTS BY ADDING OR DELETING A WORD, PHRASE, OR SENTENCE</p> <p>Revise – changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Include sensory details and descriptive words to enhance the message • Use time-order transition words to improve coherence and organization • Delete unnecessary words, phrases, or sentences that distract from the message <p>Descriptive words – typically adjectives that describe a noun</p> <p>Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched</p> <p>Transitional words and phrases – words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas.</p> <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly <p>Note:</p>

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		While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.
1.17D	Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.	<p>Edit</p> <p>DRAFTS FOR GRAMMAR, PUNCTUATION, AND SPELLING USING A TEACHER-DEVELOPED RUBRIC</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Conventions/Grammar (refer to 1.20Ai-vii) • Capitalization (refer to 1.21Bi-iii) • Punctuation (refer to 1.21C) • Spelling (refer to 1.22ABi-iiiCD) • Use resources to find correct spellings (refer to 1.22E) <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, and spelling.</p>
1.18	<i>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</i>	
TxCCRS	<i>Writing</i>	
TxCCRS	<i>E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate</i>	

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	<i>language that advances the author's purpose.</i>	
TxCCRS	Foundational Skills	
TxCCRS	CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum	
1.18A	Write brief stories that include a beginning, middle, and end.	<p>Write</p> <p>BRIEF STORIES THAT INCLUDE A BEGINNING, MIDDLE, AND END</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Write about personal experiences • Write imaginative stories • Use time-order transition words <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> • First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly <p>Note: Refer to 1.20Avii for skills related to time-order transition words.</p>
1.19	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	

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<i>TxCCRS</i>	<i>Writing</i>	
<i>TxCCRS</i>	<i>E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i>	
<i>TxCCRS</i>	<i>Foundational Skills</i>	
<i>TxCCRS</i>	<i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i>	
<u>1.19A</u>	Write brief compositions about topics of interest to the student.	<p>Write</p> <p>BRIEF COMPOSITIONS ABOUT TOPICS OF INTEREST TO THE STUDENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • To explain • To inform
<u>1.19C</u>	Write brief comments on literary or informational texts.	<p>Write</p> <p>BRIEF COMMENTS ON LITERARY OR INFORMATIONAL TEXTS</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • Ideas, reflections, responses to text, connections

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1.20	<i>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i>	
TxCCRS	Writing	
TxCCRS	<i>Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</i>	
TxCCRS	Foundational Skills	
TxCCRS	CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum	
TxCCRS	<i>Write clearly and coherently using standard writing conventions.</i>	
1.20A	Understand and use the following parts of speech in the context of reading, writing, and speaking:	<p>Understand, Use</p> <p>THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING AND SPEAKING:</p>
1.20A.i	verbs (past, present, and future)	<p>Verb – a word that describes action or state of being (e.g., jump)</p> <p>Past tense verb – states an action that already happened (e.g., jumped)</p>

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		<p>Present tense verb – states an action that is happening now (e.g., is jumping)</p> <p>Future tense verb – states an action that will happen (e.g., will jump)</p> <p>Note: Refer to 1.6A for related vocabulary skills.</p>
1.20A.ii	nouns (singular/plural, common/proper)	<p>Noun – names a person, place or thing</p> <p>Singular noun – names a single person, place or thing (e.g., boy, house, cat)</p> <p>Plural noun – names more than one person, place or thing (e.g., add -s: boys, houses, cats)</p> <p>Common noun – a general name of a person, place, thing or idea (e.g., boy, city)</p> <p>Proper noun – names a specific person, place, thing or idea and always begins with a capital letter (e.g., John, Chicago)</p> <p>Note: Refer to 1.6A for related vocabulary skills.</p>
1.20A.iii	adjectives (e.g., descriptive: green, tall)	<p>Adjective – a word that describes a noun or a pronoun</p> <p>Descriptive adjective – tells what kind, which one or how many (e.g., green, tall)</p>
1.20A.iv	adverbs (e.g., time: before, next)	<p>Adverb – a word that describes a verb, an adjective or another adverb</p> <p>Adverbs of time – show when an action occurs (time), or how long it lasts (duration) (e.g., When: time, before, next, yesterday)</p>

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1.20A.vii	time-order transition words	<p>Transitional words and phrases – words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas.</p> <p>Possible examples of time-order transition words and phrases:</p> <ul style="list-style-type: none"> First, soon, immediately, while, during, occasionally, second, then, at, that time, meanwhile, when, frequently, last, now, until, already, after, in the meantime, next, finally
1.20B	Speak in complete sentences with correct subject-verb agreement.	<p>Speak</p> <p>IN COMPLETE SENTENCES WITH CORRECT SUBJECT-VERB AGREEMENT</p> <p>Complete sentence – has a subject and predicate (verb or action) and expresses a complete thought (e.g., Dogs bark.)</p> <p>Subject-verb agreement – the subject and verb in a sentence must agree in number (e.g., The <u>dog</u> barks. The <u>dogs</u> bark.)</p> <p>Note: Complete sentences include those that tell and ask.</p>
1.20C	Ask questions with appropriate subject-verb inversion.	<p>Ask</p> <p>QUESTIONS WITH APPROPRIATE SUBJECT-VERB INVERSION</p> <p>Possible example of appropriate subject-verb inversion:</p>

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		<ul style="list-style-type: none"> • He can ride a bike. Can he ride a bike?
1.21	<i>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</i>	
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.	<p>Form</p> <p>UPPER- AND LOWER-CASE LETTERS LEGIBLY IN TEXT, USING THE BASIC CONVENTIONS OF PRINT (LEFT-TO-RIGHT AND TOP-TO-BOTTOM PROGRESSION)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Gain control of penmanship, such as pencil grip, paper position, posture and beginning stroke • Use appropriate letter formation and size • Use appropriate spacing between words and sentences
1.21B	Recognize and use basic capitalization for:	<p>Recognize, Use</p> <p>BASIC CAPITALIZATION FOR:</p>
1.21B.i	the beginning of sentences	
1.21C	Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative	<p>Recognize, Use</p>

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	sentences.	<p>PUNCTUATION MARKS AT THE END OF DECLARATIVE, EXCLAMATORY AND INTERROGATIVE SENTENCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Declarative sentence – a sentence that tells a complete thought and ends in a period (.) • Interrogative sentence – a sentence that asks a question and ends in a question mark (?) • Exclamatory sentence – sentence that expresses strong emotion or feeling and ends with an exclamation point (!)
<u>1.22</u>	<i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i>	
<u>1.22A</u>	Use phonological knowledge to match sounds to letters to construct known words.	<p>Use</p> <p>PHONOLOGICAL KNOWLEDGE TO MATCH SOUNDS TO LETTERS TO CONSTRUCT KNOWN WORDS</p> <p>Phonological knowledge/awareness – an “umbrella” term that is used to refer to a student’s sensitivity to the sound structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.</p> <p>Note: Refer to 1.3 and 1.22BCD for related phonics and spelling skills.</p>
<u>1.22B</u>	Use letter-sound patterns to spell:	<p>Use</p> <p>LETTER-SOUND PATTERNS TO SPELL:</p>

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1.22B.iii	one-syllable words with consonant blends (e.g., "drop")	Note: Refer 1.3Aiii for related phonics skills.
1.22C	Spell high-frequency words from a commonly used list.	<p>Spell</p> <p>HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST</p> <p>High-frequency words – a small group of 300–500 words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading.</p> <p>Possible examples of commonly used lists:</p> <ul style="list-style-type: none"> • Dolch List of Basic Sight Words • Fry Instant Word List <p>Note: Refer to 1.3H for related beginning reading skills.</p>
1.22D	Spell base words with inflectional endings (e.g., adding "s" to make words plurals).	<p>Spell</p> <p>BASE WORDS WITH INFLECTIONAL ENDINGS</p> <p>Base word – a word that stands alone and has its own meaning</p> <p>Inflectional ending – letters that combine with a base word to express tense, number, mood or person (e.g., -s, -ing, and -ed)</p> <p>Note:</p>

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		Refer to 1.3E for related phonics skills.
1.22E	Use resources to find correct spellings.	<p>Use</p> <p>RESOURCES TO FIND CORRECT SPELLINGS</p> <p>Possible examples of resources:</p> <ul style="list-style-type: none"> • Word wall • Beginning dictionary • Beginning glossary
1.27	<i>Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i>	
TxCCRS	Listening	
TxCCRS	E/LAS.IV.B - English/Language Arts/Listening. Listen effectively in informal and formal situations.	
1.27B	Follow, restate, and give oral instructions that involve a short related sequence of actions.	<p>Follow, Restate, Give</p> <p>ORAL INSTRUCTIONS THAT INVOLVE A SHORT RELATED SEQUENCE OF ACTIONS</p> <p>Possible examples of multi-step directions include:</p> <ul style="list-style-type: none"> • Classroom procedures, directions, game rules, science experiment, craft project

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		Note: Refer to 1.15A for related procedural text skills.
1.28	<i>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i>	
TxCCRS	Speaking	
TxCCRS	E/LAS.III.B - English/Language Arts/Speaking. Develop effective speaking styles for both group and one-on-one situations.	
1.28A	Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	<p>Share</p> <p>INFORMATION AND IDEAS ABOUT THE TOPIC UNDER DISCUSSION</p> <p>Speaking</p> <p>CLEARLY AT AN APPROPRIATE PACE</p> <p>Using</p> <p>THE CONVENTIONS OF LANGUAGE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Speak appropriately for purpose, audience, and occasion

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		Note: Refer to 1.20Ai-viiBC for grade-appropriate conventions of language.
1.29	<i>Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i>	
TxCCRS	Speaking	
TxCCRS	<i>E/LAS.III.A - English/Language Arts/Speaking. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).</i>	
TxCCRS	Listening	
TxCCRS	<i>E/LAS.IV.A - English/Language Arts/Listening. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</i>	
TxCCRS	Key Cognitive Skills	
TxCCRS	CDS.I.E - Cross-Disciplinary Standards/Key Cognitive Skills. Work habits	
1.29A	Follow agreed-upon rules for discussion, including listening to others, speaking when	Follow

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TITLE : Unit 02: Readers Read for a Purpose

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	recognized, and making appropriate contributions.	<p>AGREED-UPON RULES FOR DISCUSSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Listening to others • Speaking when recognized • Making appropriate contributions

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<p><i>The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.</i></p> <p>School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.</p> <p>School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.</p> <p>http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>Choose appropriate ELPS to support instruction.</p>	
ELPS.c.1	<i>The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>
ELPS.c.1A	use prior knowledge and experiences to understand meanings in English

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
ELPS.c.1B	monitor oral and written language production and employ self-corrective techniques or other resources
ELPS.c.1C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary
ELPS.c.1D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)
ELPS.c.1E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment
ELPS.c.1F	use accessible language and learn new and essential language in the process
ELPS.c.1G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations
ELPS.c.1H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.
ELPS.c.2	<i>The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>
ELPS.c.2A	distinguish sounds and intonation patterns of English with increasing ease
ELPS.c.2B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
ELPS.c.2C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
ELPS.c.2D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
ELPS.c.2E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

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ELPS.c.2F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment
ELPS.c.2G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar
ELPS.c.2H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations
ELPS.c.2I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
ELPS.c.3	<i>The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>
ELPS.c.3A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible
ELPS.c.3B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication
ELPS.c.3C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired
ELPS.c.3D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency
ELPS.c.3E	share information in cooperative learning interactions
ELPS.c.3F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments

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ELPS.c.3G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
ELPS.c.3H	narrate, describe, and explain with increasing specificity and detail as more English is acquired
ELPS.c.3I	adapt spoken language appropriately for formal and informal purposes
ELPS.c.3J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
ELPS.c.4	<i>The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</i>
ELPS.c.4A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words
ELPS.c.4B	recognize directionality of English reading such as left to right and top to bottom
ELPS.c.4C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials
ELPS.c.4D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text
ELPS.c.4E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
ELPS.c.4F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language
ELPS.c.4G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	to questions, and taking notes commensurate with content area and grade level needs
ELPS.c.4H	read silently with increasing ease and comprehension for longer periods
ELPS.c.4I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs
ELPS.c.4J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
ELPS.c.4K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
ELPS.c.5	<i>The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</i>
ELPS.c.5A	learn relationships between sounds and letters of the English language to represent sounds when writing in English
ELPS.c.5B	write using newly acquired basic vocabulary and content-based grade-level vocabulary
ELPS.c.5C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
ELPS.c.5D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired
ELPS.c.5E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
ELPS.c.5F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	increasingly accurate ways as more English is acquired
ELPS.c.5G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Last Updated 06/16/2014