

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

UNIT OVERVIEW

This unit bundles student expectations that emphasize elements in fictional literature and word sounds in poetry. Patterns in phonological awareness, phonics, oral and written conventions, and print awareness continue to be introduced and practiced in order to reinforce literacy learning and comprehension during independent reading, shared reading, and writing. Students continue to use the connection between listening, speaking, reading, and writing to establish effective communication of a variety of ideas based on relevance, enjoyment, involvement, and information.

In Units 01 and 02, students explored phonological awareness, phonics and written print for the purpose of understanding the basic components of reading and writing. They examined the purposes of a variety of texts and genres by discussing big ideas and identifying topics and details. During this unit, students continue to explore phonological awareness, phonics, and print awareness for the purpose of decoding and encoding language. They recognize that new words are created when letters are changed, deleted, or added and continue in the development of vocabulary through connections and experiences. New letter/sound associations are examined as students read and write VC and CVC words. Vocabulary develops through connections and experiences as students explore fantasy, realistic fiction, fairy tales, fables and poetry. Students become more purposeful in their use of processes and strategies to support comprehension of text read aloud. They communicate comprehension by discussing purposes, making predictions, asking questions, and responding to questions. Students identify story elements including setting, characters, and key events by retelling main events in sequential order, drawing pictures or presenting dramatic interpretations. They recognize language that describes what is seen, heard, smelled, tasted, and touched as they begin to explore and understand the use of sensory details. Poetry is discovered by identifying beats and similarities in word sounds enhancing the creation of short poems through writing or dictation. Students continue to compose stories in chronological order using the writing process and written and oral conventions by writing or dictating sentences. They become more proficient in writing upper and lower case letters of the alphabet and their name. In Unit 04, students use the connection between literary works and foundations of reading to strengthen their ability to read, write, and understand informational text.

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
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Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

<p>ELAR Kindergarten Unit 03 – Performance Assessment 1 Click on the PA title to view related rubric.</p> <p>Demonstrate phonological and print awareness by responding to teacher prompts.</p> <p>Note: Refer to Unit 03 Teacher Resource: Phonological Awareness Check and Teacher Resource: Letter-Sound Check.</p> <p>Standard(s): K.1A, K.1B, K.1C, K.1E, K.2B, K.2E, K.2F, K.2G, K.2H, K.2I, ELPS.c.1A, ELPS.c.1E, ELPS.c.2A, ELPS.c.2B, ELPS.c.2C, ELPS.c.2E, ELPS.c.2G, ELPS.c.3A, ELPS.c.4A, ELPS.c.4B</p>	<p>Patterns – Phonological Awareness</p>	<p>Awareness of sound patterns of spoken words supports the development of word reading and spelling.</p> <p>Awareness of word patterns supports the development of word reading and spelling.</p>
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Instructional Focus Document

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<p>ELAR Kindergarten Unit 03 – Performance Assessment 2 Click on the PA title to view related rubric.</p> <p>In a small group, listen to a well-known folktale or fable read aloud, and ask and respond to questions related to the story. Discuss the purpose for listening to the story, and identify the big idea. Individually, create a story map that includes characters, setting, and key events. Use your story map to verbally retell the story. Standard(s): K.4B, K.6A, K.6B, K.8A, K.21A, K.21B, K.Fig19A, K.Fig19B, K.Fig19E, ELPS.c.1A, ELPS.c.1C, ELPS.c.1E, ELPS.c.2G, ELPS.c.2I, ELPS.c.3C, ELPS.c.3D, ELPS.c.3E, ELPS.c.3F, ELPS.c.3H, ELPS.c.4D, ELPS.c.4G, ELPS.c.5B, ELPS.c.5G</p>	<p>Interpretation – Understanding Elements – Setting, Character, Fact/Details, Main Idea</p>	<p>Understanding literary elements facilitates the reader’s ability to make meaning of the text.</p> <hr/> <p>Readers use strategies to support understanding of text.</p>

Instructional Focus Document

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<p>ELAR Kindergarten Unit 03 – Performance Assessment 3 Click on the PA title to view related rubric.</p> <p>Choose a character from a story. Use a graphic organizer to compare how the character’s and your experiences and actions are alike and different. Using appropriate oral and written conventions, write (or dictate) a sentence about how you and the character are alike or different and present your findings to a small group.</p> <p>Standard(s): K.6A, K.8B, K.16A, K.16A.i, K.16A.ii, K.16A.iii, K.16A.v, K.16B, K.16C, K.Fig19F, ELPS.c.1A, ELPS.c.1E, ELPS.c.2C, ELPS.c.3C, ELPS.c.3E, ELPS.c.3H, ELPS.c.4D, ELPS.c.4G, ELPS.c.4I, ELPS.c.4J, ELPS.c.5B, ELPS.c.5G</p>	<p>Interpretation – Connections, Relevant Elements – Characters</p> <p>Conventions – Oral Conventions Interpretation – Message</p>	<p>Readers create connections to make text personally relevant and useful.</p> <p>Effective oral conventions enhance interpretation of the message.</p>


Instructional Focus Document

Kindergarten English Language Arts and Reading

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<p>ELAR Kindergarten Unit 03 – Performance Assessment 4 Click on the PA title to view related rubric.</p> <p>Recite a short poem demonstrating knowledge of rhythm and rhyme by identifying the beat (e.g., clapping) and similarities in word sounds (e.g., emphasizing rhyming words).</p> <p>Standard(s): K.7A, K.22A, ELPS.c.1E, ELPS.c.1G, ELPS.c.1H, ELPS.c.3A, ELPS.c.3C, ELPS.c.3I</p>	<p>Techniques – Rhythm, Rhyme Interpretation – Experience</p>	<p>Writers use literary techniques to enhance the reader’s and/or listener’s experience.</p>

 MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS
<ul style="list-style-type: none"> • None identified

UNIT VOCABULARY
<ul style="list-style-type: none"> • Rhythm – rhythmic patterns that emphasize sound • Rhyme – Identical or very similar recurring final sounds in words; in poetry, rhyming words may occur at the ends of lines or within lines • Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched • Setting – the time and place in which a narrative occurs. Elements of setting may include the physical, psychological, cultural or historical background against which the story takes place.

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

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SYSTEM RESOURCES
ELAR Kinder – Grade 3 Conventions Alignment Tools
ELAR Kindergarten Phonics Scope and Sequence
Kindergarten Unit 03 Performance Assessment Resources

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY*)			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
<p>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.</p>			

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Word Study	TEKS Print Awareness: K.1B Phonological Awareness: K.2B, K.2E, K.2F, K.2G, K.2H, K.2I Phonics: K.3A, K.3B, K.3C Strategies: Vocabulary Development: K.5A Spelling: K.18A, K.18B Listening: K.21B	Ongoing TEKS Phonological Awareness: K.2A, K.2C, K.2D Vocabulary Development: K.5B, K.5C	Informal Language Sample Observation data Teacher-Student Conference Checklist Reader's Notebook Writer's Notebook Portfolio

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Shared Reading/Independent Reading	<p>TEKS</p> <p>Print</p> <p>Awareness: K.1B</p> <p>Phonics: K.3A, K.3B</p> <p>Strategies: K.4A, K.4B</p> <p>Vocabulary</p> <p>Development: K.5A</p> <p>Theme and</p> <p>Genre: K.6A, K.6B, K.6C</p> <p>Poetry: K.7A</p> <p>Fiction: K.8A, K.8B</p> <p>Handwriting, Capitalization, and</p> <p>Punctuation: K.17B, K.17C</p> <p>Listening: K.21B</p> <p>Comprehension</p> <p>Skills: K.Fig19A,</p>	<p>Ongoing TEKS</p> <p>Print</p> <p>Awareness: K.1A, K.1C, K.1D, K.1E, K.1F, K.1G</p> <p>Theme and</p> <p>Genre: K.6D</p> <p>Conventions: K.16A.v, K.16B</p> <p>Listening: K.21A</p> <p>Speaking: K.22A</p> <p>Teamwork: K.23A</p>	

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
	K.Fig19B, K.Fig19D, K.Fig19E, K.Fig19F		

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Writing	<p>TEKS</p> <p>Vocabulary Development: K.5A</p> <p>Writing Process: K.13A, K.13B</p> <p>Literary Texts: K.14B</p> <p>Conventions: K.16A.i, K.16A.ii, K.16A.iii, K.16C</p> <p>Handwriting, Capitalization, and Punctuation: K.17A, K.17B, K.17C</p> <p>Spelling: K.18A, K.18B, K.18C</p> <p>Listening: K.21B</p>	<p>Ongoing TEKS</p> <p>Print Awareness: K.1A, K.1C, K.1D, K.1E</p> <p>Writing Process: K.13E</p> <p>Literary Texts: K.14A</p> <p>Conventions: K.16A.v, K.16B</p> <p>Listening: K.21A</p> <p>Speaking: K.22A</p> <p>Teamwork: K.23A</p>	

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

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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
	<p><u>Legend:</u></p> <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) 	<p><u>Legend:</u></p> <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 • <i>Blue text in italics: Unit-specific clarification</i> • Black text: Texas Education Agency (TEA)
<u>K.1</u>	<i>Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</i>	
<u>K.1B</u>	Identify upper- and lower-case letters.	<p style="color: blue;">Identify</p> <p style="color: blue;">UPPER- AND LOWER-CASE LETTERS</p> <p style="color: blue;">Including, but not limited to:</p> <ul style="list-style-type: none"> • In alphabetical sequence and random order • Consonants • Vowels • Discriminate letters from numbers and other common symbols (e.g., dollar sign \$)

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
<u>K.2</u>	<i>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</i>	
<u>K.2B</u>	Identify syllables in spoken words.	<p>Identify</p> <p>SYLLABLES IN SPOKEN WORDS</p> <p>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>)</p>
<u>K.2E</u>	Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball").	<p>Recognize</p> <p>SPOKEN ALLITERATION OR GROUPS OF WORDS THAT BEGIN WITH THE SAME SPOKEN ONSET OR INITIAL SOUND</p> <p>Alliteration – the repetition of the same sounds at the beginning of two or more adjacent words</p> <p>Possible examples of alliteration:</p> <ul style="list-style-type: none"> • The big baby boy bounces the ball. • The dog dug in the dirt. • The lazy lion lies by the lake. <p>Possible example of teacher prompt:</p> <ul style="list-style-type: none"> • What sound do you hear repeated in the sentence?

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
K.2F	Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat).	<p>Blend</p> <p>SPOKEN ONSETS AND RIMES TO FORM SIMPLE WORDS</p> <p>Onset – the initial sound of a word (e.g., /c/ in cat; in Spanish, /p/ in papa)</p> <p>Rime – the terminal syllable of a word that can be rhymed (e.g., /at/ in cat and fat)</p> <p>Possible examples of teacher prompts:</p> <ul style="list-style-type: none"> • What word is made with these two parts? /c/ -ar. (car) • What would the word be if I said /s/.../oo/.../n/? (soon)
K.2G	Blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man).	<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 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> <p>Possible examples of one-syllable words:</p>

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

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		<ul style="list-style-type: none"> • Two phonemes: /a/.../m/ says am • Three phoneme: /m/.../a/.../n/ says man • Four phoneme: /s/.../t/.../o/.../p/ says stop <p>Possible example of teacher prompt:</p> <ul style="list-style-type: none"> • What would the word be if I said /m/... / ā/... /d/? (made)
<u>K.2H</u>	Isolate the initial sound in one-syllable spoken words.	<p>Isolate</p> <p>THE INITIAL SOUND IN ONE- SYLLABLE SPOKEN WORDS</p> <p>Possible example:</p> <ul style="list-style-type: none"> • Use manipulatives (e.g., Elkonin boxes) to represent the initial sound in one syllable words (e.g., cat: /c/.../at/) <p>Possible example of teacher prompt:</p> <ul style="list-style-type: none"> • Say the word cat. Now say the word cat without the /k/. (at)
<u>K.2I</u>	Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).	<p>Segment</p> <p>SPOKEN ONE-SYLLABLE WORDS INTO TWO TO THREE 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>

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

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		<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>am</u>. (/a/ /m/) • Tell me the sounds in the word <u>dog</u>. (/d/ /o/ /g/)
K.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 are expected to:</i>	<p>Note: Refer to the TEKS Resource System Phonics Scope and Sequence for a year overview of phonics skills by unit.</p>
K.3A	Identify the common sounds that letters represent.	<p>Identify</p> <p>THE COMMON SOUNDS THAT LETTERS REPRESENT</p> <p><i>Introduce b, c, g, k, m, r, short e, and short o.</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify letter-sound association • Identify letters as consonants or vowels • Identify long and short vowel sounds

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

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K.3B	Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, CVCC words).	<p>Use</p> <p>KNOWLEDGE OF LETTER-SOUND RELATIONSHIPS</p> <p>To decode</p> <p>REGULAR WORDS IN TEXT AND INDEPENDENT OF TEXT</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>Including, but not limited to:</p> <ul style="list-style-type: none"> • VC (e.g., at) • CVC (e.g., cat) <p>Note: Refer to K.18B for related spelling conventions.</p>
K.3C	Recognize that new words are created when letters are changed, added, or deleted.	<p>Recognize</p> <p>THAT NEW WORDS ARE CREATED WHEN LETTERS ARE CHANGED, ADDED, OR DELETED</p> <p><i>Focus instruction on beginning letters.</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Beginning letters: add, change, and/or delete the beginning letter(s) in a word to make new words

Instructional Focus Document

Kindergarten English Language Arts and Reading

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SUGGESTED DURATION : 20 days

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		<ul style="list-style-type: none"> Ending letters: add, change, and/or delete the ending letter(s) in a word to make new words Middle letter: add and/or change the middle sound in a word to make new words
<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.	<p>Predict</p> <p>WHAT MIGHT HAPPEN NEXT IN TEXT BASED ON THE COVER, TITLE, AND ILLUSTRATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> 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.	<p>Ask, Respond</p> <p>TO QUESTIONS ABOUT TEXTS READ ALOUD</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> 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 understand new vocabulary and use it when</i>	

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<i>reading and writing. Students are expected to:</i>	
TxCCRS	Reading	
TxCCRS	<i>E/LAS.II.B - English/Language Arts/Reading. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.</i>	
<u>K.5A</u>	Identify and use words that name actions, directions, positions, sequences, and locations.	<p>Identify, Use</p> <p>WORDS THAT NAME</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Actions – (e.g., run, jump, hop) • Directions – (e.g., left, right, up, down) • Positions – (e.g., over, under, on, beside, below, front, back, up, down) • Sequence – (e.g., first, second, third, next, left) • Location – (e.g., here, there, everywhere, somewhere) <p><i>Focus instruction on words encountered in reading and used in modeled writing. Connect to other content areas as applicable.</i></p>
<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</i>	

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<i>is expected to:</i>	
TxCCRS	Key Cognitive Skills	
TxCCRS	CDS.I.D - Cross-Disciplinary Standards/Key Cognitive Skills. Academic behaviors	
TxCCRS	Foundational Skills	
TxCCRS	CDS.II.A - Cross-Disciplinary Standards/Foundational Skills. Reading across the curriculum	
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).	<p>Discuss</p> <p>PURPOSES FOR READING AND LISTENING TO VARIOUS TEXTS</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
K.Fig19B	Ask and respond to questions about text.	<p>Ask, Respond</p> <p>TO QUESTIONS ABOUT TEXT</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • Who, what, when, where, and how questions

Instructional Focus Document

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> • Before, during, and after reading • Refer to K.4B
K.Fig19D	Make inferences based on the cover, title, illustrations, and plot.	<p>Make</p> <p>INFERENCES BASED ON THE COVER, TITLE, ILLUSTRATIONS, AND PLOT</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>Plot – the basic sequence of events in a story. The plot includes the problem and solution.</p>
K.Fig19E	Retell or act out important events in stories.	<p>Retell, Act Out</p> <p>IMPORTANT EVENTS IN STORIES</p>
K.Fig19F	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	<p>Make</p> <p>CONNECTIONS TO</p> <p>Including, but not limited to:</p> <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 <p>Discuss</p>

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

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		<p>TEXTUAL EVIDENCE</p> <p>Textual evidence – specific details or facts found in text that support what is inferred</p>
K.6	<p><i>Reading/Comprehension of Literary Text/Theme and Genre.</i></p> <p><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></p>	
TxCCRS	<i>Reading</i>	
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>	
K.6A	<p>Identify elements of a story including setting, character, and key events.</p>	<p>Identify</p> <p>ELEMENTS OF A STORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Setting • Character • Key events

Instructional Focus Document

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SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
K.6B	Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience.	<p>Discuss</p> <p>THE BIG IDEA (THEME) OF A WELL-KNOWN FOLKTALE OR FABLE</p> <p>Theme – the central or universal idea of a piece of fiction or the main idea of a nonfiction essay.</p> <p>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).</p> <p>Fable – fictional tale that teaches a moral lesson, entertains, and often includes animals with human characteristics</p> <p>Possible examples of theme:</p> <ul style="list-style-type: none"> • Good friends are important • Treat others as you would like to be treated • Helping others is rewarding <p>Connect</p> <p>IT TO PERSONAL EXPERIENCE</p> <p>Note: Refer to K.Fig19F for related comprehension skills.</p>
K.6C	Recognize sensory details.	<p>Recognize</p> <p>SENSORY DETAILS</p>

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<p>Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Sight – visual detail ensures that the reader is able to give faces to characters; or details to a setting and action • Sound – enables the reader to be a part of the action • Smell – provides a strong power over feelings, thoughts, and emotions • Taste – memories, people, places, and feelings can be suggested through taste • Touch – tactile descriptions create sensory triggers to help the reader not only visualize a scene, but to experience it. The sense of touch helps the reader put themselves in the place of the characters.
K.7	<i>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:</i>	
<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>	
K.7A	Respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in	Respond

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	word sounds.	<p>TO RHYTHM AND RHYME IN POETRY THROUGH IDENTIFYING A REGULAR BEAT AND SIMILARITIES IN WORD SOUNDS</p> <p>Rhythm – regular patterns that emphasize sound</p> <p>Rhyme – identical or very similar recurring final sounds in words; in poetry, rhyming words may occur at the ends of lines or within lines</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • Movement and/or oral response
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>	
TxCCRS	<i>Reading</i>	
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.	<p>Retell</p> <p>A MAIN EVENT FROM A STORY READ ALOUD</p>

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		Note: Refer to K.Fig19E for related comprehension skills.
K.8B	Describe characters in a story and the reasons for their actions.	Describe CHARACTERS IN A STORY AND THE REASONS FOR THEIR ACTIONS Including, but not limited to: <ul style="list-style-type: none"> • Physical traits • Personality traits (e.g., good, evil, compassionate, loving, humorous, responsible) • Reasons for actions – why a character acts or behaves the he or she does
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	<i>Writing</i>	
TxCCRS	<i>Foundational Skills</i>	
TxCCRS	<i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i>	
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

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Generate ideas or topics by talking with others • Select a focused idea or topic <p>Examples of purposes for writing:</p> <ul style="list-style-type: none"> • To entertain • To explain • To describe • To inform <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>
K.13B	Develop drafts by sequencing the action or details in the story (with adult assistance).	<p>Develop (with adult assistance)</p> <p>DRAFTS BY SEQUENCING THE ACTIONS OR DETAILS IN THE STORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Dictate, draw, and/or write ideas in chronological sequence (e.g., beginning, middle, end) <p>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.</p>
K.14	<i>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or</i>	

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<i>imagined people, events, and ideas. Students are expected to:</i>	
TxCCRS	Writing	
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 language that advances the author's purpose.</i>	
TxCCRS	Foundational Skills	
TxCCRS	<i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i>	
<u>K.14B</u>	Write short poems.	<p>Write</p> <p>SHORT POEMS</p> <p>Possible poetry forms include:</p> <ul style="list-style-type: none"> • 5-senses, shape, acrostic, alphabet, couplet <p>Note: Refer to K.7A for related poetry reading skills.</p>
<u>K.16</u>	<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</i>	

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<i>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>	
K.16A	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):	<p>Understand, Use (with adult assistance)</p> <p>THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING AND SPEAKING:</p>
K.16A.i	past and future tenses when speaking	<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> <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>

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
K.16A.ii	nouns (singular/plural)	<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., boys, houses, cats)</p>
K.16A.iii	descriptive words	<p>Descriptive words – typically adjectives that describe a noun</p>
K.16C	Use complete simple sentences.	<p>Use</p> <p>COMPLETE SIMPLE SENTENCES</p> <p>Complete sentence – has a subject and predicate (verb or action) and expresses a complete thought (e.g., Dogs bark.)</p> <p>Simple sentence – a sentence with one clause (e.g., <i>the chicken crossed the road</i>)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Dictate and/or write simple sentences <p>Note: Complete sentences include those that tell and ask.</p>
K.17	Oral and Written Conventions/Handwriting,	

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<i>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).	<p>Form</p> <p>UPPER- AND LOWER-CASE LETTERS LEGIBLY 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 and beginning stroke • Use appropriate spacing
K.17B	Capitalize the first letter in a sentence.	<p>Capitalize</p> <p>THE FIRST LETTER IN A SENTENCE</p>
K.17C	Use punctuation at the end of a sentence.	<p>Use</p> <p>PUNCTUATION AT THE END OF A SENTENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Period and question mark

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
<u>K.18</u>	<i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i>	
<u>K.18A</u>	Use phonological knowledge to match sounds to letters.	<p>Use</p> <p>PHONOLOGICAL KNOWLEDGE TO MATCH SOUNDS TO LETTERS</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 K.3 and K.18B for related phonics and spelling skills.</p>
<u>K.18B</u>	Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").	<p>Use</p> <p>LETTER-SOUND CORRESPONDENCES TO SPELL CONSONANT-VOWEL-CONSONANT (CVC) WORDS (e.g., cut)</p> <p>Note: Refer to K.3B for related phonics skills.</p>
<u>K.18C</u>	Write one's own name.	<p>Write</p> <p>ONE'S OWN NAME</p> <p>Including, but not limited to:</p>

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> 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>	
<i>TxCCRS</i>	<i>Listening</i>	
<i>TxCCRS</i>	<i>E/LAS.IV.B - English/Language Arts/Listening. Listen effectively in informal and formal situations.</i>	
K.21B	Follow oral directions that involve a short related sequence of actions.	<p>Follow</p> <p>ORAL DIRECTIONS 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 <p>Note: Refer to K.11A for related procedural text skills.</p>

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>	

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	<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. http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>Choose appropriate ELPS to support instruction.</p>
<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
<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.

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<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 contexts are familiar to unfamiliar
<u>ELPS.c.2H</u>	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations
<u>ELPS.c.2I</u>	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.
<u>ELPS.c.3</u>	<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>

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

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

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

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

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 03: Growing Readers and Writers Through Literary Works

SUGGESTED DURATION : 20 days

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