

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

### UNIT OVERVIEW

This unit bundles student expectations emphasizing expository and procedural text for the purpose of understanding that text can be used to gather information and to learn new things. Patterns in phonological awareness, phonics, conventions, and print awareness continue to be practiced in order to reinforce literacy learning and comprehension during Independent Reading, Shared Reading, and Writing. Students continue to see the connection between listening, speaking, reading, and writing through meaningful experiences with texts and media.

In Unit 03, students examined fictional text by identifying story elements and discovered poetry by identifying beats and similarities in word sounds. They explored phonological awareness, phonics, and written print for the purpose of understanding the basic components of reading and writing. During this unit, students continue to explore phonological awareness, phonics, and print awareness for the purpose of decoding and encoding language. Letter/sound associations are examined as students read and write VC and CVC, words. Students identify topics and details heard or read in expository texts by utilizing their knowledge of words and illustrations. They discuss ways in which information is grouped and make predictions based on titles and illustrations. They dictate or write lists, captions, and invitations for the purpose of communicating information. Students identify the meaning of environmental print by reading familiar signs and follow pictorial directions in order to complete a task. Vocabulary continues to develop through connections and experiences as students explore informational text. 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. They use the writing process and written and oral conventions to dictate or write grade appropriate expository and procedural texts. In Unit 05A, students will revisit literary text.

### PERFORMANCE ASSESSMENT(S)

### OVERARCHING CONCEPTS UNIT CONCEPTS

### UNIT UNDERSTANDINGS

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[ELAR Kindergarten Unit 04 – Performance Assessment 1](#)

Click on the PA title to view related rubric.

Patterns – Phonological Awareness, Phonics, Print Awareness, Spelling

Awareness of sound patterns of spoken words supports the development of word reading and spelling.

Demonstrate letter sound correspondence to decode and spell CVC words.

Standard(s): [K.2F](#), [K.2G](#), [K.2H](#), [K.2I](#), [K.3A](#), [K.3B](#), [K.17A](#), [K.18A](#), [K.18B](#), [ELPS.c.1B](#), [ELPS.c.2A](#), [ELPS.c.2B](#), [ELPS.c.3A](#), [ELPS.c.4A](#), [ELPS.c.5A](#), [ELPS.c.5C](#)

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<p><a href="#">ELAR Kindergarten Unit 04 – Performance Assessment 2</a></p> <p>Click on the PA title to view related rubric.</p> <p>Examine the cover and illustrations of a teacher selected expository text to make inferences and predictions about the text. Draw a picture to show one prediction. Using appropriate conventions, write a simple sentence stating your prediction. Listen to the text read aloud. In a small group, verbally tell whether your prediction is correct or not and explain why (based on text evidence).</p> <p>Standard(s): <a href="#">K.4A</a>, <a href="#">K.9A</a>, <a href="#">K.10D</a>, <a href="#">K.16C</a>, <a href="#">K.17B</a>, <a href="#">K.17C</a>, <a href="#">K.Fig19D</a>, <a href="#">ELPS.c.1E</a>, <a href="#">ELPS.c.1F</a>, <a href="#">ELPS.c.2E</a>, <a href="#">ELPS.c.2I</a>, <a href="#">ELPS.c.3B</a>, <a href="#">ELPS.c.3C</a>, <a href="#">ELPS.c.3D</a>, <a href="#">ELPS.c.3E</a>, <a href="#">ELPS.c.3G</a>, <a href="#">ELPS.c.3H</a>, <a href="#">ELPS.c.4D</a>, <a href="#">ELPS.c.4G</a>, <a href="#">ELPS.c.4J</a>, <a href="#">ELPS.c.5B</a>, <a href="#">ELPS.c.5G</a></p>	<p>Elements – Illustrations, Title</p> <p>Interpretation – Prediction</p>	<p>Readers use illustrations to make predictions, draw conclusions, and make inferences.</p>

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<p><a href="#">ELAR Kindergarten Unit 04 – Performance Assessment 3</a> Click on the PA title to view related rubric.</p> <p>Follow pictorial directions to create a product (e.g., recipe, science experiment, or art project). Standard(s): <a href="#">K.11A</a>, <a href="#">K.Fig19A</a>, <a href="#">K.Fig19C</a>, <a href="#">ELPS.c.1E</a>, <a href="#">ELPS.c.1F</a></p>	<p>Purpose Elements – Illustrations Interpretation – Understanding Structure – Pictorial</p>	<p>Readers use a variety of skills and processes to identify the author's purpose and to understand procedural text.</p>

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<p><a href="#">ELAR Kindergarten Unit 04 – Performance Assessment 4</a></p> <p>Click on the PA title to view related rubric.</p> <p>Select a class-wide topic of interest. Complete a provided three-column chart. In the first column, write/dictate or illustrate 1-2 facts you know about the topic. In the second column, write/dictate 1-2 questions you have about the topic. Listen to an expository text on the class topic to determine answers to your questions. In the third column, write/dictate and illustrate 1-2 facts you learned about the topic. With a partner or in a small group, use the completed chart to discuss the topic and retell important facts heard in the text.</p> <p>Standard(s): <a href="#">K.4B</a>, <a href="#">K.10A</a>, <a href="#">K.10B</a>, <a href="#">K.20A</a>, <a href="#">K.20B</a>, <a href="#">K.Fig19B</a>, <a href="#">K.Fig19C</a>, <a href="#">K.Fig19F</a>, <a href="#">ELPS.c.1A</a>, <a href="#">ELPS.c.1C</a>, <a href="#">ELPS.c.1E</a>, <a href="#">ELPS.c.2E</a>, <a href="#">ELPS.c.2G</a>, <a href="#">ELPS.c.2I</a>, <a href="#">ELPS.c.4D</a>, <a href="#">ELPS.c.4F</a>, <a href="#">ELPS.c.4G</a>, <a href="#">ELPS.c.5B</a>, <a href="#">ELPS.c.5G</a></p>	<p>Interpretation – Connections Element – Topic</p>	<p>Readers make connections with the topics they read about.</p>
	<p>Perspective – Ideas Elements – Illustrations</p>	<p>Authors use words and illustrations to communicate ideas and information.</p>

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<p><a href="#">ELAR Kindergarten Unit 04 – Performance Assessment 5</a></p> <p>Click on the PA title to view related rubric.</p> <p>Create a book of specific signs found in your community. Include illustrations and captions for each sign. Share your book with the class.</p> <p>Standard(s): <a href="#">K.5A</a>, <a href="#">K.11B</a>, <a href="#">K.13A</a>, <a href="#">K.13E</a>, <a href="#">K.15A</a>, <a href="#">K.17A</a>, <a href="#">K.18A</a>, <a href="#">K.22A</a>, <a href="#">ELPS.c.1C</a>, <a href="#">ELPS.c.1F</a>, <a href="#">ELPS.c.3B</a>, <a href="#">ELPS.c.3E</a>, <a href="#">ELPS.c.3F</a>, <a href="#">ELPS.c.3G</a>, <a href="#">ELPS.c.3J</a>, <a href="#">ELPS.c.4C</a>, <a href="#">ELPS.c.5B</a></p>	<p>Forms – Signs</p> <p>Interpretation – Understanding</p> <p>Conventions – Handwriting</p>	<p>Understanding the meaning of symbols and words enhances understanding of the environment around us.</p>
	<p>Conventions – Oral Conventions</p>	<p>Effective oral conventions enhance interpretation of the message.</p>



### MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS

- None identified

### UNIT VOCABULARY

- **Expository text** – a type of informational text that clarifies or explains something
- **Procedural text** – a type of informational text that is written with the intent to explain the steps in the procedure, as in a recipe
- **Topic** – what the author is writing about, the subject (e.g., polar bears)
- **Details** – support the main idea by telling how, when, what, where, why, how much, and how many

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### SYSTEM RESOURCES

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

[ELAR Kindergarten Phonics Scope and Sequence](#)

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

#### INSTRUCTIONAL COMPONENTS

#### TEKS

#### ONGOING TEKS

#### FORMATIVE ASSESSMENT EXAMPLES

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

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

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Word Study	<b>TEKS</b> <b>Phonological Awareness:</b> <a href="#">K.2G</a> , <a href="#">K.2I</a> <b>Phonics:</b> <a href="#">K.3A</a> , <a href="#">K.3B</a> , <a href="#">K.3C</a> , <a href="#">K.3D</a> <b>Vocabulary Development:</b> <a href="#">K.5A</a> , <a href="#">K.5D</a> <b>Handwriting, Capitalization, and Punctuation:</b> <a href="#">K.17A</a> <b>Spelling:</b> <a href="#">K.18A</a> , <a href="#">K.18B</a>	<b>Ongoing TEKS</b> <b>Print Awareness:</b> <a href="#">K.1A</a> , <a href="#">K.1B</a> , <a href="#">K.1D</a> , <a href="#">K.1E</a> , <a href="#">K.1G</a> <b>Phonological Awareness:</b> <a href="#">K.2A</a> , <a href="#">K.2B</a> , <a href="#">K.2C</a> , <a href="#">K.2D</a> , <a href="#">K.2E</a> , <a href="#">K.2F</a> , <a href="#">K.2H</a> <b>Vocabulary Development:</b> <a href="#">K.5B</a> , <a href="#">K.5C</a>	Informal Language Sample  Observation data  Teacher - Student Conference  Checklist  Reader's Notebook  Writer's Notebook  Portfolio



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

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Shared Reading/Independent Reading	<b>TEKS</b> <b>Phonics:</b> <a href="#">K.3A</a> , <a href="#">K.3B</a> , <a href="#">K.3D</a> <b>Strategies:</b> <a href="#">K.4A</a> , <a href="#">K.4B</a> <b>Culture and</b> <b>History:</b> <a href="#">K.9A</a> , <a href="#">K.10A</a> , <a href="#">K.10B</a> , <a href="#">K.10C</a> , <a href="#">K.10D</a> , <a href="#">K.11A</a> , <a href="#">K.11B</a> <b>Media Literacy:</b> <a href="#">K.12A</a> <b>Expository and</b> <b>Procedural</b> <b>Texts:</b> <b>Comprehension</b> <b>Skills:</b> <a href="#">K.Fig19A</a> , <a href="#">K.Fig19B</a> , <a href="#">K.Fig19C</a> , <a href="#">K.Fig19D</a> , <a href="#">K.Fig19F</a>	<b>Ongoing TEKS</b> <b>Print</b> <b>Awareness:</b> <a href="#">K.1A</a> , <a href="#">K.1B</a> , <a href="#">K.1C</a> , <a href="#">K.1D</a> , <a href="#">K.1E</a> , <a href="#">K.1F</a> , <a href="#">K.1G</a> <b>Vocabulary</b> <b>Development:</b> <a href="#">K.5B</a> , <a href="#">K.5C</a> <b>Theme and</b> <b>Genre:</b> <a href="#">K.6A</a> , <a href="#">K.6B</a> <b>Listening:</b> <a href="#">K.21A</a> , <a href="#">K.21B</a> <b>Speaking:</b> <a href="#">K.22A</a> <b>Teamwork:</b> <a href="#">K.23A</a> <b>Comprehension</b> <b>Skills:</b> <a href="#">K.Fig19E</a>	

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
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><a href="#">K.13A</a>, <a href="#">K.13B</a></p> <p><b>Expository and</b></p> <p><b>Procedural</b></p> <p><b>Texts:</b> <a href="#">K.15A</a></p> <p><b>Conventions:</b></p> <p><a href="#">K.16A.iii</a>,</p> <p><a href="#">K.16A.iv</a>, <a href="#">K.16C</a></p> <p><b>Handwriting,</b></p> <p><b>Capitalization,</b></p> <p><b>and</b></p> <p><b>Punctuation:</b></p> <p><a href="#">K.17A</a>, <a href="#">K.17B</a>,</p> <p><a href="#">K.17C</a></p> <p><b>Spelling:</b></p> <p><a href="#">K.18A</a>, <a href="#">K.18B</a></p> <p><b>Gathering</b></p> <p><b>Sources:</b></p> <p><a href="#">K.20A</a>, <a href="#">K.20B</a></p>	<p><b>Ongoing TEKS</b></p> <p><b>Print</b></p> <p><b>Awareness:</b></p> <p><a href="#">K.1A</a>, <a href="#">K.1C</a>,</p> <p><a href="#">K.1D</a></p> <p><b>Vocabulary</b></p> <p><b>Development:</b></p> <p><a href="#">K.5B</a>, <a href="#">K.5C</a></p> <p><b>Writing</b></p> <p><b>Process:</b></p> <p><a href="#">K.13E</a></p> <p><b>Conventions:</b></p> <p><a href="#">K.16A.i</a>,</p> <p><a href="#">K.16A.ii</a>,</p> <p><a href="#">K.16A.v</a>, <a href="#">K.16B</a></p> <p><b>Spelling:</b></p> <p><a href="#">K.18C</a></p> <p><b>Listening:</b></p> <p><a href="#">K.21A</a>, <a href="#">K.21B</a></p> <p><b>Speaking:</b></p> <p><a href="#">K.22A</a></p> <p><b>Teamwork:</b></p> <p><a href="#">K.23A</a></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>
<u><b>K.2</b></u>	<b><i>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</i></b>	
<u><b>K.2G</b></u>	<b>Blend spoken phonemes to form one-syllable words (e.g.,/m/ .../a/ .../n/ says man).</b>	<p>Blend</p> <p>SPOKEN PHONEMES</p> <p>Phoneme – <b>the smallest unit of sound in speech (e.g. the /s/ /a/ /d/ of sad; in Spanish, /l/ /a/ and /d/ /a/)</b></p> <p>To form</p> <p>ONE-SYLLABLE WORDS</p>

# Instructional Focus Document

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<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> <ul style="list-style-type: none"> <li>• Two phonemes: /a/.../m/ says <i>am</i></li> <li>• Three phoneme: /m/.../a/.../n/ says <i>man</i></li> <li>• Four phoneme: /s/.../t/.../o/.../p/ says <i>stop</i></li> </ul> <p>Possible example of teacher prompt:</p> <ul style="list-style-type: none"> <li>• What would the word be if I said /m/... / ā/... /d/? (made)</li> </ul>
<a href="#">K.2I</a>	<p><b>Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).</b></p>	<p>Segment</p> <p>SPOKEN ONE-SYLLABLE WORDS INTO TWO TO THREE PHONEMES</p> <p>Phoneme – <b>the smallest unit of sound in speech (e.g., the /s/ /a/ /d/ of sad; in Spanish, /l/ /a/ and /d/ /a/</b></p> <p>Possible example:</p> <ul style="list-style-type: none"> <li>• Use manipulatives (e.g., counting on fingers, Elkonin boxes) to represent the individual sounds in one syllable words (e.g., cat: /c/ .../a/ .../t/)</li> </ul> <p>Possible examples of teacher prompts:</p> <ul style="list-style-type: none"> <li>• Tell me the sounds in the word <u>am</u>. (/a/ /m/)</li> <li>• Tell me the sounds in the word <u>dog</u>. (/d/ /o/ /g/)</li> </ul>

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
<a href="#">K.3</a>	<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 are expected to:</i></b>	<b>Note:</b> Refer to the TEKS Resource System Phonics Scope and Sequence for a year overview of phonics skills by unit.
<a href="#">K.3A</a>	<b>Identify the common sounds that letters represent.</b>	<p>Identify</p> <p>THE COMMON SOUNDS THAT LETTERS REPRESENT</p> <p><i>Introduce j, q, v, x, y, z, short u. Point out long vowels in high-frequency words as applicable.</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Identify letter-sound association</li> <li>• Identify letters as consonants or vowels</li> <li>• Identify long and short vowel sounds</li> </ul>
<a href="#">K.3B</a>	<b>Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, <del>CCVC</del>, and <del>CVCC</del> words).</b>	<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 – <b>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>

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		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• VC (e.g., at)</li> <li>• CVC (e.g., cat)</li> </ul> <p>Note: Refer to K.18B for related spelling conventions.</p>
<a href="#">K.3C</a>	<b>Recognize that new words are created when letters are changed, added, or deleted.</b>	<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"> <li>• Beginning letters: add, change, and/or delete the beginning letter(s) in a word to make new words</li> <li>• Ending letters: add, change, and/or delete the ending letter(s) in a word to make new words</li> <li>• Middle letter: add and/or change the middle sound in a word to make new words</li> </ul>
<a href="#">K.3D</a>	<b>Identify and read at least 25 high-frequency words from a commonly used list.</b>	<p>Identify, Read</p> <p>AT LEAST 25 HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST</p> <p><i>Introduce 8-10 high-frequency words, including some with long vowel sounds.</i></p> <p>High-frequency word – a <b>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</b></p>

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		<p><b>these words is required for fluent reading.</b></p> <p>Sight word – a word that is recognized immediately. <i>Note: Sometimes sight words are thought to be only words that are irregular or high-frequency words; (e.g., on the Dolch and Fry lists) however, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.</i></p> <p>Possible examples of commonly used lists:</p> <ul style="list-style-type: none"> <li>• Dolch List of Basic Sight Words</li> <li>• Fry Instant Word List</li> </ul>
<a href="#"><u>K.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>K.4A</u></a>	<b>Predict what might happen next in text based on the cover, title, and illustrations.</b>	<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"> <li>• Preview and discuss the cover, title, and illustrations before listening to or reading a text</li> <li>• Use illustrations to predict what might happen next in a text while reading or listening to it</li> </ul>
<a href="#"><u>K.4B</u></a>	<b>Ask and respond to questions about texts read aloud.</b>	<p>Ask, Respond</p> <p>TO QUESTIONS ABOUT TEXTS READ ALOUD</p>

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		<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Literal questions – (e.g., Who is the main character? Where is the story taking place? What is the story about?)</li> <li>• Refer to K.Fig19B</li> </ul>
<a href="#">K.5</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="#">K.5A</a>	<b>Identify and use words that name actions, directions, positions, sequences, and locations.</b>	<p>Identify, Use</p> <p>WORDS THAT NAME</p> <p><i>Focus instruction on words encountered in reading and used in modeled writing. Connect to other content areas as applicable.</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Actions – (e.g., run, jump, hop)</li> <li>• Directions – (e.g., left, right, up, down)</li> <li>• Positions – (e.g., over, under, on, beside, below, front, back, up, down)</li> <li>• Sequence – (e.g., first, second, third, next, left)</li> <li>• Location – (e.g., here, there, everywhere, somewhere)</li> </ul> <p>Note:</p>



# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		Refer to K.16Aiv for related grammar conventions.
<a href="#">K.5D</a>	Use a picture dictionary to find words.	Use  A PICTURE DICTIONARY TO FIND WORDS
<a href="#">K.Fig19</a>	<i>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</i>	
<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="#">K.Fig19A</a>	Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).	Discuss  PURPOSES FOR READING AND LISTENING TO VARIOUS TEXTS  Possible examples:  <ul style="list-style-type: none"> <li>To learn</li> </ul>

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> <li>To enjoy language</li> <li>To become involved in real and imagined events, settings, and actions</li> </ul>
<a href="#">K.Fig19B</a>	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"> <li>Who, what, when, where, and how questions</li> <li>Before, during, and after reading</li> <li>Refer to K.4B</li> </ul>
<a href="#">K.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> </ul>
<a href="#">K.Fig19D</a>	Make inferences based on the cover, title, illustrations, and plot.	<p>Make</p>

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

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		<p><b>INFERENCES BASED ON THE COVER, TITLE, ILLUSTRATIONS, AND PLOT</b></p> <p>Inference – a <b>logical guess made by connecting bits of information</b>. Readers make inferences by drawing conclusions, making generalizations, and making predictions.</p> <p>Plot – <b>the basic sequence of events in a story</b>. The plot includes the problem and solution.</p>
<a href="#">K.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><b>CONNECTIONS TO</b></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><b>TEXTUAL EVIDENCE</b></p> <p>Textual evidence – specific details or facts found in text that support what is inferred</p>
<a href="#">K.9</a>	<b><i>Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support</i></b>	

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

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

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<p>AND/OR ILLUSTRATIONS</p> <p>Topic – the subject of the text (e.g., polar bears)</p>
<a href="#">K.10B</a>	Retell important facts in a text, heard or read.	<p>Retell</p> <p>IMPORTANT FACTS IN A TEXT, HEARD OR READ</p>
<a href="#">K.10C</a>	Discuss the ways authors group information in text.	<p>Discuss</p> <p>THE WAYS AUTHORS GROUP INFORMATION IN TEXT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• By order of events</li> <li>• By concepts</li> </ul>
<a href="#">K.10D</a>	Use titles and illustrations to make predictions about text.	<p>Use</p> <p>TITLES AND ILLUSTRATIONS TO MAKE PREDICTIONS ABOUT TEXT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Before reading</li> <li>• During reading</li> </ul> <p>Note:</p>

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		Refer to K.4A and K.Fig19D for related comprehension strategies.
<a href="#">K.11</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="#">K.11A</a>	Follow pictorial directions (e.g., recipes, science experiments).	<p>Follow</p> <p>PICTORIAL DIRECTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Recipes</li> <li>• Science experiments</li> </ul> <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>Other possible examples of pictorial directions include:</p> <ul style="list-style-type: none"> <li>• Instructions, directions, manuals, game rules, craft project</li> </ul>

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
<a href="#">K.11B</a>	Identify the meaning of specific signs (e.g., traffic signs, warning signs).	<p>Identify</p> <p>THE MEANINGS OF SPECIFIC SIGNS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Traffic signs</li> <li>• Warning signs (e.g., poison symbols)</li> <li>• Environmental print (e.g., exit, restrooms)</li> </ul>
<a href="#">K.12</a>	<p><b>Reading/Media Literacy.</b></p> <p><i>Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></p>	
<b>TxCCRS</b>	<p><b>E/LAS.IV.A - English/Language Arts/Listening.</b></p> <p><i>Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</i></p>	
<b>TxCCRS</b>	<p><b>CDS.I.B - Cross-Disciplinary Standards/Key Cognitive Skills. Reasoning</b></p>	
<b>TxCCRS</b>	<p><b>CDS.II.E - Cross-Disciplinary Standards/Foundational Skills. Technology</b></p>	

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
<a href="#">K.12A</a>	<b>Identify different forms of media (e.g., advertisements, newspapers, radio programs) (with adult assistance).</b>	<p>Identify</p> <p>DIFFERENT FORMS OF MEDIA (WITH ADULT ASSISTANCE)</p> <p>Media – a variety of ways people communicate with others (e.g., print, digital, electronic, social)</p> <p><i>During instruction, integrate media with other unit standards (e.g., vocabulary, informational text, writing) rather than teaching it in isolation.</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Advertisements (e.g., flyers/brochures/posters/signs)</li> <li>• Newspapers</li> <li>• Radio programs</li> </ul> <p>Other possible examples of forms of media:</p> <ul style="list-style-type: none"> <li>• Commercials, magazines, product labels, websites</li> </ul>
<a href="#">K.13</a>	<b><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>	
<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 language that advances the author's purpose.</i></b>	



# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
<b>TxCCRS</b>	<b><i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i></b>	
<a href="#"><u>K.13A</u></a>	<b>Plan a first draft by generating ideas for writing through class discussion (with adult assistance).</b>	<p>Plan (with adult assistance)</p> <p>A FIRST DRAFT BY GENERATING IDEAS FOR WRITING THROUGH CLASS DISCUSSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Generate ideas or topics by talking with others</li> <li>• Select a focused idea or topic</li> </ul> <p>Examples of purposes for writing:</p> <ul style="list-style-type: none"> <li>• To entertain</li> <li>• To explain</li> <li>• To describe</li> <li>• To inform</li> </ul> <p>Purpose – <b>the intended goal of a piece of writing; the reason a person writes</b></p> <p>Note: This is the first step in the writing process, often referred to as prewriting or planning.</p>
<a href="#"><u>K.13B</u></a>	<b>Develop drafts by sequencing the action or details in the story (with adult assistance).</b>	<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>

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> <li>Dictate, draw, and/or write ideas in chronological sequence (e.g., beginning, middle, end)</li> </ul> <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>
<a href="#"><u>K.15</u></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 language that advances the author's purpose.</i></b>	
<b>TxCCRS</b>	<b><i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i></b>	
<a href="#"><u>K.15A</u></a>	<b>Dictate or write information for lists, captions, or invitations.</b>	<p>Dictate or Write</p> <p>INFORMATION FOR LISTS, CAPTIONS, OR INVITATIONS</p>
<a href="#"><u>K.16</u></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</i></b>	

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
	<i>apply earlier standards with greater complexity. Students are expected to:</i>	
<b>TxCCRS</b>	<i>Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</i>	
<b>TxCCRS</b>	<i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i>	
<b>TxCCRS</b>	<i>Write clearly and coherently using standard writing conventions.</i>	
<a href="#"><u>K.16A</u></a>	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>
<a href="#"><u>K.16A.iii</u></a>	descriptive words	Descriptive words – typically adjectives that describe a noun
<a href="#"><u>K.16A.iv</u></a>	prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)	<p>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>)</p> <p>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>)</p>

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
<a href="#">K.16C</a>	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 – <b>a sentence with one clause (e.g., <i>the chicken crossed the road</i>)</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Dictate and/or write simple sentences</li> </ul> <p>Note: Complete sentences include those that tell and ask.</p>
<a href="#">K.17</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="#">K.17A</a>	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>

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> <li>Gain control of penmanship, such as pencil grip, paper position and beginning stroke</li> <li>Use appropriate spacing</li> </ul>
<a href="#">K.17B</a>	Capitalize the first letter in a sentence.	<p>Capitalize</p> <p>THE FIRST LETTER IN A SENTENCE</p>
<a href="#">K.17C</a>	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"> <li>Period and question mark</li> </ul>
<a href="#">K.18</a>	<i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i>	
<a href="#">K.18A</a>	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>

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		Note: Refer to K.3 and K.18B for related phonics and spelling skills.
<a href="#">K.18B</a>	Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").	Use  LETTER-SOUND CORRESPONDENCES TO SPELL CONSONANT-VOWEL-CONSONANT (CVC) WORDS (e.g., cut)  Note: Refer to K.3B for related phonics skills.
<a href="#">K.20</a>	<b>Research/Gathering Sources.</b> <i>Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: <a href="#">Introduce the concept of research through the exploration of expository text to prepare students for the related Performance Assessment. Students will engage in more in-depth research in Unit 06A.</a></i>	
<b>TxCCRS</b>	<b>E/LAS.V.B - English/Language Arts/Research.</b> <b>Select information from a variety of sources.</b>	
<a href="#">K.20A</a>	Gather evidence from provided text sources (with adult assistance).	Gather (with adult assistance)  EVIDENCE FROM PROVIDED TEXT SOURCES  Including, but not limited to:

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

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TEKS# SE#	TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> <li>Determine, locate, and explore relevant text sources that address the research question</li> </ul>
<a href="#">K.20B</a>	Use pictures in conjunction with writing when documenting research (with adult assistance).	<p>Use (with adult assistance)</p> <p>PICTURES IN CONJUNCTION WITH WRITING WHEN DOCUMENTING RESEARCH</p> <p>Note: Refer to K.15A for related writing 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> <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.  <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

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

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



# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

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

# Instructional Focus Document

## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

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

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## Kindergarten English Language Arts and Reading

**TITLE :** Unit 04: Growing Readers and Writers Through Informational Text

**SUGGESTED DURATION :** 20 days

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

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## Kindergarten English Language Arts and Reading

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**SUGGESTED DURATION :** 20 days

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