

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 02: Reading with Purpose

SUGGESTED DURATION : 20 days

UNIT OVERVIEW

This unit bundles student expectations that address purposes for reading, writing, speaking, and listening. Students examine a variety of literature representing various genres with multiple themes and topics. Patterns in phonological awareness, phonics, conventions and print awareness continue to be introduced and practiced in order to reinforce literacy learning and comprehension during independent and shared reading. 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, involvement, and information.

In Unit 01, students recognized that spoken words could be written and that sentences are comprised of words. They began to recognize letters as upper and lower case and identified the common sounds that each letter represents. Connections between language sounds such as rhyming and non-rhyming words were identified. Students listened to stories read aloud and asked and responded to questions. They communicated using oral and written language by engaging in conversations and learned to take turns by speaking one at a time. During this unit, students continue to explore phonological awareness, phonics, and print awareness for the purpose of understanding the basic components of reading and writing. Students examine letter/sound associations, understand that reading moves from left to right and top to bottom, and begin to decode VC and CVC words. Students will begin to explore and discuss different purposes for reading and listening to texts and media including to entertain and to learn or gain information. As students explore the different purposes of texts, they are introduced to big ideas and recurring phrases in fairy tales, lullabies, and folktales and begin to identify topics in informational texts. Students use strategies and processes to support comprehension of text read aloud and communicate comprehension by retelling, or acting out main events. Students compose stories using the writing process and written and oral conventions to dictate or write sentences in chronological order. They become more proficient in writing their name and upper and lower case letters of the alphabet. In Unit 03, students use their understanding of the connections between the components to establish a continuum and fluid motion in reading and comprehension while investigating literary works.

PERFORMANCE ASSESSMENT(S)

OVERARCHING CONCEPTS UNIT CONCEPTS

UNIT UNDERSTANDINGS

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ELAR Kindergarten Unit 02 – Performance Assessment 1 Click on the PA title to view related rubric. In a small group, use a pointer to identify different parts of a book (e.g., front and back cover, title page) and to demonstrate knowledge that reading moves from top to bottom and left to right. Standard(s): K.1F, K.1G, ELPS.c.4B	Patterns – Print Awareness	Understanding that print is associated with spoken language supports the development of reading and writing.
ELAR Kindergarten Unit 02 – Performance Assessment 2 Click on the PA title to view related rubric. After listening to a folktale or fable read aloud to the class, in a small group discuss the purpose for reading the folktale or fable. Then share the big idea of the story along with a personal experience that connects to the text. Draw a picture that represents your personal connection. Write your name on the drawing. Standard(s): K.6B, K.8A, K.16A.v, K.18C, K.21A, K.22A, K.Fig19A, K.Fig19E, K.Fig19F, ELPS.c.2D, ELPS.c.2E, ELPS.c.2G, ELPS.c.2I	Elements – Theme	Understanding literary elements facilitates the reader’s ability to make meaning of the text.
	Interpretation – Message	Effective listeners respond to spoken messages. Authors write for a purpose.

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PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
ELAR Kindergarten Unit 02 – Performance Assessment 3 Click on the PA title to view related rubric. Read or listen to an informational text. In a small group, discuss the purpose for reading or listening to the text and identify topics and details. Individually, draw pictures to illustrate important facts from the text. Speak using complete simple sentences to tell others about your illustration. Standard(s): K.9A, K.10A, K.10B, K.16C, K.21A, K.22A, K.Fig19A, ELPS.c.1E, ELPS.c.2D, ELPS.c.2G, ELPS.c.2I, ELPS.c.3C, ELPS.c.3D, ELPS.c.3E	Purpose Interpretation – Understanding, Meaning Conventions – Oral Conventions Interpretation – Message	Identification of important facts in text creates a better understanding of purpose and meaning.
		Authors write for a purpose. Effective oral conventions enhance the interpretation of the message.
ELAR Kindergarten Unit 02 – Performance Assessment 4 Click on the PA title to view related rubric. Generate an idea and write or dictate to tell a story in chronological order. Share your story with a partner. Standard(s): K.13A, K.13B, K.13E, K.14A, K.16A.i, K.16A.ii, K.16A.v, ELPS.c.1B, ELPS.c.3H, ELPS.c.5A, ELPS.c.5B, ELPS.c.5G	Perspective – Experiences, Ideas	Writers develop ideas about what they know.
		Awareness of word patterns supports the development of word reading and spelling.

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MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS

- None identified

UNIT VOCABULARY

- **Expository text** – text that informs or describes
- **Fable** – a brief fictional tale that entertains and includes animals that talk and act like humans and teaches a moral lesson
- **Fairy tale** – a traditional story for children that is often magical and imaginary
- **Illustration** – picture
- **Folktale** – a story originally passed down in spoken form rather than in writing. Folktales include legends, fables, tall tales, and fairy tales. They may have recurring phrases (e.g., once upon a time, they lived happily ever after).

SYSTEM RESOURCES

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

[ELAR Kindergarten Phonics Scope and Sequence](#)

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 Print Awareness: K.1A, K.1B, K.1C, K.1D, K.1E, K.1F, K.1G Phonological Awareness: K.2B, K.2F, K.2H Phonics: K.3A, K.3B Vocabulary Development: K.5C Spelling: K.18A, K.18B	Ongoing TEKS Phonological Awareness: K.2A, K.2C, K.2D Vocabulary Development: K.5B	Informal Language Sample Observation data Teacher-Student Conference Checklist Reader's Notebook Writer's Notebook Portfolio
Shared Reading/Independent Reading	TEKS Print Awareness: K.1A, K.1B, K.1C, K.1D, K.1E, K.1F, K.1G		

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INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
	Phonics: K.3A, K.3B Strategies: K.4A, K.4B Theme and Genre: K.6B, K.6D Fiction: K.8A Culture and History: K.9A Expository Text: K.10A, K.10B, K.10D Media Literacy: K.12A Listening: K.21A, K.21B Speaking: K.22A Teamwork: K.23A Comprehension Skills: K.Fig19A, K.Fig19B, K.Fig19E, K.Fig19F		

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INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Writing	TEKS Phonics: K.3A Writing Process: K.13A, K.13B, K.13E Literary Texts: K.14A Conventions: K.16A.i, K.16A.ii, K.16A.v, K.16B, K.16C Handwriting, Capitalization, and Punctuation: K.17A, K.17B, K.17C Spelling: K.18A, K.18B, K.18C Listening: K.21A, K.21B Speaking: K.22A		

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
	Teamwork: K.23A		

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> <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> - 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 <i>Blue text in italics: Unit-specific clarification</i> - Black text: Texas Education Agency (TEA)
K.1	<i>Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</i>	
K.1A	Recognize that spoken words can be represented by print for communication.	Recognize

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		THAT SPOKEN WORDS CAN BE REPRESENTED BY PRINT FOR COMMUNICATION Including, but not limited to: • His/her own name • Environmental print (classroom and community) • Words transcribed from oral dictation
K.1B	Identify upper- and lower-case letters.	Identify UPPER- AND LOWER-CASE LETTERS Including, but not limited to: • In alphabetical sequence and random order • Consonants • Vowels • Discriminate letters from numbers and other common symbols (e.g., dollar sign \$)
K.1C	Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.	Demonstrate THE ONE-TO-ONE CORRESPONDENCE BETWEEN A SPOKEN WORD AND A PRINTED WORD IN TEXT Including, but not limited to: • Point and/or count the words in a sentence as the sentence is read aloud

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
K.1D	Recognize the difference between a letter and a printed word.	Recognize THE DIFFERENCE BETWEEN A LETTER AND A PRINTED WORD Including, but not limited to: • Point to, count, or name upper- and lower-case letters in words • Point to complete words in text
K.1E	Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping).	Recognize THAT SENTENCES ARE COMPRISED OF WORDS SEPARATED BY SPACES Demonstrate AWARENESS OF WORD BOUNDARIES Including, but not limited to: • Recognize word spacing in texts through kinesthetic action (e.g., clapping, jumping) • Recognize word spacing in texts through tactile actions (e.g., using blocks, touching, pointing)
K.1F	Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.	Hold A BOOK RIGHT SIDE UP Turn

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		ITS PAGES CORRECTLY Know THAT READING MOVES FROM TOP TO BOTTOM AND LEFT TO RIGHT
K.1G	Identify different parts of a book (e.g., front and back covers, title page).	Identify DIFFERENT PARTS OF A BOOK Including, but not limited to: • Front and back covers • Title page • Pages
K.2	<i>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</i>	
K.2B	Identify syllables in spoken words.	Identify SYLLABLES IN SPOKEN WORDS Syllable – a word or part of a word pronounced with one uninterrupted sound (e.g., <i>cat</i> has one syllable, <i>lion</i> has two syllables- <i>li/on</i>)

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K.2F	Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat).	Blend SPOKEN ONSETS AND RIMES TO FORM SIMPLE WORDS Onset – the initial sound of a word (e.g., /c/ in cat; in Spanish, /p/ in papa) Rime – the terminal syllable of a word that can be rhymed (e.g., /at/ in cat and fat) Possible examples of teacher prompts: • What word is made with these two parts? /c/ -ar. (car) • What would the word be if I said /s/.../oo/.../n/? (soon)
K.2H	Isolate the initial sound in one-syllable spoken words.	Isolate THE INITIAL SOUND IN ONE- SYLLABLE SPOKEN WORDS Possible example: • Use manipulatives (e.g., Elkonin boxes) to represent the initial sound in one syllable words (e.g., cat: /c/.../at/) Possible example of teacher prompt: • Say the word cat. Now say the word cat without the /k/. (at)
K.3	<i>Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological</i>	Note: Refer to the TEKS Resource System Phonics Scope and Sequence for a year overview of phonics skills by unit.

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	<i>analysis to decode written English. Students are expected to:</i>	
K.3A	Identify the common sounds that letters represent.	Identify THE COMMON SOUNDS THAT LETTERS REPRESENT <i>Introduce p, n, s, l, d, f, h, short a.</i> Including, but not limited to: • Identify letter-sound association • Identify letters as consonants or vowels • Identify long and short vowel sounds
K.3B	Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC , and CVCC words).	Use KNOWLEDGE OF LETTER-SOUND RELATIONSHIPS To decode 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. REGULAR WORDS IN TEXT AND INDEPENDENT OF TEXT Including, but not limited to: • VC (e.g., at)

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		• CVC (e.g., cat) Note: Refer to K.18B for related spelling conventions.
<u>K.4</u>	<i>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</i>	
<u>K.4A</u>	Predict what might happen next in text based on the cover, title, and illustrations.	Predict WHAT MIGHT HAPPEN NEXT IN TEXT BASED ON THE COVER, TITLE, AND ILLUSTRATIONS Including, but not limited to: • Preview and discuss the cover, title, and illustrations before listening to or reading a text • Use illustrations to predict what might happen next in a text while reading or listening to it
<u>K.4B</u>	Ask and respond to questions about texts read aloud.	Ask, Respond TO QUESTIONS ABOUT TEXTS READ ALOUD Including, but not limited to: • Literal questions – (e.g., Who is the main character? Where is the story taking place? What is the story about?) • Refer to K.Fig19B
<u>K.5</u>	<i>Reading/Vocabulary Development. Students</i>	

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<i>understand new vocabulary and use it when reading and writing. Students are expected to:</i>	
TxCCRS	Reading	
TxCCRS	E/LAS.II.B - English/Language Arts/Reading. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.	
<u>K.5C</u>	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures).	Identify, Sort PICTURES OF OBJECTS INTO CONCEPTUAL CATEGORIES Including, but not limited to: • Color • Shape • Texture
<u>K.Fig19</u>	<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>	
TxCCRS	Key Cognitive Skills	
TxCCRS	CDS.I.D - Cross-Disciplinary Standards/Key	

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<i>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>	
K.Fig19A	Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).	Discuss PURPOSES FOR READING AND LISTENING TO VARIOUS TEXTS Possible examples: • To learn • To enjoy language • To become involved in real and imagined events, settings, and actions
K.Fig19B	Ask and respond to questions about text.	Ask, Respond TO QUESTIONS ABOUT TEXT Including but not limited to: • Who, what, when, where, and how questions • Before, during, and after reading • Refer to K.4B

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
K.Fig19E	Retell or act out important events in stories.	Retell, Act Out IMPORTANT EVENTS IN STORIES
K.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: • 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
K.6	<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 and provide evidence from the 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.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>	
K.6B	Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience.	Discuss THE BIG IDEA (THEME) OF A WELL-KNOWN FOLKTALE OR FABLE Theme – the central or universal idea of a piece of fiction or the main idea of a nonfiction essay. Folktale – a story originally passed down in spoken form rather than in writing. Folktales include legends, fables, tall tales, and fairy tales. They may have recurring phrases (e.g., once upon a time, they lived happily ever after). Fable – fictional tale that teaches a moral lesson, entertains, and often includes animals with human characteristics Possible examples of theme: • Good friends are important • Treat others as you would like to be treated • Helping others is rewarding Connect IT TO PERSONAL EXPERIENCE

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		Note: Refer to K.Fig19F for related comprehension skills.
K.6D	Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.	Recognize RECURRING PHRASES AND CHARACTERS IN FAIRY TALES, LULLABIES, AND FOLKTALES FROM VARIOUS CULTURES Fairy tale – a traditional story for children that is often magical and imaginary Lullaby – a soothing song, usually sung to children before they go to sleep Folktale – a story originally passed down in spoken form rather than in writing. Folktales include legends, fables, tall tales, and fairy tales. They may have recurring phrases (e.g., once upon a time, they lived happily ever after). Examples of recurring phrases: • “Once upon a time” • “They lived happily ever after” Including, but not limited to: • Participate in patterns when folktales, fairy tales, and lullabies are read aloud
K.8	<i>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</i>	

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
TxCCRS	Reading	
TxCCRS	<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>	
K.8A	Retell a main event from a story read aloud.	Retell A MAIN EVENT FROM A STORY READ ALOUD Note: Refer to K.Fig19E for related comprehension skills.
K.9	<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>	
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>	

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
K.9A	Identify the topic of an informational text heard.	Identify THE TOPIC OF AN INFORMATIONAL TEXT HEARD Topic – what the author is writing about, the subject (e.g., polar bears)
K.10	<i>Reading/Comprehension of Informational Text/Expository Text.</i> <i>Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.</i> <i>Students are expected to:</i>	
TxCCRS	Reading	
TxCCRS	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.	
K.10A	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.	Identify THE TOPIC AND DETAILS IN EXPOSITORY TEXT HEARD OR READ, REFERRING TO THE WORDS AND/OR ILLUSTRATIONS Topic – the subject of the text (e.g., polar bears)

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
K.10B	Retell important facts in a text, heard or read.	Retell IMPORTANT FACTS IN A TEXT, HEARD OR READ
K.10D	Use titles and illustrations to make predictions about text.	Use TITLES AND ILLUSTRATIONS TO MAKE PREDICTIONS ABOUT TEXT Including, but not limited to: • Before reading • During reading Note: Refer to K.4A and K.Fig19D for related comprehension strategies.
K.12	<i>Reading/Media Literacy.</i> <i>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 texts. Students are expected to:</i>	
TxCCRS	<i>Listening</i>	
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.,</i>	

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<i>lectures, discussions, conversations, team projects, presentations, interviews).</i>	
TxCCRS	Key Cognitive Skills	
TxCCRS	CDS.I.B - Cross-Disciplinary Standards/Key Cognitive Skills. Reasoning	
TxCCRS	Foundational Skills	
TxCCRS	CDS.II.E - Cross-Disciplinary Standards/Foundational Skills. Technology	
<u>K.12A</u>	Identify different forms of media (e.g., advertisements, newspapers, radio programs) (with adult assistance).	Identify DIFFERENT FORMS OF MEDIA (WITH ADULT ASSISTANCE) Media – a variety of ways people communicate with others (e.g., print, digital, electronic, social) <i>During instruction, integrate media with other unit standards (e.g., vocabulary, literary text, writing) rather than teaching it in isolation.</i> Including, but not limited to: • Advertisements (e.g., flyers/brochures/posters/signs) • Newspapers • Radio programs Other possible examples of forms of media: • Commercials, magazines, product labels, websites

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
K.13	<i>Writing/Writing Process. 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. 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.	
TxCCRS	Foundational Skills	
TxCCRS	CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum	
K.13A	Plan a first draft by generating ideas for writing through class discussion (with adult assistance).	Plan (with adult assistance) A FIRST DRAFT BY GENERATING IDEAS FOR WRITING THROUGH CLASS DISCUSSION Including, but not limited to: • Generate ideas or topics by talking with others • Select a focused idea or topic Examples of purposes for writing: • To entertain

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		• To explain • To describe • To inform Purpose – the intended goal of a piece of writing; the reason a person writes Note: This is the first step in the writing process, often referred to as prewriting or planning.
K.13B	Develop drafts by sequencing the action or details in the story (with adult assistance).	Develop (with adult assistance) DRAFTS BY SEQUENCING THE ACTIONS OR DETAILS IN THE STORY Including, but not limited to: • Dictate, draw, and/or write ideas in chronological sequence (e.g., beginning, middle, end) Note: 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.
K.13E	Share writing with others (with adult assistance).	Share (with adult assistance) WRITING WITH OTHERS Including, but not limited to: • Share writing with classmates and others in the school • Refer to Speaking K.22A (as applicable)

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		Note: This is the last step in the writing process. Publishing can be done in many forms including producing a final written product or by orally sharing with others.
K.14	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:	
TxCCRS	Writing	
TxCCRS	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.	
TxCCRS	Foundational Skills	
TxCCRS	CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum	
K.14A	Dictate or write sentences to tell a story and put the sentences in chronological sequence.	Dictate or Write SENTENCES TO TELL A STORY AND PUT THE SENTENCES IN CHRONOLOGICAL SEQUENCES Including, but not limited to: • Personal experiences • Imaginative stories

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		- Use time-order transition words Possible examples of time-order transition words: - First, next, then, lastly
K.16	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:	
TxCCRS	Writing	
TxCCRS	Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	
TxCCRS	Foundational Skills	
TxCCRS	CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum	
TxCCRS	Write clearly and coherently using standard writing conventions.	
K.16A	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):	Understand, Use (with adult assistance)

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING AND SPEAKING:
K.16A.i	past and future tenses when speaking	Verb – a word that describes action or state of being (e.g., jump) Past tense verb – states an action that already happened (e.g., jumped) Present tense verb – states an action that is happening now (e.g., is jumping) Future tense verb – states an action that will happen (e.g., will jump)
K.16A.ii	nouns (singular/plural)	Noun – names a person, place or thing Singular noun – names a single person, place or thing (e.g., boy, house, cat) Plural noun – names more than one person, place or thing (e.g., boys, houses, cats)
K.16A.v	pronouns (e.g., I, me)	Pronoun – a word that is used in place of a noun; can be a subject (e.g., I, you, he, she, it, we, they) or object (e.g., me, you, him, her, it, us, them)
K.16B	Speak in complete sentences to communicate.	Speak IN COMPLETE SENTENCES TO COMMUNICATE Complete sentence – has a subject and predicate (verb or action) and expresses a complete thought (e.g., Dogs bark.)

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		Note: Complete sentences include those that tell and ask.
K.16C	Use complete simple sentences.	Use COMPLETE SIMPLE SENTENCES Complete sentence – has a subject and predicate (verb or action) and expresses a complete thought (e.g., Dogs bark.) Simple sentence – a sentence with one clause (e.g., <i>the chicken crossed the road</i>) Including, but not limited to: Dictate and/or write simple sentences Note: Complete sentences include those that tell and ask.
K.17	<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>	
K.17A	Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).	Form UPPER- AND LOWER-CASE LETTERS LEGIBLY USING THE BASIC CONVENTIONS OF PRINT

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		(LEFT-TO-RIGHT AND TOP-TO-BOTTOM PROGRESSION) Including, but not limited to: • Gain control of penmanship, such as pencil grip, paper position and beginning stroke • Use appropriate spacing
K.17B	Capitalize the first letter in a sentence.	Capitalize THE FIRST LETTER IN A SENTENCE
K.17C	Use punctuation at the end of a sentence.	Use PUNCTUATION AT THE END OF A SENTENCE Including, but not limited to: • Period and question mark
K.18	<i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i>	
K.18A	Use phonological knowledge to match sounds to letters.	Use PHONOLOGICAL KNOWLEDGE TO MATCH SOUNDS TO LETTERS Phonological knowledge/awareness – an “umbrella” term that is used to refer to a student’s

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		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. Note: Refer to K.3 and K.18B for related phonics and spelling skills.
K.18B	Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").	Use LETTER-SOUND CORRESPONDENCES TO SPELL CONSONANT-VOWEL-CONSONANT (CVC) WORDS (e.g., cut) Note: Refer to K.3B for related phonics skills.
K.18C	Write one's own name.	Write ONE'S OWN NAME Including, but not limited to: • Capitalize the first letter
K.21	<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	

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
TxCCRS	<i>E/LAS.IV.B - English/Language Arts/Listening. Listen effectively in informal and formal situations.</i>	
<u>K.21A</u>	Listen attentively by facing speakers and asking questions to clarify information.	Listen ATTENTIVELY BY FACING SPEAKERS Including, but not limited to: • In formal and informal settings Ask RELEVANT QUESTIONS TO CLARIFY INFORMATION Including, but not limited to: • Ask literal questions (e.g., who, what, where, when, why, how) Note: Refer to K.4B for related beginning reading strategies.
<u>K.21B</u>	Follow oral directions that involve a short related sequence of actions.	Follow ORAL DIRECTIONS THAT INVOLVE A SHORT RELATED SEQUENCE OF ACTIONS Possible examples of multi-step directions include: • Classroom procedures, directions, game rules, science experiment, craft project

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
K.22	<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.	
K.22A	Share information and ideas by speaking audibly and clearly using the conventions of language.	Share INFORMATION AND IDEAS BY Speaking AUDIBLY AND CLEARLY Using THE CONVENTIONS OF LANGUAGE Including, but not limited to: • Speak appropriately for purpose, audience, and occasion Note: Refer to K.16Ai-vBC for grade-appropriate conventions of language.

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
K.23	<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	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).	
TxCCRS	Listening	
TxCCRS	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).	
TxCCRS	Key Cognitive Skills	
TxCCRS	CDS.I.E - Cross-Disciplinary Standards/Key Cognitive Skills. Work habits	
K.23A	Follow agreed-upon rules for discussion, including taking turns and speaking one at a time.	Follow AGREED-UPON RULES FOR DISCUSSION Including, but not limited to:

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		• Taking turns • Speaking one at a time

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<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>	
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. 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. http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 Choose appropriate ELPS to support instruction.	
<u>ELPS.c.1</u>	<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>
<u>ELPS.c.1A</u>	use prior knowledge and experiences to understand meanings in English
<u>ELPS.c.1B</u>	monitor oral and written language production and employ self-corrective techniques or other resources
<u>ELPS.c.1C</u>	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<u>ELPS.c.1D</u>	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)
<u>ELPS.c.1E</u>	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
<u>ELPS.c.1F</u>	use accessible language and learn new and essential language in the process
<u>ELPS.c.1G</u>	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
<u>ELPS.c.1H</u>	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.
<u>ELPS.c.2</u>	<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>
<u>ELPS.c.2A</u>	distinguish sounds and intonation patterns of English with increasing ease
<u>ELPS.c.2B</u>	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
<u>ELPS.c.2C</u>	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
<u>ELPS.c.2D</u>	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
<u>ELPS.c.2E</u>	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
<u>ELPS.c.2F</u>	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
<u>ELPS.c.2G</u>	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and

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	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
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

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
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 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

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	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 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.

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