

frogstreet

STELLA

Texas Essential Knowledge and Skills for First Grade
English Language Arts, English Language Proficiency
Standards, and Science correlation to Frog Street STELLA



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Texas Essential Knowledge and Skills for Kindergarten	Frog Street STELLA Teacher Guide Page References
English Language Arts and Reading	
1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	31, 45, 47, 49, 51, 61, 81, 91, 101, 125, 135, 139, 185, 187, 191, 193, 205, 207, 211, 223, 255, 275
C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	21, 33, 43, 45, 53, 63, 73, 83, 93, 103, 111, 113, 117, 119, 121, 123, 131, 141, 183, 203, 213, 243, 273
2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
Ai Demonstrate phonological awareness by: producing a series of rhyming words	95, 97, 99, 105, 107
Aii Demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	115
D Demonstrate print awareness by identifying the information that different parts of a book provide	121, 123, 125, 127, 129, 155, 157, 165, 171, 173, 175, 195, 223
3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 99, 101, 103, 109, 113, 119, 123, 129, 133, 137, 139, 143, 145, 149, 151, 153, 155, 161, 163, 181, 201, 211, 213, 221, 235, 241, 243, 245, 247, 249, 271
D Identify and use words that name actions, directions, positions, sequences, categories, and locations	27, 41, 47, 49, 97, 107, 111, 131, 159, 169, 177, 179, 197, 219, 277

6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	1, 3, 5, 7, 11, 13, 15, 17, 23, 25, 27, 29, 37, 41, 57, 67, 71, 77, 87, 151, 153, 161, 167, 169, 171, 177, 179, 189, 197, 209, 219, 223, 225, 227, 231, 233, 237, 239, 245, 251, 257, 259, 265, 279
C Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	21, 31, 33, 41, 43, 51, 53, 61, 63, 73, 81, 83, 113, 143, 147, 179, 181, 191, 193, 201, 211, 221, 231, 251, 253, 261, 263
D Create mental images to deepen understanding with adult assistance	47
E Make connections to personal experiences, ideas in other texts, and society with adult assistance	45, 111, 113, 115, 121, 133, 135, 137, 141, 143, 187, 207, 237, 239, 247, 251, 257, 263, 265, 267, 271, 277
F Make inferences and use evidence to support understanding with adult assistance	7, 17, 25, 27, 35, 37, 55, 57, 65, 67, 71, 75, 77, 85, 87, 95, 105, 117, 127, 145
H Synthesize information to create new understanding with adult assistance	235
7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
A Describe personal connections to a variety of sources	135
B Write brief comments on literary or informational texts	151, 153, 161, 163, 171, 173, 225, 227, 245, 247, 259, 269
C Use text evidence to support an appropriate response	35, 55, 65, 75, 85, 137, 147, 163, 165, 167, 173, 175, 183, 187, 191, 193, 195, 197, 203, 207, 213, 215, 217, 229, 237, 241, 249, 273, 277
D Retell texts in ways that maintain meaning	197, 217, 255, 257, 259
E Interact with sources in meaningful ways such as illustrating or writing	9, 19, 27, 39, 45, 47, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 149, 159, 169, 189, 197, 209, 219, 229, 279
F Respond using newly acquired vocabulary as appropriate	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 115, 117, 119, 127, 131, 139, 141, 145, 147, 149
8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
B Describe the main character(s) and the reason(s) for their actions	1, 11, 15, 181, 185, 201, 205, 221, 225, 233, 241, 253, 261, 271, 275
C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	3, 5, 13, 185, 189, 205, 209, 227, 229, 231, 233, 235, 239, 253, 255, 261, 263, 265, 267, 269, 273, 275, 279

D Describe the setting	1, 11, 15, 23, 29, 203
9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	91, 93, 95, 97, 101, 105, 107
Dii Recognize characteristics and structures of informational text, including: features and simple graphics to locate or gain information	155, 157, 165, 167, 175, 177, 195, 197, 215, 217
Diii Recognize characteristics and structures of informational text, including: organizational patterns such as chronological order and description with adult assistance	267, 269
10. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
D Discuss how the author uses words that help the reader visualize	249
English Language Proficiency Standards	
1. Cross-curricular second language acquisition/learning strategies.	
A Use prior knowledge and experiences to understand meanings in English	32, 40, 42, 52, 62, 70, 72, 80, 82, 90, 92, 100, 102, 110, 112, 120, 122, 130, 132, 136, 140, 142, 150, 152, 162, 172, 182, 192, 202, 212, 232, 242, 272, 290, 302, 314, 326
C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	36, 50, 56, 66, 76, 86, 196, 216, 224, 254, 334
E 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	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 34, 44, 46, 50, 54, 60, 64, 74, 84, 94, 104, 114, 124, 136, 144, 146, 154, 156, 160, 164, 166, 170, 174, 176, 180, 184, 186, 188, 190, 200, 204, 206, 208, 210, 218, 220, 224, 228, 234, 236, 240, 244, 248, 250, 254, 258, 264, 268, 270, 274, 276, 280, 284, 286, 296, 298, 308, 310, 320, 322, 328, 330, 332
2. Cross-curricular second language acquisition/listening	

C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	38, 48, 58, 68, 78, 88, 96, 98, 106, 108, 116, 118, 128, 134, 146, 166
D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	190, 200, 210, 220, 240, 250, 280, 286, 298, 310, 322
E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	42, 48, 92, 94, 102, 104, 112, 114, 122, 124, 132, 134, 138, 142, 144, 148, 152, 154, 158, 162, 164, 168, 172, 178, 182, 192, 194, 198, 202, 212, 214, 218, 232, 242, 270, 272, 290, 292, 304, 316
I 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	44, 50, 98, 108, 138, 148, 158, 160, 168, 188, 198, 208, 222, 224, 226, 228, 230, 238, 248, 252, 254, 256, 258, 260, 262, 264, 266, 268, 278, 282, 290, 294, 306, 318, 330
3. Cross-curricular second language acquisition/speaking	
B 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	92, 102, 112, 328
D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 46, 52, 54, 56, 58, 62, 64, 66, 68, 72, 74, 76, 78, 82, 84, 86, 88, 94, 96, 98, 104, 106, 108, 114, 116, 118, 124, 126, 128, 136, 334
E Share information in cooperative learning interactions	136, 156, 158, 176, 178, 180, 230, 238, 260, 266, 278
G 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	184, 194, 204, 214, 234, 248, 274, 282, 292, 294, 296, 302, 308, 314, 320, 334
H Narrate, describe, and explain with increasing specificity and detail as more English is acquired	122, 126, 142, 144, 146, 148, 156, 166, 168, 170, 186, 188, 206, 208, 222, 236, 238, 244, 246, 252, 276, 278, 282, 294, 304, 306, 316, 318, 326, 332

4. Cross-curricular second language acquisition/reading	
D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 228, 256, 258, 260, 262, 264
F 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	48, 226, 230, 256
G 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	186, 194, 196, 198, 206, 216, 218, 236, 246, 276, 284, 332
H Narrate, describe and explain with increasing specificity and detail as more English is required	182, 202, 232, 242, 272
I 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	128, 130, 154, 164, 172, 174, 184, 196, 204, 212, 216, 234, 244, 274
J 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	24, 26, 28, 32, 34, 36, 38, 40, 42, 44, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 80, 82, 84, 86, 88, 90, 96, 100, 106, 110, 116, 118, 120, 126, 132, 134, 138, 140, 150, 152, 162, 192, 214, 292, 302, 304, 306, 314, 316, 318, 326, 330,
5. Cross-curricular second language acquisition/writing	
B Write using newly acquired basic vocabulary and content-based grade-level vocabulary	30, 40, 46, 48, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 174, 176, 178, 180, 190, 200, 210, 220, 240, 250, 268, 270, 280, 284, 286, 296, 298, 308, 310, 320, 322, 328
G Narrate, describe and explain with increasing specificity and detail to fulfill content area writing needs as more English is required	222, 226, 252, 262, 266

Science	
2. Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:	
A Ask questions about organisms, objects, and events observed in the natural world	153, 161, 163, 165, 167, 169, 181, 183, 181, 187, 189, 221, 223, 231, 233, 235, 237, 239, 243, 245
5. Matter and energy. The student knows that objects have properties and patterns. The student is expected to:	
A Classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture	151, 157, 159
B Predict and identify changes in materials caused by heating and cooling	155, 157, 159
8. Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:	
A Record weather information, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy	131, 133, 135, 137, 139, 141
C Identify characteristics of the seasons of the year and day and night	121, 123, 125, 127, 129
D Demonstrate that air is all around us and observe that wind is moving air	143, 149
9. Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:	
A Sort and classify living and nonliving things based upon whether they have basic needs and produce offspring	171, 173, 175, 177, 179
10. Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:	
A Investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats	191, 193, 195, 197, 211, 213, 215, 217, 219