

TEKS Cluster: Integrating Social Studies with Reading and Writing

- K.1 History.** The student understands that holidays are celebrations of special events.
- K.2 History.** The student understands how historical figures helped shape the state and nation.
- K.10 Culture.** The student understands similarities and differences among individuals.
- K.11 Culture.** The student understands the importance of family traditions.

Reading

Holidays: Informational Text Connections

- K.1(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day
- K.1(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day

Historical Figures: Informational Text Connections

- K.2(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation

Writing

Culture: Personal Narrative Writing Connections

- K.11(A) describe and explain the importance of family traditions
- K.10(A) identify similarities and differences among individuals such as kinship and religion
- K.11(B) compare traditions among families

Student Expectations

- K.6(A) describe personal connections to a variety of sources
- K.6(B) provide an oral, pictorial, or written response to a text
- K.6(C) use text evidence to support an appropriate response
- K.6(D) retell texts in ways that maintain meaning
- K.6(E) interact with sources in meaningful ways such as illustrating or writing
- K.6(F) respond using newly acquired vocabulary as appropriate

Academic Vocabulary

Reading Vocabulary	Social Studies Vocabulary	
	Vocabulary	Terms
evidence	contributions	Constitution Day
illustrate	customs	Independence Day
retell	fireworks	Presidents' Day
	historical figures	Veterans Day
	holiday	Christopher Columbus
	parades	George Washington
	patriotic	José Antonio Navarro
		Stephen F. Austin

Vertical Alignment

The table below shows grade-level student expectations as well as two grades above. In addition to the role of text complexity, this serves as a way to see where we are going. Student expectations that stay the same two grade levels above the current grade are not included in the Vertical Alignment.

	Kindergarten	Grade 1	Grade 2
All Genres	K.6(B) provide an oral, pictorial, or written response to a text	1.7(B) write brief comments on literary or informational texts	2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text
	K.6(D) retell texts in ways that maintain meaning	1.7(D) retell texts in ways that maintain meaning	2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order

Instructional Implications

The purpose of the response strand is to allow students to respond both orally and in written form to reflect on learning by communicating their thinking and application of the *Tools to Know*, *Ways to Show*, and *Author's Craft*. These student expectations will be invaluable for students as they grow as readers and reflect on their learning and for teachers to gauge the level of understanding and application.

When you teach this subcluster, remember to:

- Allow students to respond to their reading frequently and in their own words.
- Emphasize that meaningful response can be in the form of speaking, illustrating, or writing.
- Allow students to respond to their reading in oral/written/pictorial formats. Make sure to use anchor/mentor texts to model how to make connections to what is read through response.
- Engage students in frequent discourse with each other about their connections and understanding.
- Observe student responses to determine if students are using both academic and everyday vocabulary for authentic purposes.
- Emphasize that the focus of retelling is to capture overall understanding and meaning of the text, not to repeat every detail.

Learning from Mistakes

Students may make the following mistakes:

- Not understanding what is read before responding
- Focusing on superficial connections and not connections that are relevant to the listener or reader

Dual Language Tips

- Facilitate connections between languages by allowing students to communicate learning using their native language. Then, model how to use sentence stems to communicate the same learning in the target language.

Social Studies Connection: Holidays & Historical Figures

Student Expectations

- K.1(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day (R)
- K.1(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day (S)
- K.2(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation (S)

Instructional Implications

Patriotic holidays and historical figures are abstract concepts to kindergarten students; however, when students engage with informational text about them, they are given the context to understand their importance, their lives, or their contributions. On patriotic holidays, choose texts that help students make meaning of and respond to the topics.

K.10(A) plan by generating ideas for writing through class discussions and drawings	K.10(B) develop drafts in oral, pictorial, or written form by organizing ideas	K.10(C) revise drafts by adding details in pictures or words	K.10(D) edit drafts with adult assistance using standard English/Spanish conventions	K.10(E) share writing
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Student Expectations

- K.11(A) dictate or compose literary texts, including personal narratives
- K.11(B) dictate or compose informational texts

Academic Vocabulary

Writing	Social Studies
informational personal narrative	family traditions kinship religion

Vertical Alignment

The table below shows grade-level student expectations as well as two grades above. In addition to the role of text complexity, this serves as a way to see where we are going.

Kindergarten	Grade 1	Grade 2
K.11(A) dictate or compose literary texts, including personal narratives	1.12(A) dictate or compose literary texts, including personal narratives and poetry	2.12(A) compose literary texts, including personal narratives and poetry
K.11(B) dictate or compose informational texts	1.12(B) dictate or compose informational texts, including procedural texts	2.12(B) compose informational texts, including procedural texts and reports
	1.12(C) dictate or compose correspondence such as thank you notes or letters	2.12(C) compose correspondence such as thank you notes or letters

Instructional Implications

It is important that students have opportunities to write in multiple genres to become more experienced, well-rounded writers and support clarification of purpose and intent when writing.

When you teach this subcluster, remember to:

- Allow students to self-select a topic and write a personal narrative and informational text, focusing on the selected topic.
- Provide students with multiple examples of how topics are communicated.
- Support informational writing through other academics by having students write to learn and write to show learning.
- Create Anchor Charts as a place to collect/celebrate examples of craft in students' writings.
- Allow students to write about what is known and interesting to provide a foundation, as well as relevance, for their writing.
- Consider allowing students to compose in groups or with a partner before writing independently.
- Allow students to share and respond to each other's writing by stating what is interesting and what the listener would like to know more about.
- Challenge students to write to audiences that are close to them (e.g., teacher, parent, principal, friend, relative, or neighbor) to ensure authenticity in writing.

Learning from Mistakes

Students may make the following mistakes:

- Applying one structure to all writing
- Forgetting the purpose for the writing

Dual Language Tips

- Make sure that writing experiences are relevant and meaningful to students' daily lives.



Social Studies Connection: Culture

Student Expectations

- K.11(A) describe and explain the importance of family traditions (R)
- K.10(A) identify similarities and differences among individuals such as kinship and religion (S)
- K.11(B) compare traditions among families (S)

Instructional Implications

As students select topics for writing, dedicate time to family traditions and relationships. Make an overt connection to social studies. Families have traditions that relate to their culture, their history, or their interests. They have interesting family members who have done amazing things or share things like religion. As students share their writing compare traditions.