Instructional Focus Document
Kindergarten English Language Arts and Reading

TITLE : Unit 05A: Rediscovering Literary Text

SUGGESTED DURATION : 11 days

UNIT OVERVIEW

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

In Unit 04 students studied the genre of Informational Text. They analyzed, made inferences, and drew conclusions about the author's purpose; identified the topic and details in expository text; retold important facts in a text, discussed the ways authors group information in expository text, and used titles and illustrations to make predictions. Additionally, students gleaned and used information in procedural texts and documents by following pictorial directions and identifying the meaning of specific signs. Students planned and developed drafts to dictate or write information for lists and captions. During this unit, students demonstrate letter sound correspondence to decode and spell CVC words. Additionally, students apply previously taught skills and strategies to deepen their understanding of fiction and poetry. Students identify the elements of fiction and the sensory details authors use to create meaning in stories. Students write stories about real or imagined events and revise with adult assistance. Students respond to rhythm and rhyme in poetry and independently write poems. In Unit 05B students will make connections within and across texts to deepen understanding of authors' messages.

OVERARCHING UNDERSTANDINGS AND QUESTIONS

UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)

TITLE : Unit 05A: Rediscovering Literary Text

SUGGESTED DURATION : 11 days

Awareness of word patterns supports the development of word reading and spelling.	Patterns – Phonics, Print Awareness, Spelling	**ELAR Kindergarten Unit 05A – Performance Assessment 1** **Click on the PA title to view related rubric.** Demonstrate letter sound correspondence to decode and spell CVC words. Standard(s): **K.2G**, **K.2I**, **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**
Understanding literary elements facilitates the reader's ability to make meaning of the text. Readers use strategies to support understanding of text.	Interpretation – Understanding Elements – Setting, Character, Events, Sensory Details	**ELAR Kindergarten Unit 05A – Performance Assessment 2** **Click on the PA title to view related rubric.** After listening to a story read aloud, draw pictures and/or dictate words on a provided graphic organizer to identify elements of the story (setting, character, and key events) and sensory details (e.g., sight, sound, smell, taste, touch) used by the author. In a teacher-guided small group, use the completed graphic organizer and your own ideas to verbally describe the characters in the story and the reasons for their actions. Standard(s): **K.6A**, **K.6C**, **K.8B**, **K.Fig19D**, **ELPS.c.1E**, **ELPS.c.2D**, **ELPS.c.2E**, **ELPS.c.2G**, **ELPS.c.2I**, **ELPS.c.3C**, **ELPS.c.3D**, **ELPS.c.3E**, **ELPS.c.3F**, **ELPS.c.3G**, **ELPS.c.3H**, **ELPS.c.4G**, **ELPS.c.5G**

Instructional Focus Document
Kindergarten English Language Arts and Reading

TITLE : Unit 05A: Rediscovering Literary Text

SUGGESTED DURATION : 11 days

UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
Writers develop ideas about what they know. An extensive vocabulary supports the development of oral and written communication.	Interpretation – Connections, Relevant Elements – Chronological Sequence, Events Conventions – Descriptive Words, Prepositions, Legible Handwriting, Spacing	**ELAR Kindergarten Unit 05A – Performance Assessment 3** **Click on the PA title to view related rubric.** Dictate or write sentences in chronological sequence to tell a story about real or imagined events. With adult assistance, revise your story to add descriptive words and prepositions (e.g., in, on, under, over). Standard(s): **K.13A**, **K.13B**, **K.13C**, **K.14A**, **K.16A.iii**, **K.16A.iv**, **K.17A**, **ELPS.c.5A**, **ELPS.c.5B**, **ELPS.c.5C**, **ELPS.c.5G**
Writers use literary techniques to enhance the reader's and/or listener's experience.	Techniques – Rhythm, Rhyme Interpretation – Experience Conventions – Legible Handwriting, Spacing	**ELAR Kindergarten Unit 05A – Performance Assessment 4** **Click on the PA title to view related rubric.** Independently write a short poem (e.g., couplet). Edit (with adult assistance) your poem by leaving spaces between letters and words. Read your poem aloud to others. Standard(s): **K.3B**, **K.13A**, **K.13D**, **K.13E**, **K.14B**, **K.17A**, **K.18A**, **ELPS.c.1E**, **ELPS.c.1H**, **ELPS.c.3A**, **ELPS.c.3B**, **ELPS.c.3E**, **ELPS.c.4A**, **ELPS.c.4B**, **ELPS.c.4E**, **ELPS.c.5A**, **ELPS.c.5B**, **ELPS.c.5C**, **ELPS.c.5G**

© 2018 TCMPC

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS

- None identified

UNIT VOCABULARY

- **Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched**
- **Setting – the time and place in which a narrative occurs. Elements of setting may include the physical, psychological, cultural or historical background against which the story takes place.**
- **Plot – the basic sequence of events in a story.** The plot includes the problem and solution.

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.			

Instructional Focus Document
Kindergarten English Language Arts and Reading

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Word Study	**TEKS** **Phonological Awareness:** K.2G, K.2I **Phonics:** K.3B, K.3C, K.3D **Vocabulary Development:** K.5A, K.5B **Spelling:** K.18A, K.18B	**Ongoing TEKS** **Phonological Awareness:** K.2A, K.2B, K.2C, K.2D, K.2E, K.2F, K.2H **Phonics:** K.3A **Vocabulary Development:** K.5C	Informal Language Sample Observation data Teacher-Student Conference Checklist Reader's Notebook Writer's Notebook Portfolio
Shared Reading/Independent Reading	**TEKS** **Phonics:** K.3B **Strategies:** K.4A, K.4B **Vocabulary Development:** K.5A, K.5B, K.5D **Theme and Genre:** K.6A, K.6C **Poetry:** K.7A **Fiction:** K.8A, K.8B	**Ongoing TEKS** **Print Awareness:** K.1A, K.1B, K.1C, K.1D, K.1E, K.1F, K.1G **Vocabulary Development:** K.5C **Theme and Genre:** K.6B **Conventions:** K.16A.i, K.16A.ii,	

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
	Conventions: K.16A.iii, K.16A.iv **Comprehension Skills:** K.Fig19A, K.Fig19B, K.Fig19C, K.Fig19D, K.Fig19F	K.16A.v, K.16B, K.16C **Listening:** K.21A, K.21B **Speaking:** K.22A **Teamwork:** K.23A **Comprehension Skills:** K.Fig19E	

Instructional Focus Document
Kindergarten English Language Arts and Reading

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

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

Instructional Focus Document
Kindergarten English Language Arts and Reading

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	**TEKS**	**ONGOING TEKS**	**FORMATIVE ASSESSMENT EXAMPLES**

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#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
	Legend: • ***Knowledge and Skills Statements (TEKS) identified by TEA are in italicized, bolded, black text.*** • **Student Expectations (TEKS) identified by TEA are in bolded, black text.** • 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 ~~strike-through~~.	Legend: • Supporting information / clarifications (specificity) written by TEKS Resource System are in blue text. • **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.** • *Unit-specific clarifications are in italicized, blue text.* • Information from Texas Education Agency (TEA) is labeled. • A Partial Specificity label indicates that a portion of the specificity not aligned to this unit has been removed.
K.2	***Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:***	
K.2G	**Blend spoken phonemes to form one-syllable words (e.g.,/m/ …/a/ …/n/ says man).**	Blend SPOKEN PHONEMES

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		Phoneme – **the smallest unit of sound in speech (e.g. the /s/ /a/ /d/ of sad; in Spanish, /l/ /a/ and /d/ /a/)** To form ONE-SYLLABLE WORDS 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) Possible examples of one-syllable words: • Two phonemes: /*a*/…/*m*/ says *am* • Three phoneme: /*m*/…/*a*/…/*n*/ says *man* • Four phoneme: /*s*/…/*t*/…/*o*/…/*p*/ says *stop* Possible example of teacher prompt: • What would the word be if I said /m/… / ā/… /d/? (made)
K.2I	**Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ …/o/ …/g/).**	Segment SPOKEN ONE-SYLLABLE WORDS INTO TWO TO THREE PHONEMES Phoneme – **the smallest unit of sound in speech (e.g., the /s/ /a/ /d/ of sad; in Spanish, /l/ /a/ and /d/ /a/** Possible example: • Use manipulatives (e.g., counting on fingers, Elkonin boxes) to represent the individual sounds

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		in one syllable words (e.g., cat: /c/ …/a/ …/t/) Possible examples of teacher prompts: • Tell me the sounds in the word am. (/a/ /m/) • Tell me the sounds in the word dog. (/d/ /o/ /g/)
K.3	***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:***	Note: Refer to the TEKS Resource System Phonics Scope and Sequence for a year overview of phonics skills by unit.
K.3B	**Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, ~~CCVC, and CVCC~~ words).**	Use KNOWLEDGE OF LETTER-SOUND RELATIONSHIPS Partial Specificity To decode REGULAR WORDS IN TEXT AND INDEPENDENT OF TEXT 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.** Including, but not limited to: • VC (e.g., at) • CVC (e.g., cat)

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		Note: Refer to K.18B for related spelling conventions.
K.3C	**Recognize that new words are created when letters are changed, added, or deleted.**	Recognize THAT NEW WORDS ARE CREATED WHEN LETTERS ARE CHANGED, ADDED, OR DELETED Including, but not limited to: • Beginning letters: add, change, and/or delete the beginning letter(s) in a word to make new words • Ending letters: add, change, and/or delete the ending letter(s) in a word to make new words • Middle letter: add and/or change the middle sound in a word to make new words
K.3D	**Identify and read at least 25 high-frequency words from a commonly used list.**	Partial Specificity Identify, Read AT LEAST 25 HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST *Introduce 6-7 high-frequency words, including words with long vowel sounds.* 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.** Sight word – **a word that is recognized immediately. *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.**

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		Possible examples of commonly used lists: • Dolch List of Basic Sight Words • Fry Instant Word List
K.4	***Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:***	
K.4A	**Predict what might happen next in text based on the cover, title, and illustrations.**	Predict WHAT MIGHT HAPPEN NEXT IN TEXT BASED ON THE COVER, TITLE, AND ILLUSTRATIONS Including, but not limited to: • Preview and discuss the cover, title, and illustrations before listening to or reading a text • Use illustrations to predict what might happen next in a text while reading or listening to it
K.4B	**Ask and respond to questions about texts read aloud.**	Ask, Respond TO QUESTIONS ABOUT TEXTS READ ALOUD Including, but not limited to: • Literal questions – (e.g., Who is the main character? Where is the story taking place? What is the story about?) • Refer to K.Fig19B

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
K.5	***Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:***	
TxCCRS	***E/LAS.II.B - English/Language Arts/Reading. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.***	
K.5A	**Identify and use words that name actions, directions, positions, sequences, and locations.**	Partial Specificity Identify, Use WORDS THAT NAME Including, but not limited to: • Actions – (e.g., run, jump, hop) • Directions – (e.g., left, right, up, down) • Positions – (e.g., over, under, on, beside, below, front, back, up, down) • Sequence – (e.g., first, second, third, next, left) • Location – (e.g., here, there, everywhere, somewhere) *Focus instruction on words encountered in reading and used in modeled writing. Connect to other content areas as applicable.* Note: Refer to K.16Aiv for related grammar conventions.
K.5B	**Recognize that compound words are made up of shorter words.**	Recognize THAT COMPOUND WORDS ARE MADE UP OF SHORTER WORDS

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		Possible examples of compound words: • Cowboy, hotdog, cupcake, cannot
K.5D	**Use a picture dictionary to find words.**	Use A PICTURE DICTIONARY TO FIND WORDS
K.Fig19	***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:***	
TxCCRS	***CDS.I.D - Cross-Disciplinary Standards/Key Cognitive Skills. Academic behaviors***	
TxCCRS	***CDS.II.A - Cross-Disciplinary Standards/Foundational Skills. Reading across the curriculum***	
K.Fig19A	**Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).**	Discuss PURPOSES FOR READING AND LISTENING TO VARIOUS TEXTS Possible examples:

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		• To learn • To enjoy language • To become involved in real and imagined events, settings, and actions
K.Fig19B	**Ask and respond to questions about text.**	Ask, Respond TO QUESTIONS ABOUT TEXT Including but not limited to: • Who, what, when, where, and how questions • Before, during, and after reading • Refer to K.4B
K.Fig19C	**Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).**	Monitor, Adjust COMPREHENSION Including, but not limited to: • Use background knowledge • Create sensory images (images created by using the five senses – sight, smell, sound, touch, taste) • Re-read a portion aloud • Ask for help

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
K.Fig19D	**Make inferences based on the cover, title, illustrations, and plot.**	Make INFERENCES BASED ON THE COVER, TITLE, ILLUSTRATIONS, AND PLOT Inference – **a logical guess made by connecting bits of information.** Readers make inferences by drawing conclusions, making generalizations, and making predictions. Plot – **the basic sequence of events in a story.** The plot includes the problem and solution.
K.Fig19F	**Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.**	Make CONNECTIONS TO Including, but not limited to: • Own experiences – things done or seen • Ideas in other text – concepts that connect one text with another text • Larger community – a group of people that have the same interest or live in the same area Discuss TEXTUAL EVIDENCE Textual evidence – specific details or facts found in text that support what is inferred
K.6	***Reading/Comprehension of Literary Text/Theme and Genre.*** ***Students analyze, make inferences and draw***	

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
	conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
TxCCRS	***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.***	
K.6A	**Identify elements of a story including setting, character, and key events.**	Identify ELEMENTS OF A STORY Including, but not limited to: • Setting • Character • Key events
K.6C	**Recognize sensory details.**	Recognize SENSORY DETAILS Sensory detail – **a detail in writing that describes what is seen, heard, smelled, tasted, or touched** Including, but not limited to:

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		• Sight – visual detail ensures that the reader is able to give faces to characters; or details to a setting and action • Sound – enables the reader to be a part of the action • Smell – provides a strong power over feelings, thoughts, and emotions • Taste – memories, people, places, and feelings can be suggested through taste • Touch – tactile descriptions create sensory triggers to help the reader not only visualize a scene, but to experience it. The sense of touch helps the reader put themselves in the place of the characters.
K.7	***Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:***	
TxCCRS	***E/LAS.II.A - English/Language Arts/Reading. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.***	
K.7A	**Respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.**	Respond TO RHYTHM AND RHYME IN POETRY THROUGH IDENTIFYING A REGULAR BEAT AND SIMILARITIES IN WORD SOUNDS Rhythm – regular patterns that emphasize sound Rhyme – identical or very similar recurring final sounds in words; in poetry, rhyming words may occur

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		at the ends of lines or within lines Possible examples: • Movement and/or oral response
K.8	***Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:***	
TxCCRS	***E/LAS.II.A - English/Language Arts/Reading. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.***	
K.8A	**Retell a main event from a story read aloud.**	Retell A MAIN EVENT FROM A STORY READ ALOUD Note: Refer to K.Fig19E for related comprehension skills.
K.8B	**Describe characters in a story and the reasons for their actions.**	Describe CHARACTERS IN A STORY AND THE REASONS FOR THEIR ACTIONS Including, but not limited to:

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		• Physical traits • Personality traits (e.g., good, evil, compassionate, loving, humorous, responsible) • Reasons for actions – why a character acts or behaves the he or she does
K.13	***Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:***	
TxCCRS	***E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.***	
TxCCRS	***CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum***	
K.13A	**Plan a first draft by generating ideas for writing through class discussion (with adult assistance).**	Plan (with adult assistance) A FIRST DRAFT BY GENERATING IDEAS FOR WRITING THROUGH CLASS DISCUSSION Including, but not limited to: • Generate ideas or topics by talking with others • Select a focused idea or topic Examples of purposes for writing:

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		• To entertain • To explain • To describe • To inform Purpose – **the intended goal of a piece of writing; the reason a person writes** Note: This is the first step in the writing process, often referred to as prewriting or planning.
K.13B	**Develop drafts by sequencing the action or details in the story (with adult assistance).**	Develop (with adult assistance) DRAFTS BY SEQUENCING THE ACTIONS OR DETAILS IN THE STORY Including, but not limited to: • Dictate, draw, and/or write ideas in chronological sequence (e.g., beginning, middle, end) Note: This is the second step in the writing process, often referred to as drafting. The focus is on developing ideas and the message, not on mechanics.
K.13C	**Revise drafts by adding details or sentences (with adult assistance).**	Revise (with adult assistance) DRAFTS BY ADDING DETAILS OR SENTENCES Revise – changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience Including, but not limited to:

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		• Dictate, draw, and/or write to add details (e.g., descriptive words, sensory details, time-order transition words, etc.) Descriptive words – typically adjectives that describe a noun Sensory detail – **a detail in writing that describes what is seen, heard, smelled, tasted, or touched** 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: • First, next, then, lastly Note: While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.
K.13D	**Edit drafts by leaving spaces between letters and words (with adult assistance).**	Edit (with adult assistance) DRAFTS BY LEAVING SPACES BETWEEN LETTERS AND WORDS Including, but not limited to: • Capitalization (refer to K.17B) • Punctuation (refer to K.17C) • Spelling (refer to K.18A)

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, and spelling.
K.14	***Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:***	
TxCCRS	***E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.***	
TxCCRS	***CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum***	
K.14A	**Dictate or write sentences to tell a story and put the sentences in chronological sequence.**	Dictate or Write SENTENCES TO TELL A STORY AND PUT THE SENTENCES IN CHRONOLOGICAL SEQUENCES Including, but not limited to: • Personal experiences • Imaginative stories • Use time-order transition words Possible examples of time-order transition words:

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		• First, next, then, lastly
K.14B	**Write short poems.**	Write SHORT POEMS Possible poetry forms include: • 5-senses, shape, acrostic, alphabet, couplet Note: Refer to K.7A for related poetry reading skills.
K.16	***Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:***	
TxCCRS	***E/LAS.I.A5 - English/Language Arts/Writing. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.***	
TxCCRS	***CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum***	
TxCCRS	***CDS.II.B1 - Cross-Disciplinary***	

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
	Standards/Foundational Skills. Write clearly and coherently using standard writing conventions.	
K.16A	**Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):**	Understand, Use (with adult assistance) THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING AND SPEAKING:
K.16A.iii	**descriptive words**	Descriptive words – typically adjectives that describe a noun
K.16A.iv	**prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)**	Preposition – **a word that relates its object to another word in the sentence (e.g., *at* in *at school* or *of* in *of your writing*)** Prepositional phrase – **a phrase that begins with a preposition and is followed by an object (e.g., *on the road* and *by her*)**
K.17	***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:***	
K.17A	**Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).**	Form UPPER- AND LOWER-CASE LETTERS LEGIBLY USING THE BASIC CONVENTIONS OF PRINT (LEFT-TO-RIGHT AND TOP-TO-BOTTOM PROGRESSION)

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

TEKS# / SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		Including, but not limited to: • Gain control of penmanship, such as pencil grip, paper position and beginning stroke • Use appropriate spacing
K.18	***Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:***	
K.18A	**Use phonological knowledge to match sounds to letters.**	Use PHONOLOGICAL KNOWLEDGE TO MATCH SOUNDS TO LETTERS Phonological knowledge/awareness – **an "umbrella" term that is used to refer to a student's sensitivity to the sound structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.** Note: Refer to K.3 and K.18B for related phonics and spelling skills.
K.18B	**Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").**	Use LETTER-SOUND CORRESPONDENCES TO SPELL CONSONANT-VOWEL-CONSONANT (CVC) WORDS (e.g., cut) Note: Refer to K.3B for related phonics skills.

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
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.	
School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum. School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency. http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 **Choose appropriate ELPS to support instruction.**	
ELPS.c.1	***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:***
ELPS.c.1A	**use prior knowledge and experiences to understand meanings in English**
ELPS.c.1B	**monitor oral and written language production and employ self-corrective techniques or other resources**
ELPS.c.1C	**use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary**
ELPS.c.1D	**speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)**
ELPS.c.1E	**internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment**
ELPS.c.1F	**use accessible language and learn new and essential language in the process**
ELPS.c.1G	**demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one**

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	commensurate with grade-level learning expectations
ELPS.c.1H	**develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.**
ELPS.c.2	***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:***
ELPS.c.2A	**distinguish sounds and intonation patterns of English with increasing ease**
ELPS.c.2B	**recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters**
ELPS.c.2C	**learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions**
ELPS.c.2D	**monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed**
ELPS.c.2E	**use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language**
ELPS.c.2F	**listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment**
ELPS.c.2G	**understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar**
ELPS.c.2H	**understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations**
ELPS.c.2I	**demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.**
ELPS.c.3	***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***

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	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:
ELPS.c.3A	**practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible**
ELPS.c.3B	**expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication**
ELPS.c.3C	**speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired**
ELPS.c.3D	**speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency**
ELPS.c.3E	**share information in cooperative learning interactions**
ELPS.c.3F	**ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments**
ELPS.c.3G	**express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics**
ELPS.c.3H	**narrate, describe, and explain with increasing specificity and detail as more English is acquired**
ELPS.c.3I	**adapt spoken language appropriately for formal and informal purposes**
ELPS.c.3J	**respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.**
ELPS.c.4	***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***

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	(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:
ELPS.c.4A	**learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words**
ELPS.c.4B	**recognize directionality of English reading such as left to right and top to bottom**
ELPS.c.4C	**develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials**
ELPS.c.4D	**use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text**
ELPS.c.4E	**read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned**
ELPS.c.4F	**use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language**
ELPS.c.4G	**demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs**
ELPS.c.4H	**read silently with increasing ease and comprehension for longer periods**
ELPS.c.4I	**demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs**
ELPS.c.4J	**demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs**
ELPS.c.4K	**demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and**

TITLE : Unit 05A: Rediscovering Literary Text **SUGGESTED DURATION :** 11 days

ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	performing critical analyses commensurate with content area and grade-level needs.
ELPS.c.5	***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:***
ELPS.c.5A	**learn relationships between sounds and letters of the English language to represent sounds when writing in English**
ELPS.c.5B	**write using newly acquired basic vocabulary and content-based grade-level vocabulary**
ELPS.c.5C	**spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired**
ELPS.c.5D	**edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired**
ELPS.c.5E	**employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:**
ELPS.c.5F	**write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired**
ELPS.c.5G	**narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.**

Last Updated 09/19/2014