

Instructional Focus Document

Kindergarten English Language Arts and Reading

TITLE : Unit 05B: Connecting as Readers and Writers

SUGGESTED DURATION : 10 days

UNIT OVERVIEW

This unit bundles student expectations that allow students to make connections within and across genres through reading and writing. Patterns in phonological awareness, phonics, oral and written conventions, and print awareness continue to be introduced and practiced 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 skills.

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. In Unit 05A, students revisited literary text through a study of poetry and fiction. Students applied the writing process (with adult assistance) to draft and revise stories through dictation or writing. Students wrote poems independently and edited with adult assistance. During this unit students revisit compound words and continue to apply letter sound correspondence to decode and spell words, with a focus on CCVC words. Students make text-self, text-text, and text-community connections while reading literary and expository texts. In Unit 06A, students will generate questions and find answers about grade-appropriate research topics. Expository text will be revisited through reading and writing.

OVERARCHING UNDERSTANDINGS AND QUESTIONS

UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
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<p>Readers understand that some larger words are made up of smaller words that can help give meaning to text.</p>	<p>Interpretation – Understand, Meaning</p>	<p>ELAR Kindergarten Unit 05B – Performance Assessment 1 Click on the PA title to view related rubric.</p> <p>When presented with a prepared list of 3-5 compound and non-compound words, underline the compound words. For each underlined word, circle the two shorter words that make up the compound word.</p> <p>Standard(s): K.5B, ELPS.c.1E, ELPS.c.1F, ELPS.c.4A, ELPS.c.4B, ELPS.c.4C</p>
<p>Awareness of sound patterns of spoken words supports the development of word reading and spelling.</p>	<p>Patterns – Phonics, Spelling</p>	<p>ELAR Kindergarten Unit 05B – Performance Assessment 2 Click on the PA title to view related rubric.</p> <p>Demonstrate letter sound correspondence to decode CCVC words.</p> <p>Standard(s): K.3B, ELPS.c.1B, ELPS.c.2A, ELPS.c.2B, ELPS.c.3A, ELPS.c.4A, ELPS.c.5A, ELPS.c.5C</p>

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UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
<p>Understanding literary elements facilitates the reader's ability to make meaning of the text.</p> <p>Readers create connections to make text personally relevant and useful.</p>	<p>Interpretation – Connections Elements – Recurring Phrases, Big Idea</p>	<div data-bbox="1406 448 2085 584" style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <p>ELAR Kindergarten Unit 05B – Performance Assessment 3</p> <p>Click on the PA title to view related rubric.</p> </div> <p>While listening to a well-known fable or folktale, show thumbs when you hear a recurring phrase or character. Next, discuss the big idea of the folktale or fable with a partner or small group and connect it to a personal experience. Individually, draw pictures and/or write words to explain your personal connection to the big idea.</p> <p>Standard(s): K.6B, K.6D, K.Fig19F, ELPS.c.1E, ELPS.c.2D, ELPS.c.3C, ELPS.c.3E, ELPS.c.4G, ELPS.c.4J, ELPS.c.5G</p>

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UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
Readers use strategies to support understanding of text.	Interpretation – Connections Element – Topic	<div data-bbox="1406 448 2085 584" style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <p>ELAR Kindergarten Unit 05B – Performance Assessment 4</p> <p>Click on the PA title to view related rubric.</p> </div> <p>Read or listen to an expository text. On a provided graphic organizer draw and label a picture to identify the topic of the text. Next, draw pictures and/or write words to explain connections you have to the text.</p> <p>Note: For the graphic organizer, make a simple 4-section chart. Label the first section Topic. Label each of the remaining sections with one of the following connections: Text to Self, Text to Text, Text to Community. Add simple graphics to support the types of connections (e.g., person, book, globe) and leave space below each label for pictures and words.</p> <p>Standard(s): K.9A, K.10A, K.Fig19F, ELPS.c.4G, ELPS.c.4I, ELPS.c.5G</p>


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UNIT UNDERSTANDINGS AND QUESTIONS	OVERARCHING CONCEPTS AND UNIT CONCEPTS	PERFORMANCE ASSESSMENT(S)
Writers develop ideas about what they know.	Perspective – Experiences, Ideas Conventions – Written Conventions	<p>ELAR Kindergarten Unit 05B – Performance Assessment 5 Click on the PA title to view related rubric.</p> <p>Use the writing process and appropriate conventions to write or dictate a real or imagined story. Put the sentences in a chronological sequence. Add illustrations to your story and share it with others in a class book.</p> <p>Standard(s): K.13A, K.13B, K.13C, K.13D, K.13E, K.14A, K.17A, K.18A, ELPS.c.1B, ELPS.c.1E, ELPS.c.1F, ELPS.c.5B, ELPS.c.5C, ELPS.c.5F, ELPS.c.5G</p>

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

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UNIT VOCABULARY

- **Theme** (Big Idea) – the central or universal idea of a piece of fiction or the main idea of a nonfiction essay
- **Folktale** – a story originally passed down in spoken form rather than in writing. Folktales include legends, fables, tall tales, and fairy tales. They may have recurring phrases (e.g., once upon a time, they lived happily ever after).
- **Fable** – fictional tale that teaches a moral lesson, entertains, and often includes animals with human characteristics
- **Topic** – what the author is writing about, the subject (e.g., polar bears)
- **Sensory detail** – a detail in writing that describes what is seen, heard, smelled, tasted, or touched

SYSTEM RESOURCES

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

[ELAR Kindergarten Phonics Scope and Sequence](#)

INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

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

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Word Study	TEKS Phonological Awareness: K.2G , K.2I Phonics: K.3B , K.3C , K.3D Vocabulary Development: K.5B , K.5D 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.5A , K.5C Listening: K.21B	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	TEKS Phonics: K.3B Strategies: K.4B Vocabulary Development: K.5B , K.5D Theme and Genre: K.6A , K.6B , K.6D Culture and History: K.9A Expository Text: K.10A Comprehension Skills: K.Fig19B , K.Fig19D , K.Fig19F	Ongoing TEKS Print Awareness: K.1A , K.1B , K.1C , K.1E , K.1F , K.1G Strategies: K.4A Vocabulary Development: K.5A , K.5C Theme and Genre: K.6C Fiction: K.8A , K.8B Conventions: K.16A.i , K.16A.ii , K.16A.iii , K.16A.iv , K.16A.v , K.16B , K.16C Listening: K.21A , K.21B Speaking: K.22A Teamwork: K.23A	

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')

INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
		Comprehension Skills: K.Fig19A , K.Fig19C , K.Fig19E	

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INSTRUCTIONAL COMPONENTS CHART (*ELAR / SLAR ONLY')			
INSTRUCTIONAL COMPONENTS	TEKS	ONGOING TEKS	FORMATIVE ASSESSMENT EXAMPLES
Writing	TEKS Vocabulary Development: K.5D Writing Process: K.13A , K.13C , K.13D Literary Texts: K.14A 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.13B , K.13E Conventions: K.16A.i , K.16A.ii , K.16A.iii , K.16A.iv , 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	

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

The phase 2 College Readiness English Language Arts and Reading vertical alignment team found that the College Readiness Standards in English Language Arts and Reading are well aligned with the Texas Essential Knowledge and Skills.

TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
	<u>Legend:</u> <ul style="list-style-type: none"> <i>Knowledge and Skills Statements (TEKS) identified by TEA are in italicized, bolded, black text.</i> 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. 	<u>Legend:</u> <ul style="list-style-type: none"> 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. <i>Unit-specific clarifications are in italicized, blue text.</i> 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	<i>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</i>	
K.2G	Blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man).	Blend

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		<p>SPOKEN PHONEMES</p> <p>Phoneme – the smallest unit of sound in speech (e.g. the /s/ /a/ /d/ of sad; in Spanish, /l/ /a/ and /d/ /a/)</p> <p>To form</p> <p>ONE-SYLLABLE WORDS</p> <p>Syllable – a word or part of a word pronounced with one uninterrupted sound (e.g., cat has one syllable, lion has two syllables- li/on)</p> <p>Possible examples of one-syllable words:</p> <ul style="list-style-type: none"> • Two phonemes: /a/.../m/ says <i>am</i> • Three phoneme: /m/.../a/.../n/ says <i>man</i> • Four phoneme: /s/.../t/.../o/.../p/ says <i>stop</i> <p>Possible example of teacher prompt:</p> <ul style="list-style-type: none"> • What would the word be if I said /m/... / ā/... /d/? (made)
K.2I	<p>Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).</p>	<p>Segment</p> <p>SPOKEN ONE-SYLLABLE WORDS INTO TWO TO THREE PHONEMES</p> <p>Phoneme – the smallest unit of sound in speech (e.g., the /s/ /a/ /d/ of sad; in Spanish, /l/ /a/ and /d/ /a/)</p> <p>Possible example:</p>

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> Use manipulatives (e.g., counting on fingers, Elkonin boxes) to represent the individual sounds in one syllable words (e.g., cat: /c/ .../a/ .../t/) <p>Possible examples of teacher prompts:</p> <ul style="list-style-type: none"> Tell me the sounds in the word <u>am</u>. (/a/ /m/) Tell me the sounds in the word <u>dog</u>. (/d/ /o/ /g/)
<u>K.3</u>	<i>Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</i>	<p>Note:</p> <p>Refer to the TEKS Resource System Phonics Scope and Sequence for a year overview of phonics skills by unit.</p>
<u>K.3B</u>	Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCVC words).	<p>Use</p> <p>KNOWLEDGE OF LETTER-SOUND RELATIONSHIPS</p> <p>To decode</p> <p>REGULAR WORDS IN TEXT AND INDEPENDENT OF TEXT</p> <p>Decode – apply knowledge of letter-sound relationships in order to sound out a word. In reading practice, the term is used primarily to refer to word identification rather than word comprehension.</p> <p>Including, but not limited to:</p>

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		<ul style="list-style-type: none"> • VC (e.g., at) • CVC (e.g., cat) • CCVC (e.g., flat) <p>Note: Refer to K.18B for related spelling conventions.</p>
K.3C	Recognize that new words are created when letters are changed, added, or deleted.	<p>Recognize</p> <p>THAT NEW WORDS ARE CREATED WHEN LETTERS ARE CHANGED, ADDED, OR DELETED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Beginning letters: add, change, and/or delete the beginning letter(s) in a word to make new words • 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.	<div data-bbox="1899 1043 2085 1094" style="background-color: #fff9c4; padding: 2px; text-align: center;">Partial Specificity</div> <p>Identify, Read</p> <p>AT LEAST 25 HIGH-FREQUENCY WORDS FROM A COMMONLY USED LIST</p> <p><i>Introduce 6-7 high-frequency words, including words with long vowel sounds.</i></p> <p>High-frequency word – a small group of 300–500 words that account for a large percentage of words in print. Often, they are referred to as "sight words" because automatic recognition of these words is required for fluent reading.</p> <p>Sight word – a word that is recognized immediately. <i>Note:</i> Sometimes sight words are</p>

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		<p>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.</p> <p>Possible examples of commonly used lists:</p> <ul style="list-style-type: none"> • Dolch List of Basic Sight Words • Fry Instant Word List
<u>K.4</u>	<i>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</i>	
<u>K.4B</u>	Ask and respond to questions about texts read aloud.	<p>Ask, Respond</p> <p>TO QUESTIONS ABOUT TEXTS READ ALOUD</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Literal questions – (e.g., Who is the main character? Where is the story taking place? What is the story about?) • Refer to K.Fig19B
<u>K.5</u>	<i>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</i>	
TxCCRS	<i>E/LAS.II.B - English/Language Arts/Reading. Understand new vocabulary and concepts and use</i>	

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	<i>them accurately in reading, speaking, and writing.</i>	
K.5B	Recognize that compound words are made up of shorter words.	<p>Recognize</p> <p>THAT COMPOUND WORDS ARE MADE UP OF SHORTER WORDS</p> <p>Possible examples of compound words:</p> <ul style="list-style-type: none"> Cowboy, hotdog, cupcake, cannot
K.5D	Use a picture dictionary to find words.	<p>Use</p> <p>A PICTURE DICTIONARY TO FIND WORDS</p>
K.Fig19	<i>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</i>	
TxCCRS	<i>CDS.I.D - Cross-Disciplinary Standards/Key Cognitive Skills. Academic behaviors</i>	
TxCCRS	<i>CDS.II.A - Cross-Disciplinary Standards/Foundational Skills. Reading across the curriculum</i>	

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
K.Fig19B	Ask and respond to questions about text.	<p>Ask, Respond</p> <p>TO QUESTIONS ABOUT TEXT</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> • Who, what, when, where, and how questions • Before, during, and after reading • Refer to K.4B
K.Fig19D	Make inferences based on the cover, title, illustrations, and plot.	<p>Make</p> <p>INFERENCES BASED ON THE COVER, TITLE, ILLUSTRATIONS, AND PLOT</p> <p>Inference – a logical guess made by connecting bits of information. Readers make inferences by drawing conclusions, making generalizations, and making predictions.</p> <p>Plot – the basic sequence of events in a story. The plot includes the problem and solution.</p>
K.Fig19F	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	<p>Make</p> <p>CONNECTIONS TO</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Own experiences – things done or seen • Ideas in other text – concepts that connect one text with another text

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		<ul style="list-style-type: none"> Larger community – a group of people that have the same interest or live in the same area <p>Discuss</p> <p>TEXTUAL EVIDENCE</p> <p>Textual evidence – specific details or facts found in text that support what is inferred</p>
K.6	<p><i>Reading/Comprehension of Literary Text/Theme and Genre.</i></p> <p><i>Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</i></p>	
TxCCRS	<p><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></p>	
K.6A	<p>Identify elements of a story including setting, character, and key events.</p>	<p>Identify</p> <p>ELEMENTS OF A STORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Setting Character Key events

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K.6B	<p>Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience.</p>	<p>Discuss</p> <p>THE BIG IDEA (THEME) OF A WELL-KNOWN FOLKTALE OR FABLE</p> <p>Theme – the central or universal idea of a piece of fiction or the main idea of a nonfiction essay.</p> <p>Folktale – a story originally passed down in spoken form rather than in writing. Folktales include legends, fables, tall tales, and fairy tales. They may have recurring phrases (e.g., once upon a time, they lived happily ever after).</p> <p>Fable – fictional tale that teaches a moral lesson, entertains, and often includes animals with human characteristics</p> <p>Possible examples of theme:</p> <ul style="list-style-type: none"> • Good friends are important • Treat others as you would like to be treated • Helping others is rewarding <p>Connect</p> <p>IT TO PERSONAL EXPERIENCE</p> <p>Note: Refer to K.Fig19F for related comprehension skills.</p>
K.6D	<p>Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales</p>	<p>Recognize</p>

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	from various cultures.	<p>RECURRING PHRASES AND CHARACTERS IN FAIRY TALES, LULLABIES, AND FOLKTALES FROM VARIOUS CULTURES</p> <p>Fairy tale – a traditional story for children that is often magical and imaginary</p> <p>Lullaby – a soothing song, usually sung to children before they go to sleep</p> <p>Folktale – a story originally passed down in spoken form rather than in writing. Folktales include legends, fables, tall tales, and fairy tales. They may have recurring phrases (e.g., once upon a time, they lived happily ever after).</p> <p>Examples of recurring phrases:</p> <ul style="list-style-type: none"> • “Once upon a time” • “They lived happily ever after” <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Participate in patterns when folktales, fairy tales, and lullabies are read aloud
<u>K.9</u>	<p><i>Reading/Comprehension of Informational Text/Culture and History.</i></p> <p><i>Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</i></p>	
TxCCRS	<p><i>E/LAS.II.C - English/Language Arts/Reading.</i></p> <p><i>Describe, analyze, and evaluate information</i></p>	

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	<i>within and across literary and other texts from a variety of cultures and historical periods.</i>	
K.9A	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>
K.10	<p><i>Reading/Comprehension of Informational Text/Expository Text.</i></p> <p><i>Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.</i></p> <p><i>Students are expected to:</i></p>	
TxCCRS	<p><i>E/LAS.II.A - English/Language Arts/Reading.</i></p> <p><i>Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.</i></p>	
K.10A	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 AND/OR ILLUSTRATIONS</p> <p>Topic – the subject of the text (e.g., polar bears)</p>

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
K.13	<i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i>	
TxCCRS	<i>E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i>	
TxCCRS	<i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i>	
K.13A	Plan a first draft by generating ideas for writing through class discussion (with adult assistance).	<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"> • Generate ideas or topics by talking with others • Select a focused idea or topic <p>Examples of purposes for writing:</p> <ul style="list-style-type: none"> • To entertain • To explain • To describe • To inform

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
		<p>Purpose – the intended goal of a piece of writing; the reason a person writes</p> <p>Note: This is the first step in the writing process, often referred to as prewriting or planning.</p>
<u>K.13C</u>	<p>Revise drafts by adding details or sentences (with adult assistance).</p>	<p>Revise (with adult assistance)</p> <p>DRAFTS BY ADDING DETAILS OR SENTENCES</p> <p>Revise – changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Dictate, draw, and/or write to add details (e.g., descriptive words, sensory details, time-order transition words, etc.) <p>Descriptive words – typically adjectives that describe a noun</p> <p>Sensory detail – a detail in writing that describes what is seen, heard, smelled, tasted, or touched</p> <p>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.</p> <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> First, next, then, lastly <p>Note:</p>

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		While this is considered the third step in the writing process, revision may be ongoing throughout the writing process.
K.13D	Edit drafts by leaving spaces between letters and words (with adult assistance).	<p>Edit (with adult assistance)</p> <p>DRAFTS BY LEAVING SPACES BETWEEN LETTERS AND WORDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Capitalization (refer to K.17B) • Punctuation (refer to K.17C) • Spelling (refer to K.18A) <p>Note: This is the fourth step in the writing process. The focus is on grammar, capitalization, punctuation, and spelling.</p>
K.14	<i>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:</i>	
TxCCRS	<i>E/LAS.I.A - English/Language Arts/Writing. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</i>	
TxCCRS	<i>CDS.II.B - Cross-Disciplinary Standards/Foundational Skills. Writing across the curriculum</i>	

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
K.14A	Dictate or write sentences to tell a story and put the sentences in chronological sequence.	<p>Dictate or Write</p> <p>SENTENCES TO TELL A STORY AND PUT THE SENTENCES IN CHRONOLOGICAL SEQUENCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Personal experiences • Imaginative stories • Use time-order transition words <p>Possible examples of time-order transition words:</p> <ul style="list-style-type: none"> • First, next, then, lastly
K.17	<i>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</i>	
K.17A	Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).	<p>Form</p> <p>UPPER- AND LOWER-CASE LETTERS LEGIBLY USING THE BASIC CONVENTIONS OF PRINT (LEFT-TO-RIGHT AND TOP-TO-BOTTOM PROGRESSION)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Gain control of penmanship, such as pencil grip, paper position and beginning stroke • Use appropriate spacing

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TEKS# SE#	UNIT LEVEL TAUGHT DIRECTLY TEKS	UNIT LEVEL SPECIFICITY
K.18	<i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i>	
K.18A	Use phonological knowledge to match sounds to letters.	<p>Use</p> <p>PHONOLOGICAL KNOWLEDGE TO MATCH SOUNDS TO LETTERS</p> <p>Phonological knowledge/awareness – an “umbrella” term that is used to refer to a student’s sensitivity to the sound structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.</p> <p>Note: Refer to K.3 and K.18B for related phonics and spelling skills.</p>
K.18B	Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").	<p>Use</p> <p>LETTER-SOUND CORRESPONDENCES TO SPELL CONSONANT-VOWEL-CONSONANT (CVC) WORDS (e.g., cut)</p> <p>Note: Refer to K.3B for related phonics skills.</p>

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>	

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	<p>School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.</p> <p>School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.</p> <p>http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>Choose appropriate ELPS to support instruction.</p>
ELPS.c.1	<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>
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 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.

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
<u>ELPS.c.2</u>	<i>The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>
<u>ELPS.c.2A</u>	distinguish sounds and intonation patterns of English with increasing ease
<u>ELPS.c.2B</u>	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
<u>ELPS.c.2C</u>	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
<u>ELPS.c.2D</u>	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
<u>ELPS.c.2E</u>	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
<u>ELPS.c.2F</u>	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment
<u>ELPS.c.2G</u>	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar
<u>ELPS.c.2H</u>	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations
<u>ELPS.c.2I</u>	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
<u>ELPS.c.3</u>	<i>The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i>

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
ELPS.c.3A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible
ELPS.c.3B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication
ELPS.c.3C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired
ELPS.c.3D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency
ELPS.c.3E	share information in cooperative learning interactions
ELPS.c.3F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
ELPS.c.3G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics
ELPS.c.3H	narrate, describe, and explain with increasing specificity and detail as more English is acquired
ELPS.c.3I	adapt spoken language appropriately for formal and informal purposes
ELPS.c.3J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.
ELPS.c.4	<i>The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</i>
ELPS.c.4A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
	recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words
ELPS.c.4B	recognize directionality of English reading such as left to right and top to bottom
ELPS.c.4C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials
ELPS.c.4D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text
ELPS.c.4E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
ELPS.c.4F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language
ELPS.c.4G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs
ELPS.c.4H	read silently with increasing ease and comprehension for longer periods
ELPS.c.4I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs
ELPS.c.4J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
ELPS.c.4K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
ELPS.c.5	<i>The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-</i>

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	<i>level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</i>
ELPS.c.5A	learn relationships between sounds and letters of the English language to represent sounds when writing in English
ELPS.c.5B	write using newly acquired basic vocabulary and content-based grade-level vocabulary
ELPS.c.5C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
ELPS.c.5D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired
ELPS.c.5E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
ELPS.c.5F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
ELPS.c.5G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

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