
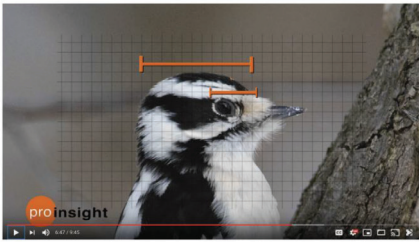
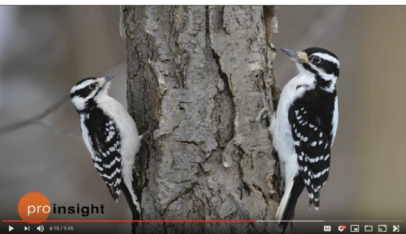


TABLE 1

Three strategic instructional practices for pausing an informational science video.

Time of Pause [Pause #]	Visuals on Screen During Paused Interaction	Reason for Pausing	Related CCSS (2010) ELA Standards
3:36 [Pause #4]		Pausing to Learn/Extend Scientific Vocabulary	<p>CCSS ELA-Literacy: LANGUAGE.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>LANGUAGE.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>
6:47 [Pause #14]		Pausing to Practice "Reading"/Describing the Natural World	<p>CCSS ELA-Literacy: READING-INFORMATIONAL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>READING-INFORMATIONAL.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>READING-INFORMATIONAL.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
6:10 [Pause #9]		Pausing to Talk as Scientists	<p>CCSS ELA-Literacy: SPEAKING-LISTENING.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SPEAKING-LISTENING.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SPEAKING-LISTENING.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>