

# Instructional Focus Document

## Grade 1 English Language Arts and Reading

**TITLE :** Unit 04: Developing Readers and Writers Using Informational Text

**SUGGESTED DURATION :** 20 days

### UNIT OVERVIEW

This unit bundles student expectations emphasizing expository and procedural text for the purpose of building comprehension for informational purposes. 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 reading, shared reading, and writing.

In Unit 03, students examined literary text while exploring phonological awareness, phonics, and written print for the purpose of understanding the basic components of reading and writing. They became more purposeful in their use of processes and strategies such as establishing purposes for reading, asking relevant questions, and confirming predictions. They communicated and monitored comprehension while making inferences and connections, identified story elements (e.g., setting, characters, plot, events) and described characters as they explored literary text. During this unit, students continue to explore phonological awareness, phonics, and print awareness for the purpose of decoding and encoding language with appropriate fluency. An emphasis is placed on spelling and syllable patterns to enhance the automaticity that will come from recognizing and practicing phonetic patterns in language which enables students to funnel energy into the comprehension of text. Students continue to build on their automaticity when rules for dividing syllables facilitate a students' ability to read and spell more complex words. As students begin to create and understand informational text, they identify topics, purpose, and details with an emphasis on the main ideas and order of events. They utilize text features (e.g., title, table of contents, illustrations, bold print, italicized print, charts, graphs) to locate specific information and use words and illustrations to make predictions to retell events. Students write brief compositions about topics of interest and write short letters using appropriate conventions (e.g., salutations, closing, date). Students continue to increase vocabulary by exploring compound words and use knowledge of the meaning of their individual component words. As they explore informational text, word meanings are determined from how they are used in a sentence. Students become more purposeful in their use of processes and strategies such as establishing purposes for reading, asking relevant questions, and confirming predictions. They communicate and monitor comprehension while making inferences and connections. In Unit 05A, students use the foundations of reading and writing literary and informational text to strengthen their ability to read, write, and understand media. In Unit 05B, students apply skills and strategies to conduct grade appropriate research on a class topic.

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
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<p><a href="#">ELAR Grade 1 Unit 04 – Performance Assessment 1</a></p> <p><b>Click on the PA title to view related rubric.</b></p> <p>Choose a topic of interest and select a text on the topic. Identify important facts or details about your topic by reading the text and using text features to locate specific information. Complete a teacher-provided graphic organizer to record the topic, author's purpose, and important facts and details. Using your graphic organizer and your text, tell others about your topic and how you used text features to locate facts and details. Standard(s): <a href="#">1.4B</a>, <a href="#">1.4C</a>, <a href="#">1.13A</a>, <a href="#">1.14B</a>, <a href="#">1.14D</a>, <a href="#">1.19C</a>, <a href="#">1.24A</a>, <a href="#">1.24B</a>, <a href="#">1.24C</a>, <a href="#">1.Fig19C</a>, <a href="#">ELPS.c.1E</a>, <a href="#">ELPS.c.4D</a>, <a href="#">ELPS.c.4E</a>, <a href="#">ELPS.c.4G</a>, <a href="#">ELPS.c.4I</a>, <a href="#">ELPS.c.4J</a>, <a href="#">ELPS.c.5B</a>, <a href="#">ELPS.c.5G</a></p>	<p>Structure – Text Features Interpretation – Knowledge, Understanding Conventions – Oral Conventions Elements – Topic, Facts, Details</p>	<p>Readers monitor comprehension in order to gather information and gain an understanding of a topic.</p>
	<p>Purpose – To Inform</p>	<p>Readers choose text to reflect purpose and interest.</p>

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<p><a href="#">ELAR Grade 1 Unit 04 – Performance Assessment 2</a></p> <p>Click on the PA title to view related rubric.</p> <p>Using the writing process and your completed graphic organizer on your topic of interest, write a brief composition about the topic. Include important facts and details you learned from reading the text. Publish your piece in a class book.</p> <p>Standard(s): <a href="#">1.14B</a>, <a href="#">1.14D</a>, <a href="#">1.17A</a>, <a href="#">1.17B</a>, <a href="#">1.17C</a>, <a href="#">1.17D</a>, <a href="#">1.17E</a>, <a href="#">1.19A</a>, <a href="#">1.20A.iv</a>, <a href="#">1.20A.v</a>, <a href="#">1.20A.vi</a>, <a href="#">1.21C</a>, <a href="#">1.22A</a>, <a href="#">1.22E</a>, <a href="#">ELPS.c.1E</a>, <a href="#">ELPS.c.4I</a>, <a href="#">ELPS.c.5B</a>, <a href="#">ELPS.c.5C</a>, <a href="#">ELPS.c.5D</a>, <a href="#">ELPS.c.5E</a>, <a href="#">ELPS.c.5F</a>, <a href="#">ELPS.c.5G</a></p>	<p>Form – Composition, Graphic Organizer</p> <p>Conventions – Handwriting</p> <p>Elements – Topic, Facts, Details</p> <p>Interpretation – Knowledge, Understanding</p>	<p>Knowledge of a topic is demonstrated in a variety of forms.</p>

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<p><a href="#">ELAR Grade 1 Unit 04 – Performance Assessment 3</a> Click on the PA title to view related rubric.</p> <p>Follow a teacher-developed list of multi-step directions with picture cues to create a map of your school environment (e.g., classroom, playground, school building). Include signs and symbols on your map and label each to explain its meaning.</p> <p>Standard(s): <a href="#">1.15A</a>, <a href="#">1.15B</a>, <a href="#">ELPS.c.1A</a>, <a href="#">ELPS.c.1F</a>, <a href="#">ELPS.c.4D</a>, <a href="#">ELPS.c.4E</a>, <a href="#">ELPS.c.4F</a>, <a href="#">ELPS.c.5B</a>, <a href="#">ELPS.c.5C</a>, <a href="#">ELPS.c.5G</a></p>	<p>Format – Directions</p> <p>Features – Picture Cues</p>	<p>Readers interpret written directions in order to learn how to do new things.</p>

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PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
<div data-bbox="107 459 573 568" style="background-color: #e0e0e0; padding: 5px;"> <p><a href="#">ELAR Grade 1 Unit 04 – Performance Assessment 4</a></p> <p>Click on the PA title to view related rubric.</p> </div> <p>With a partner, read aloud a decodable book that includes spelling and syllable patterns taught in this unit (e.g., long and short vowels, open syllable, r-controlled vowel sounds, and common spelling patterns). After reading, work together to do the following:</p> <ul style="list-style-type: none"> <li>• On a teacher-provided spelling pattern chart, record at least 10 words from the book under the correct spelling/syllable pattern headings.</li> <li>• One partner calls out at least one word from each pattern from the chart, while the other partner writes each on a note card. Switch roles and repeat with a different set of words from the chart.</li> <li>• Alphabetize the words written on the note cards.</li> <li>• Choose two words and locate them in a dictionary.</li> </ul> <p>Standard(s): <a href="#">1.3A.ii</a>, <a href="#">1.3B</a>, <a href="#">1.3C.ii</a>, <a href="#">1.3C.vi</a>, <a href="#">1.3D</a>, <a href="#">1.3I</a>, <a href="#">1.5A</a>, <a href="#">1.6E</a>, <a href="#">1.22A</a>, <a href="#">1.22B.ii</a>, <a href="#">ELPS.c.1B</a>, <a href="#">ELPS.c.2A</a>, <a href="#">ELPS.c.2B</a>, <a href="#">ELPS.c.2D</a>, <a href="#">ELPS.c.3A</a>, <a href="#">ELPS.c.4A</a>, <a href="#">ELPS.c.4C</a>, <a href="#">ELPS.c.5A</a>, <a href="#">ELPS.c.5C</a></p>	<p>Patterns – Phonics, Syllable, Spelling, Alphabetic</p>	<p>The ability to focus on decoding patterns of the English language promotes reading fluency.</p>

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<p><a href="#">ELAR Grade 1 Unit 04 – Performance Assessment 5</a> Click on the PA title to view related rubric.</p> <p>Using appropriate conventions, write a short letter to someone special describing your school day. Organize your ideas in a chronological sequence. Standard(s): <a href="#">1.17B</a>, <a href="#">1.19B</a>, <a href="#">1.20A.iv</a>, <a href="#">1.20A.v</a>, <a href="#">1.20A.vi</a>, <a href="#">1.20A.vii</a>, <a href="#">1.21B.ii</a>, <a href="#">1.21B.iii</a>, <a href="#">1.21C</a>, <a href="#">1.22A</a>, <a href="#">ELPS.c.1</a>, <a href="#">ELPS.c.5C</a>, <a href="#">ELPS.c.5D</a>, <a href="#">ELPS.c.5E</a>, <a href="#">ELPS.c.5F</a>, <a href="#">ELPS.c.5G</a></p>	<p>Audience/Purpose Form – Letter Organization Conventions – Written Conventions, Salutation, Closing</p>	<p>Authors use conventions of letter writing to communicate clearly and effectively.</p>
<p><a href="#">ELAR Grade 1 Unit 04 – Performance Assessment 6</a> Click on the PA title to view related rubric.</p> <p>Write multiple brief notebook entries to record thoughts, connections, and/or strategies that deepen understanding of text. Provide textual evidence to support ideas. Standard(s): <a href="#">1.4B</a>, <a href="#">1.4C</a>, <a href="#">1.6C</a>, <a href="#">1.19C</a>, <a href="#">1.Fig19C</a>, <a href="#">1.Fig19D</a>, <a href="#">1.Fig19F</a>, <a href="#">ELPS.c.1E</a>, <a href="#">ELPS.c.4D</a>, <a href="#">ELPS.c.4F</a>, <a href="#">ELPS.c.4G</a>, <a href="#">ELPS.c.4I</a>, <a href="#">ELPS.c.4J</a>, <a href="#">ELPS.c.4K</a>, <a href="#">ELPS.c.5G</a></p>	<p>Interpretation – Understand, Personal Connection</p>	<p>Readers use processes to support understanding of written text.</p>

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PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
<p><a href="#">ELAR Grade 1 Unit 04 – Performance Assessment 7</a></p> <p>Click on the PA title to view related rubric.</p> <p>Read aloud a provided list of high-frequency words. Spell high-frequency words dictated by the teacher. Standard(s): <a href="#">1.3H</a>, <a href="#">1.22C</a>, <a href="#">ELPS.c.2A</a>, <a href="#">ELPS.c.2B</a>, <a href="#">ELPS.c.2C</a>, <a href="#">ELPS.c.2D</a>, <a href="#">ELPS.c.3A</a>, <a href="#">ELPS.c.3B</a>, <a href="#">ELPS.c.4A</a>, <a href="#">ELPS.c.4C</a>, <a href="#">ELPS.c.5A</a>, <a href="#">ELPS.c.5C</a></p>	<p>Pattern – Fluency</p>	<p>Awareness of word patterns support the development of word reading, fluency, and spelling.</p>



### MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS

- None identified

### UNIT VOCABULARY

- **Expository text** – a type of informational text that clarifies or explains something
- **Text features** – features in text to help locate information (e.g., title, table of contents, illustrations, photographs, bold text, italicized texts, charts, graphs)
- **Procedural text** – a type of informational text that is written with the intent to explain the steps in the procedure, as in a recipe

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### SYSTEM RESOURCES

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

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

### INSTRUCTIONAL COMPONENTS CHART (\*ELAR / SLAR ONLY')

#### INSTRUCTIONAL COMPONENTS

#### TEKS

#### ONGOING TEKS

#### FORMATIVE ASSESSMENT EXAMPLES

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



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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Word Study	<b>TEKS</b> <b>Phonics:</b> 1.3A.ii, 1.3C.ii, 1.3C.vi, 1.3D, 1.3F, 1.3H <b>Vocabulary</b> <b>Development:</b> 1.6B, 1.6C, 1.6E <b>Spelling:</b> 1.22A, 1.22B.ii, 1.22C, 1.22D	<b>Ongoing TEKS</b> <b>Print</b> <b>Awareness:</b> 1.1A, 1.1B, 1.1C <b>Phonological</b> <b>Awareness:</b> 1.2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.2F <b>Phonics:</b> 1.3A.i, 1.3A.iii, 1.3A.iv, 1.3B, 1.3C.i, 1.3C.iv, 1.3E, 1.3I <b>Vocabulary</b> <b>Development:</b> 1.6A, 1.6D <b>Spelling:</b> 1.22B.i, 1.22B.iii	Informal Language Sample  Observation Data  Teacher - Student Conference  Checklist  Rubric  Writer's Notebook  Reader's Notebook  Reading Log  Word Study Notebook  Oral Reading Fluency Check  Portfolio

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INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Shared Reading/Independent Reading	<b>TEKS</b> <b>Phonics:</b> 1.3A.ii, 1.3C.ii, 1.3C.vi, 1.3D, 1.3H <b>Strategies:</b> 1.4B, 1.4C <b>Fluency:</b> 1.5A <b>Vocabulary</b> <b>Development:</b> 1.6B, 1.6C <b>Culture and</b> <b>History:</b> 1.13A <b>Expository Text:</b> 1.14A, 1.14B, 1.14C, 1.14D <b>Procedural</b> <b>Texts:</b> 1.15A, 1.15B <b>Research Plan:</b> 1.23A <b>Gathering</b> <b>Sources:</b> 1.24A, 1.24B, 1.24C <b>Comprehension</b> <b>Skills:</b> 1.Fig19C, 1.Fig19D,	<b>Ongoing TEKS</b> <b>Print</b> <b>Awareness:</b> 1.1A, 1.1B, 1.1D, 1.1E, 1.1F <b>Phonics:</b> 1.3A.i, 1.3A.iii, 1.3A.iv, 1.3B, 1.3C.i, 1.3C.iv, 1.3E, 1.3I <b>Strategies:</b> 1.4A <b>Vocabulary</b> <b>Development:</b> 1.6A, 1.6D <b>Independent</b> <b>Reading:</b> 1.12A <b>Listening:</b> 1.27A, 1.27B <b>Speaking:</b> 1.28A <b>Teamwork:</b> 1.29A <b>Comprehension</b> <b>Skills:</b> 1.Fig19A, 1.Fig19B, 1.Fig19E	

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INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
	1.Fig19F		

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INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Writing	<p><b>TEKS</b></p> <p><b>Writing</b></p> <p><b>Process:</b></p> <p>1.17C, 1.17D</p> <p><b>Expository and Procedural</b></p> <p><b>Texts:</b> 1.19A, 1.19B</p> <p><b>Conventions:</b></p> <p>1.20A.iv, 1.20A.v, 1.20A.vii</p> <p><b>Handwriting, Capitalization, and Punctuation:</b></p> <p>1.21B.ii, 1.21B.iii, 1.21C</p> <p><b>Spelling:</b></p> <p>1.22A, 1.22B.ii, 1.22C, 1.22D, 1.22E</p>	<p><b>Ongoing TEKS</b></p> <p><b>Writing</b></p> <p><b>Process:</b></p> <p>1.17A, 1.17B, 1.17E</p> <p><b>Conventions:</b></p> <p>1.20A.i, 1.20A.ii, 1.20A.iii, 1.20A.vi, 1.20B, 1.20C</p> <p><b>Handwriting, Capitalization, and Punctuation:</b></p> <p>1.21A, 1.21B.i</p> <p><b>Spelling:</b></p> <p>1.22B.i, 1.22B.iii</p> <p><b>Listening:</b></p> <p>1.27A, 1.27B</p> <p><b>Speaking:</b></p> <p>1.28A</p> <p><b>Teamwork:</b></p> <p>1.29A</p>	

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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"> <li>• <b><i>Knowledge and Skills Statements (TEKS) identified by TEA are in italicized, bolded, black text.</i></b></li> <li>• <b>Student Expectations (TEKS) identified by TEA are in bolded, black text.</b></li> <li>• Portions of the Student Expectations (TEKS) that are not included in this unit but are taught in previous or future units are indicated by a <del>strike-through</del>.</li> </ul>	<p><u>Legend:</u></p> <ul style="list-style-type: none"> <li>• Supporting information / clarifications (specificity) written by TEKS Resource System are in blue text.</li> <li>• <b>Definitions from Standards for Ensuring Success from Kindergarten to College and Career Spring 2012 Update, 2012 Texas Education Agency / University of Texas System are in bolded, blue text.</b></li> <li>• <i>Unit-specific clarifications are in italicized, blue text.</i></li> <li>• Information from Texas Education Agency (TEA) is labeled.</li> </ul>
<a href="#">1.3</a>	<p><b><i>Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></b></p>	<p><u>Note:</u> Refer to the TEKS Resource System Phonics Scope and Sequence for a year overview of phonics skills by unit.</p>
<a href="#">1.3A</a>	<p><b>Decode words in context and in isolation by applying common letter-sound correspondences, including:</b></p>	<p>Decode</p> <p>WORDS IN CONTEXT AND IN ISOLATION</p> <p>Decode – apply knowledge of letter-sound relationships in order to sound out a word. In</p>

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<p><b>reading practice, the term is used primarily to refer to word identification rather than word comprehension.</b></p> <p>By applying</p> <p>COMMON LETTER-SOUND CORRESPONDENCES, INCLUDING:</p>
<a href="#">1.3A.ii</a>	single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i	<i>Focus on long-vowel sounds.</i>
<a href="#">1.3C</a>	Use common syllabication patterns to decode words, including:	<p>Use</p> <p>COMMON SYLLABICATION PATTERNS</p> <p>To decode</p> <p><b>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.</b></p> <p>WORDS INCLUDING:</p> <p>Note:</p> <p>Refer to 1.22A,B for related spelling conventions.</p>
<a href="#">1.3C.ii</a>	open syllable (CV) (e.g., he, ba-by)	Open syllable – a syllable that ends with one vowel that is usually long

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
<a href="#">1.3C.vi</a>	r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or)	r-controlled – a vowel that is followed by the consonant <i>r</i> , such that its pronunciation is influenced by the /r/ and is neither a long or short vowel sound (e.g., farm, her, first)
<a href="#">1.3D</a>	Decode words with common spelling patterns (e.g., -ink, -onk, -ick).	<p>Decode</p> <p>WORDS WITH COMMON SPELLING PATTERNS</p> <p><i>Focus on CVCe patterns.</i></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"> <li>Common word families (e.g., -ink, -onk, -ick)</li> </ul> <p>Other possible examples of common spelling patterns (word families):</p> <ul style="list-style-type: none"> <li>-ack, -ail, -ain, -ake, -ale, -ame-, -an, -ank, -ap, -ash, -at, -ate, -aw, -ay, -eat, -ell, -est, -ice, -ide, -ight, -ill, -in, -ine, -ing, -ip, -it, -ock, -oke, -op, -ore, -ot, -uck, -ug, -ump, -unk</li> </ul>
<a href="#">1.3F</a>	Use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream).	<p>Use</p> <p>KNOWLEDGE OF THE MEANING OF BASE WORDS</p> <p>Base word – a word that stands alone and has its own meaning</p>

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<p>To identify and read</p> <p>COMMON COMPOUND WORDS</p> <p>Compound word – a word made when two words are joined to form a new word</p> <p>Possible examples of common compound words:</p> <ul style="list-style-type: none"> <li>Airplane, anyone, backpack, backyard, baseball, basketball, bathroom, bedroom, birthday, bookcase, campfire, classroom, cowboy, cupcake, daydream, daylight, football, haircut, inside, lunchroom, mailbox, notebook, pancake, playground, popcorn, sunshine, toothbrush, upstairs</li> </ul> <p>Note: Refer to 1.6B for related vocabulary skills.</p>
1.3H	Identify and read at least 100 high-frequency words from a commonly used list.	<p>Identify, Read</p> <p>AT LEAST 100 HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST</p> <p><i>Introduce 25-30 high-frequency words.</i></p> <p>High-frequency word – a small group of 300–500 words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading.</p> <p>Sight word – a word that is recognized immediately. <i>Note: Sometimes sight words are thought to be only words that are irregular or high-frequency words; (e.g., on the Dolch and Fry lists) however, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.</i></p> <p>Possible examples of commonly used lists:</p>



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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> <li>Dolch List of Basic Sight Words</li> <li>Fry Instant Word List</li> </ul> <p>Note: Refer to 1.22C for related spelling conventions.</p>
<a href="#"><u>1.4</u></a>	<b><i>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</i></b>	
<a href="#"><u>1.4B</u></a>	<b>Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.</b>	<p>Ask</p> <p>RELEVANT QUESTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Literal questions – (e.g., Who is the main character? What is the story setting? What is the topic?)</li> <li>Refer to 1.Fig19B</li> </ul> <p>Seek</p> <p>CLARIFICATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Use background knowledge</li> <li>Re-read a portion of the text</li> <li>Ask for help</li> </ul>

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## Grade 1 English Language Arts and Reading

**TITLE :** Unit 04: Developing Readers and Writers Using Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<p>Locate</p> <p>FACTS AND DETAILS ABOUT STORIES AND OTHER TEXTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Use text features to locate facts and details</li> <li>• Identify key words</li> <li>• Re-read relevant portions of text</li> </ul>
<a href="#">1.4C</a>	<p><b>Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</b></p>	<p>Establish</p> <p>PURPOSE FOR READING SELECTED TEXTS</p> <p>Possible examples of purposes for reading:</p> <ul style="list-style-type: none"> <li>• To learn</li> <li>• To follow directions</li> <li>• For enjoyment</li> <li>• Refer to 1.Fig19A</li> </ul> <p>Monitor</p> <p>COMPREHENSION, MAKING CORRECTIONS, AND ADJUSTMENTS WHEN THAT UNDERSTANDING BREAKS DOWN</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Identify clues</li> <li>• Use background knowledge</li> </ul>

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		<ul style="list-style-type: none"> <li>• Re-read a portion aloud</li> <li>• Create sensory images</li> <li>• Ask for help</li> <li>• Refer to 1.Fig19C</li> </ul>
<a href="#">1.5</a>	<b><i>Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:</i></b>	
<a href="#">1.5A</a>	<b>Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</b>	<p>Read aloud</p> <p>GRADE-LEVEL APPROPRIATE TEXT WITH FLUENCY AND COMPREHENSION</p> <p>Fluency – <b>the ability to read text at an appropriate rate, and with accuracy, expression, and appropriate phrasing</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Rate/Accuracy – 60-110 wcpm (words correct per minute) by the end of first grade (rate and accuracy)</li> <li>• Expression – use raised and lowered voices appropriately, emphasizing words and sentences</li> <li>• Appropriate phrasing – pausing appropriately with intonation by paying attention to punctuation, bold print, italics, etc.</li> </ul> <p>Rate – the number of words read per minute</p> <p>Accuracy – <b>reading words in text with no errors</b></p> <p>Oral reading accuracy – <b>is the ability to identify or decode words with appropriate pronunciation and is measured as a percentage of words read correctly</b></p>

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		<p>Note:</p> <p>The goal of fluency is the time (not speed) needed to ensure comprehension.</p> <p>Fluency may be practiced and assessed using independent-level texts that are easy to read and understand at 95% accuracy or above (no more than 1 in 20 words are difficult for the reader).</p> <p>Fluency may be directly taught and modeled using instructional-level texts that are challenging but manageable to read and understand at 90-95% accuracy (no more than 1 in 10 words are difficult for the reader).</p>
<a href="#"><u>1.6</u></a>	<b><i>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</i></b>	
<b><i>TxCCRS</i></b>	<b><i>E/LAS.II.B - English/Language Arts/Reading. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.</i></b>	
<a href="#"><u>1.6B</u></a>	<b>Determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime).</b>	<p>Determine</p> <p>THE MEANING OF COMPOUND WORDS USING KNOWLEDGE OF THE MEANING OF THEIR INDIVIDUAL WORDS</p> <p>Possible examples of compound words:</p> <ul style="list-style-type: none"> <li>• Homework (home – where you live, work – something that must be done = homework – work done at home)</li> <li>• Lunchtime (lunch – a mid-day meal, time – when an event occurs during a 24-hour period = lunchtime – the time of day when one eats lunch)</li> </ul> <p>Note:</p>

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		<ul style="list-style-type: none"> <li>Most compound words are true to the individual meaning; however, there are exceptions (e.g., hotdog, butterfly).</li> <li>Refer to 1.3F for related phonics skills.</li> </ul>
<a href="#">1.6C</a>	<b>Determine what words mean from how they are used in a sentence, either heard or read.</b>	<p>Determine</p> <p>WHAT WORDS MEAN FROM HOW THEY ARE USED IN A SENTENCE, EITHER HEARD OR READ</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Context clues – using other words and sentences that are around the word to determine its meaning</li> </ul>
<a href="#">1.6E</a>	<b>Alphabetize a series of words to the first or second letter and use a dictionary to find words.</b>	<p>Alphabetize</p> <p>A SERIES OF WORDS TO THE FIRST OR SECOND LETTER</p> <p>Use</p> <p>A DICTIONARY TO FIND WORDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Use knowledge of alphabetic order to find words</li> </ul>
<a href="#">1.Fig19</a>	<b><i>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to</i></b>	

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	<i>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>	
<b>TxCCRS</b>	<b>CDS.I.D - Cross-Disciplinary Standards/Key Cognitive Skills. Academic behaviors</b>	
<b>TxCCRS</b>	<b>CDS.II.A - Cross-Disciplinary Standards/Foundational Skills. Reading across the curriculum</b>	
<a href="#">1.Fig19C</a>	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).	<p>Monitor, Adjust</p> <p>COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Use background knowledge</li> <li>• Create sensory images (images created by using the five senses – sight, smell, sound, touch, taste)</li> <li>• Re-read a portion aloud</li> <li>• Ask for help</li> <li>• Refer to 1.4BC</li> </ul>
<a href="#">1.Fig19D</a>	Make inferences about text and use textual evidence to support understanding.	<p>Use</p> <p>TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p>

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		Textual Evidence – specific details or facts found in text that support what is inferred
<a href="#">1.Fig19F</a>	<b>Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</b>	<p>Make</p> <p>CONNECTIONS TO</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Own experiences – things done or seen</li> <li>• Ideas in other text – concepts that connect one text with another text</li> <li>• Larger community – a group of people that have the same interest or live in the same area</li> </ul> <p>Discuss</p> <p>TEXTUAL EVIDENCE</p> <p>Textual evidence – specific details or facts found in text that support what is inferred</p>
<a href="#">1.13</a>	<b><i>Reading/Comprehension of Informational Text/Culture and History.</i></b> <b><i>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></b>	
<b>TxCCRS</b>	<b><i>E/LAS.II.C - English/Language Arts/Reading.</i></b> <b><i>Describe, analyze, and evaluate information within and across literary and other texts from a variety of</i></b>	

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	<i>cultures and historical periods.</i>	
<a href="#">1.13A</a>	Identify the topic and explain the author's purpose in writing about the text.	<p>Identify</p> <p>THE TOPIC</p> <p>Topic – what the author is writing about, the subject (e.g., polar bears)</p> <p>Explain</p> <p>THE AUTHOR'S PURPOSE IN WRITING ABOUT THE TEXT</p> <p>Purpose – <b>the intended goal of a piece of writing; the reason a person writes</b></p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>• To inform</li> <li>• To explain</li> </ul>
<a href="#">1.14</a>	<i>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</i>	
<b>TxCCRS</b>	<b><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</i></b>	



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	<i>lengths.</i>	
<a href="#">1.14A</a>	Restate the main idea, heard or read.	<p>Restate</p> <p>THE MAIN IDEA, HEARD OR READ</p> <p>Main idea – the overall message of a text or section of a text (e.g., Polar bears are becoming endangered.)</p>
<a href="#">1.14B</a>	Identify important facts or details in text, heard or read.	<p>Identify</p> <p>IMPORTANT FACTS OR DETAILS IN TEXT, HEARD OR READ</p> <p>Note: Refer to 1.4B for related beginning reading strategies.</p>
<a href="#">1.14C</a>	Retell the order of events in a text by referring to the words and/or illustrations.	<p>Retell</p> <p>THE ORDER OF EVENTS IN A TEXT BY REFERRING TO THE WORDS AND/OR ILLUSTRATIONS</p> <p>Possible examples of time-order transition words to be used when retelling:</p> <ul style="list-style-type: none"> <li>First, second, next, after, finally</li> </ul> <p>Note: Refer to 1.20Avii for skills related to time-order transition words.</p>
<a href="#">1.14D</a>	Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	<p>Use</p>

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		<p>TEXT FEATURES TO LOCATE SPECIFIC INFORMATION IN TEXT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Table of contents</li> <li>• Illustrations and photographs</li> </ul> <p>Other possible examples of text features:</p> <ul style="list-style-type: none"> <li>• Bold and italicized text</li> <li>• Captions</li> <li>• Charts and graphs</li> <li>• Headings</li> </ul>
<a href="#">1.15</a>	<b><i>Reading/Comprehension of Informational Text/Procedural Texts.</i></b> <b><i>Students understand how to glean and use information in procedural texts and documents.</i></b> <b><i>Students are expected to:</i></b>	
<b>TxCCRS</b>	<b><i>E/LAS.II.A - English/Language Arts/Reading.</i></b> <b><i>Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.</i></b>	
<a href="#">1.15A</a>	<b>Follow written multi-step directions with picture cues to assist with understanding.</b>	<p>Follow</p> <p>WRITTEN MULTI-STEP DIRECTIONS WITH PICTURE CUES TO ASSIST WITH UNDERSTANDING</p>

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		<p>Procedural text – <b>a type of informational text that is written with the intent to explain the steps in the procedure, as in a recipe</b></p> <p>Possible examples of multi-step directions with picture clues:</p> <ul style="list-style-type: none"> <li>• Instructions, directions, manuals, game rules, science experiment, craft project</li> </ul>
<a href="#">1.15B</a>	Explain the meaning of specific signs and symbols (e.g., map features).	<p>Explain</p> <p>THE MEANINGS OF SPECIFIC SIGNS AND SYMBOLS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Map features</li> <li>• Symbols that represent something else (e.g., +, \$, #, &amp;)</li> <li>• Environmental print (e.g., exit, restrooms)</li> </ul>
<a href="#">1.17</a>	<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>	
<b>TxCCRS</b>	<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>	
<b>TxCCRS</b>	<b>CDS.II.B - Cross-Disciplinary</b>	

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

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		While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.
<a href="#">1.17D</a>	<b>Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.</b>	<p>Edit</p> <p>DRAFTS FOR GRAMMAR, PUNCTUATION, AND SPELLING USING A TEACHER-DEVELOPED RUBRIC</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Conventions/Grammar (refer to 1.20Ai-vii)</li> <li>• Capitalization (refer to 1.21Bi-iii)</li> <li>• Punctuation (refer to 1.21C)</li> <li>• Spelling (refer to 1.22ABi-iiiCD)</li> <li>• Use resources to find correct spellings (refer to 1.22E)</li> </ul> <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, and spelling.</p>
<a href="#">1.19</a>	<b><i>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</i></b>	
<b>TxCCRS</b>	<b><i>E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate</i></b>	

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	<i>language that advances the author's purpose.</i>	
<b>TxCCRS</b>	<b>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</b>	
<a href="#"><u>1.19A</u></a>	<b>Write brief compositions about topics of interest to the student.</b>	<p>Write</p> <p>BRIEF COMPOSITIONS ABOUT TOPICS OF INTEREST TO THE STUDENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• To explain</li> <li>• To inform</li> </ul>
<a href="#"><u>1.19B</u></a>	<b>Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).</b>	<p>Write</p> <p>SHORT LETTERS THAT PUT IDEAS IN CHONOLOGICAL OR LOGICAL SEQUENCE</p> <p>Use</p> <p>APPROPRIATE CONVENTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Date (e.g., January 12, 2010)</li> <li>• Salutation – greeting in a letter (e.g., Dear Friend,)</li> <li>• Closing (e.g., Sincerely,)</li> <li>• Use time-order transition words</li> </ul>

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		<p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> <li>First, next, then, immediately, while, during, occasionally, meanwhile, when, frequently, now, until, already, after, in the meantime, finally, lastly</li> </ul> <p>Note: Refer to 1.20Avii for skills related to time-order transition words.</p>
<a href="#">1.19C</a>	<b>Write brief comments on literary or informational texts.</b>	<p>Write</p> <p>BRIEF COMMENTS ON LITERARY OR INFORMATIONAL TEXTS</p> <p>Possible examples:</p> <ul style="list-style-type: none"> <li>Ideas, reflections, responses to text, connections</li> </ul>
<a href="#">1.20</a>	<b><i>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></b>	
<b>TxCCRS</b>	<b><i>Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</i></b>	
<b>TxCCRS</b>	<b><i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i></b>	

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<b><i>TxCCRS</i></b>	<b><i>Write clearly and coherently using standard writing conventions.</i></b>	
<a href="#"><u>1.20A</u></a>	Understand and use the following parts of speech in the context of reading, writing, and speaking:	Understand, Use  THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING AND SPEAKING:
<a href="#"><u>1.20A.iv</u></a>	adverbs (e.g., time: before, next)	Adverb – a word that describes a verb, an adjective or another adverb  Adverbs of time – show when an action occurs (time), or how long it lasts (duration) (e.g., When: time, before, next, yesterday)
<a href="#"><u>1.20A.v</u></a>	prepositions and prepositional phrases	Preposition – a word that relates its object to another word in the sentence (e.g., <i>at in at school or of in of your writing</i> )  Prepositional phrase – a phrase that begins with a preposition and is followed by an object (e.g., <i>on the road and by her</i> )
<a href="#"><u>1.20A.vii</u></a>	time-order transition words	Transitional words and phrases – words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas.  Possible examples of time-order transition words and phrases: <ul style="list-style-type: none"> <li>First, soon, immediately, while, during, occasionally, second, then, at, that time, meanwhile, when, frequently, last, now, until, already, after, in the meantime, next, finally</li> </ul>



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<a href="#">1.21</a>	<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>	
<a href="#">1.21B</a>	Recognize and use basic capitalization for:	Recognize, Use  BASIC CAPITALIZATION FOR:
<a href="#">1.21B.ii</a>	the pronoun "I"	
<a href="#">1.21B.iii</a>	names of people	
<a href="#">1.21C</a>	Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	Recognize, Use  PUNCTUATION MARKS AT THE END OF DECLARATIVE, EXCLAMATORY AND INTERROGATIVE SENTENCES  Including, but not limited to: <ul style="list-style-type: none"> <li>• Declarative sentence – a sentence that tells a complete thought and ends in a period (.)</li> <li>• Interrogative sentence – a sentence that asks a question and ends in a question mark (?)</li> <li>• Exclamatory sentence – sentence that expresses strong emotion or feeling and ends with an exclamation point (!)</li> </ul>
<a href="#">1.22</a>	<i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i>	

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<a href="#">1.22A</a>	Use phonological knowledge to match sounds to letters to construct known words.	<p>Use</p> <p>PHONOLOGICAL KNOWLEDGE TO MATCH SOUNDS TO LETTERS TO CONSTRUCT KNOWN WORDS</p> <p>Phonological knowledge/awareness – an “umbrella” term that is used to refer to a student’s sensitivity to the sound structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.</p> <p>Note: Refer to 1.3 and 1.22BCD for related phonics and spelling skills.</p>
<a href="#">1.22B</a>	Use letter-sound patterns to spell:	<p>Use</p> <p>LETTER-SOUND PATTERNS TO SPELL:</p>
<a href="#">1.22B.ii</a>	consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope")	<p>Note: Refer to 1.3AiiCiv for related phonics skills.</p>
<a href="#">1.22C</a>	Spell high-frequency words from a commonly used list.	<p>Spell</p> <p>HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST</p> <p>High-frequency words – a small group of 300–500 words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading.</p>

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		<p>Possible examples of commonly used lists:</p> <ul style="list-style-type: none"> <li>• Dolch List of Basic Sight Words</li> <li>• Fry Instant Word List</li> </ul> <p>Note: Refer to 1.3H for related beginning reading skills.</p>
<a href="#">1.22D</a>	<b>Spell base words with inflectional endings (e.g., adding "s" to make words plurals).</b>	<p>Spell</p> <p>BASE WORDS WITH INFLECTIONAL ENDINGS</p> <p>Base word – a word that stands alone and has its own meaning</p> <p>Inflectional ending – <b>letters that combine with a base word to express tense, number, mood or person (e.g., -s, -ing, and -ed)</b></p> <p>Note: Refer to 1.3E for related phonics skills.</p>
<a href="#">1.22E</a>	<b>Use resources to find correct spellings.</b>	<p>Use</p> <p>RESOURCES TO FIND CORRECT SPELLINGS</p> <p>Possible examples of resources:</p> <ul style="list-style-type: none"> <li>• Word wall</li> <li>• Beginning dictionary</li> <li>• Beginning glossary</li> </ul>

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
<a href="#">1.23</a>	<i>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</i>	
<i>TxCCRS</i>	<i>E/LAS.V.A - English/Language Arts/Research. Formulate topic and questions.</i>	
<i>TxCCRS</i>	<i>CDS.II.C - Cross-Disciplinary Standards/Foundational Skills. Research across the curriculum</i>	
<i>TxCCRS</i>	<i>Refine research topic based on preliminary research and devise a timeline for completing work.</i>	
<a href="#">1.23A</a>	Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance).	<p>Generate (with adult assistance)</p> <p>A LIST OF TOPICS OF CLASS-WIDE INTEREST</p> <p>Formulate (with adult assistance)</p> <p>OPEN-ENDED QUESTIONS ABOUT ONE OR TWO OF THE TOPICS</p> <p>Open-ended research questions – <b>a type of question used to encourage many possible responses rather than a single directed one (e.g., <i>What are the effects of watching TV while studying?</i>)</b></p>
<a href="#">1.24</a>	<i>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and</i>	

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	<i>systematically record the information they gather. Students are expected to:</i>	
<b>TxCCRS</b>	<b><i>E/LAS.V.B - English/Language Arts/Research. Select information from a variety of sources.</i></b>	
<b>TxCCRS</b>	<b><i>Gather relevant sources.</i></b>	
<b>TxCCRS</b>	<b><i>Use source material ethically.</i></b>	
<a href="#"><u>1.24A</u></a>	<b>Gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance).</b>	<p>Gather (with adult assistance)</p> <p>EVIDENCE FROM AVAILABLE SOURCES (NATURAL AND PERSONAL) AS WELL AS FROM INTERVIEWS WITH LOCAL EXPERTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Determine, locate, and explore relevant sources (e.g., books, websites, newspapers, magazines, librarians, local experts) that address the research question</li> </ul> <p>Natural source – artifact created by nature and not man (e.g., bones, shells, seeds)</p> <p>Personal source – journal, field journal</p>
<a href="#"><u>1.24B</u></a>	<b>Use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance).</b>	<p>Use (with adult assistance)</p> <p>TEXT FEATURES IN AGE- APPROPRIATE REFERENCE WORKS (e.g., PICTURE DICTIONARIES) TO LOCATE INFORMATION</p> <p>Including, but not limited to:</p>

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		<ul style="list-style-type: none"> <li>• Table of contents</li> <li>• Alphabetized index</li> </ul> <p>Other possible examples of text features:</p> <ul style="list-style-type: none"> <li>• Bold and italicized text</li> <li>• Captions</li> <li>• Charts and graphs</li> <li>• Glossary</li> <li>• Illustrations and photographs</li> <li>• Headings and subheadings</li> </ul> <p>Possible examples of age-appropriate reference works:</p> <ul style="list-style-type: none"> <li>• Encyclopedia, atlas, dictionary</li> </ul> <p>Note: Refer to 1.14D for related text features skills.</p>
<a href="#">1.24C</a>	<b>Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance).</b>	<p>Record (with adult assistance)</p> <p>BASIC INFORMATION IN SIMPLE VISUAL FORMATS</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Notes</li> <li>• Charts</li> <li>• Picture graphs</li> <li>• Diagrams</li> </ul>

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		<p>Other possible examples of visual formats:</p> <ul style="list-style-type: none"> <li>• Timelines, webs, concept maps</li> </ul>

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<p><i>The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.</i></p> <p>School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.</p> <p>School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.</p> <p><a href="http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4">http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</a></p> <p>Choose appropriate ELPS to support instruction.</p>	
<a href="#">ELPS.c.1</a>	<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>
<a href="#">ELPS.c.1A</a>	use prior knowledge and experiences to understand meanings in English
<a href="#">ELPS.c.1B</a>	monitor oral and written language production and employ self-corrective techniques or other resources
<a href="#">ELPS.c.1C</a>	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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<a href="#">ELPS.c.1D</a>	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)
<a href="#">ELPS.c.1E</a>	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
<a href="#">ELPS.c.1F</a>	use accessible language and learn new and essential language in the process
<a href="#">ELPS.c.1G</a>	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
<a href="#">ELPS.c.1H</a>	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.
<a href="#">ELPS.c.2</a>	<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>
<a href="#">ELPS.c.2A</a>	distinguish sounds and intonation patterns of English with increasing ease
<a href="#">ELPS.c.2B</a>	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
<a href="#">ELPS.c.2C</a>	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
<a href="#">ELPS.c.2D</a>	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
<a href="#">ELPS.c.2E</a>	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
<a href="#">ELPS.c.2F</a>	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
<a href="#">ELPS.c.2G</a>	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
<a href="#">ELPS.c.2H</a>	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations
<a href="#">ELPS.c.2I</a>	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.
<a href="#">ELPS.c.3</a>	<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>
<a href="#">ELPS.c.3A</a>	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
<a href="#">ELPS.c.3B</a>	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
<a href="#">ELPS.c.3C</a>	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired
<a href="#">ELPS.c.3D</a>	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency
<a href="#">ELPS.c.3E</a>	share information in cooperative learning interactions
<a href="#">ELPS.c.3F</a>	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
<a href="#">ELPS.c.3G</a>	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
<a href="#">ELPS.c.3H</a>	narrate, describe, and explain with increasing specificity and detail as more English is acquired

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<a href="#">ELPS.c.3I</a>	adapt spoken language appropriately for formal and informal purposes
<a href="#">ELPS.c.3J</a>	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
<a href="#">ELPS.c.4</a>	<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>
<a href="#">ELPS.c.4A</a>	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
<a href="#">ELPS.c.4B</a>	recognize directionality of English reading such as left to right and top to bottom
<a href="#">ELPS.c.4C</a>	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials
<a href="#">ELPS.c.4D</a>	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text
<a href="#">ELPS.c.4E</a>	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
<a href="#">ELPS.c.4F</a>	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
<a href="#">ELPS.c.4G</a>	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
<a href="#">ELPS.c.4H</a>	read silently with increasing ease and comprehension for longer periods
<a href="#">ELPS.c.4I</a>	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of

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	supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs
<a href="#">ELPS.c.4J</a>	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
<a href="#">ELPS.c.4K</a>	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.
<a href="#">ELPS.c.5</a>	<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>
<a href="#">ELPS.c.5A</a>	learn relationships between sounds and letters of the English language to represent sounds when writing in English
<a href="#">ELPS.c.5B</a>	write using newly acquired basic vocabulary and content-based grade-level vocabulary
<a href="#">ELPS.c.5C</a>	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
<a href="#">ELPS.c.5D</a>	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
<a href="#">ELPS.c.5E</a>	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
<a href="#">ELPS.c.5F</a>	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
<a href="#">ELPS.c.5G</a>	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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