

## Kindergarten Language Arts Curriculum Bundle # 1

Title	Suggested Dates
Intro to Listening, Speaking, Reading and Writing Skills	August 25-Sept. 11 13 Instructional Days



Big Idea/Enduring Understanding	Guiding Questions
The words and symbols around us provide meaning and help us acquire new information.	Why is it important to know the proper ways to use a book? Why is it important to be a good listener? What does it mean to be a good listener? How do signs help us in our world?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
Letter Introduction ELA= n/a <i>SLA= O A I</i>		
<p><b>K.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English and/or Spanish is written and printed. Students are expected to:</b>                      K.1B identify upper- and lower-case letters  <i>Nota a la Maestra: Use el programa aprende aprenda.</i></p>	<ul style="list-style-type: none"> <li>• Students should begin to be able to identify letters in random order</li> <li>• Match upper case and lower case letters</li> <li>• Alphabet art</li> <li>• Find letters in written and printed text</li> </ul>	<p>Instructional Resources:  <a href="#">Reading A-Z.com</a>                      Click on the Alphabet Tab                      *<a href="#">www.learningplanet.com</a> ABC Order English and Spanish</p> <ul style="list-style-type: none"> <li>▪ Alphabet books such as newspaper or magazines.  <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr.                      *<a href="#">www.literacycenter.net</a> Uppercase/Lowercase and Spanish  <i>The Alphabet Tree</i> by Leo Lionni                      *<a href="#">www.abcya.com</a> Uppercase and Lowercase Letter Matching and ABC Order  <i>Dr. Seuss's ABC</i> by Dr. Seuss</li> <li>▪ Alphabet chants such as:  <a href="http://www.littlegiraffes.com/lettersongsrhyme">http://www.littlegiraffes.com/lettersongsrhyme</a></li> </ul> <p>Learning Centers/Stations: *Learn letters in their names by doing activities such as: name puzzles                       (cutting apart the letters and putting them in the right order), cutting                       *Cut letters from letters from newspapers or magazines, tracing names on overhead,                       or writing names with playdoh</p>

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		<p><a href="#">s.html</a></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Reading A-Z.com</a> Alphabet Chants</li> <li>▪ <a href="#">www.drjean.org</a></li> <li>▪ Alphabet flashcards such as: <a href="http://www.abcteach.com/free/f/flashcards_zbfont_alphabet.pdf">http://www.abcteach.com/free/f/flashcards_zbfont_alphabet.pdf</a></li> </ul> <p><a href="#">FCRR.org Letter Activities</a> <a href="http://www.kinderbykim.com/september.htm">http://www.kinderbykim.com/september.htm</a> <a href="http://web.mac.com/donna.glynn/Kinderglynn/LETTER_POETRY.html">http://web.mac.com/donna.glynn/Kinderglynn/LETTER_POETRY.html</a></p>	
<p><b>K.3 Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to: K.3A identify the common sounds that letters represent. <i>K.3A Identify the 5 vowel sounds.</i></p>	<ul style="list-style-type: none"> <li>• Students identify beginning, middle and ending sounds in words. <i>Note: At this time of year Kindergarteners should be focusing on identifying beginning sounds of words.</i></li> <li>• Brainstorm lists of words that <i>begin</i> or end with the same letter</li> <li>• Sing letter sound songs such as: <a href="#">www.drjean.org</a> and <i>Who Let the Letters Out</i> (sung to the tune <i>Who Let the Dogs Out</i>), for example, “Who let the A out? /a/ /a/ /a/ /a/, apple...”</li> </ul> <p>Go to PISD bookmarked websites for “ELA model training”- <a href="#">word wall activities</a></p>	<p>Instructional Resources: <b><a href="#">PISD Phonological Awareness</a></b> <a href="#">www.neuhaus.org</a> <a href="#">www.readinga-z.com</a> <a href="#">www.hubbardscupboard.org</a> <i>Nota a la Maestra: Usar los programas de reconocimiento fonético Estrellita y Aprende Aprenda</i></p> <p>Teacher note: The following websites are useful resources to cover a variety of ELA TEKS <a href="#">www.juliethompson.com/SMART.html</a> <a href="#">www.tumblebooks.com</a> (<i>en espanol tambien</i>) On PISD website- “My Bookmarks”</p> <ul style="list-style-type: none"> <li>• ELA model training</li> <li>• Elementary online activities</li> <li>• Teacher online resources</li> </ul>	<p>Learning Centers/Stations Resources:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">www.kidport.com</a> Letters and Pictures</li> <li>▪ <a href="#">Sesame street games</a></li> <li>▪ <a href="#">Fighter Phonics</a></li> <li>▪ <a href="#">Phonics Learning Game</a></li> <li>▪ <a href="#">Professor Garfield</a></li> <li>▪ Make an alphabet tree by finding things in magazines that begin with each letter and gluing them on brown circles for “coconuts”.</li> </ul>
<p><b>Sight Words:</b> See High Frequency Sight Word List order (ELA)</p>			
<p><b>K.3 Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</p>	<ul style="list-style-type: none"> <li>• Teachers will use the grade level High Frequency word lists on the PISD website. There are <b>25 words total</b> for Kindergarten to be mastered by the <b>END</b> of the year. Teachers should emphasize 2-3 words per bundle throughout the year. Included on the</li> </ul>	<p>Grade Level_ <a href="#">High Frequency Word Lists</a></p>	

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<p>K.3D identify and read at least 25 high-frequency words from a commonly used list; <i>decode the written "y" when used as a conjunction, as in "mamá y papá"</i></p>	<p>web page are Teacher checklists (for pre and post assessment), a complete word list and flashcards.</p> <p><i>High Frequency Words in Spanish: yo, no a, la, las, el, en, un, una, y, de, para, lo, por, te, los, se, con, que, esta, si, pero, su, del, ir.</i></p>		
<p><b>Reading:</b></p>			
<p><b>K.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English <i>and/or Spanish</i> is written and printed. Students are expected to:</b> K.1A recognize that spoken words can be represented by print for communication</p>	<ul style="list-style-type: none"> <li>• Example: Morning Message, shared writing, journals</li> <li>• Various forms of text: Newspapers, Books, internet, etc.</li> </ul>	<p>Instructional Resources: <a href="#">morning message idea #1</a></p> <p><a href="#">morning message idea #2</a></p> <p><a href="#">shared writing idea</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>K.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English <i>and/or Spanish</i> is written and printed. Students are expected to:</b> K.1F hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right</p>	<p>Demonstrate during shared reading</p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources: Allow students to use the library center to “read” books that have been read during shared reading.</p>

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<p><b>K.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English <i>and/or Spanish</i> is written and printed. Students are expected to:</b>          K.1G identify different parts of a book (e.g., front and back covers, title page)  <i>En Espanol: Reconocer las diferentes partes de un libro, tales como la cubieta, la pagina, el titulo y el indice. (estos ofrecen informacion).</i></p>	<ul style="list-style-type: none"> <li>• Introduce students to parts of a book at this time of year during shared reading.</li> </ul>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>K.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>          K.4A predict what might happen next in text based on the cover, title, and illustrations</p>	<ul style="list-style-type: none"> <li>• Picture walks</li> <li>• Have students turn to a partner and whisper what might happen next.</li> <li>• Go around the circle and have every student predict what might happen next.</li> <li>• Predict what the book will be about based on the cover and title.</li> </ul>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>K.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>           K.4B ask and respond to questions about texts read aloud</p>	<ul style="list-style-type: none"> <li>• Story maps</li> <li>• Who, what, when, where questions</li> <li>• Ask questions before, during, and after reading</li> <li>• Discuss plot, setting, characters, etc.</li> <li>• Relate text to personal experiences (text to text, text to self, text to world)</li> </ul>	<p>Instructional Resources:  <a href="http://FCRR.org">FCRR.org comprehension activities</a></p>	<p>Learning Centers/Stations Resources:</p>

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<p><b>K.11 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b></p> <p>K.11B identify the meaning of specific signs (e.g., traffic signs, warning signs)</p>	<ul style="list-style-type: none"> <li>• Relate to science safety</li> <li>• Classroom signs</li> <li>• Environmental print, for example have the students bring box fronts of their favorite breakfast cereal to school and make a class book titled "What's for Breakfast?" or make a book of traffic signs</li> </ul>	<p>Instructional Resources:</p> <p><a href="#">I can Read -- resource</a></p> <p><a href="#">environmental print resource</a></p> <p>Go to <a href="http://www.google.com">www.google.com</a> click on Images. Type traffic signs or warning signs to get pictures to make into a book.</p>	<p>Learning Centers/Stations Resources:</p> <p>Place environmental print books in the library station so that students can read these books during station time.</p>
<p><b>K.5 Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</b></p> <p>K.5A identify and use words that name actions, directions, positions, sequences, and locations</p>	<ul style="list-style-type: none"> <li>• Tie in math, science and social studies vocabulary in language arts discussions.</li> </ul>	<p>Instructional Resources:</p> <p><a href="#">Reading A-Z.com</a></p> <p>Teacher Note: Once you register and log in do the following:</p> <ul style="list-style-type: none"> <li>• Click "vocabulary" tab</li> </ul> <p><i>En español</i>  <i>Nota a la Maestra: Usar el programa de Estrellita.</i></p> <p>Teacher note: The following websites are useful resources to cover a variety of ELA TEKS</p> <p><a href="http://www.juliethompson.com/SMART.html">www.juliethompson.com/SMART.html</a>  <a href="http://www.neuhaus.org">www.neuhaus.org</a>  <a href="http://www.readinga-z.com">www.readinga-z.com</a> <i>(en espanol tambien)</i>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a></p>	<p>Learning Centers/Stations Resources:</p> <p><a href="http://www.tumblebooks.com">www.tumblebooks.com</a>  <i>(en espanol tambien)</i></p>
<p><b>Oral and Written Conventions:</b></p>			
<p><b>K.16 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are</b></p>	<ul style="list-style-type: none"> <li>• To peers</li> <li>• To teachers</li> <li>• Read question and answer books to model correct sentence structure, such as <i>Are You My Mother</i> by P. D. Eastman</li> <li>• Model speaking in complete sentences.</li> </ul>	<p>Instructional Resources:</p> <p><a href="http://kindergartenlessons.com">kindergartenlessons.com</a></p>	<p>Learning Centers/Stations Resources:</p> <p>Put students in pairs. Give one student a picture. The student describes the picture to their partner without showing it to them. The partner tries to draw the picture based on the other partner's</p>

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<p><b>expected to:</b> K.16B speak in complete sentences to communicate</p>			<p><b>description.</b></p>
<p><b>Research:</b></p>			
<p><b>K.19 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</b> K.19A ask questions about topics of class-wide interest</p>	<ul style="list-style-type: none"> <li>• Recognize the difference between asking a question and making a statement</li> </ul>	<p>Super3 Research Process (See campus librarian)</p> <p><a href="#">Super3 Research Materials</a></p> <p><a href="#">Super3 Research Process</a></p> <p><a href="#">King and Queen Activity materials</a></p>	

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Listening and Speaking:		
<p><b>K.21 Listening and Speaking/Listening.</b> Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>K.21A listen attentively by facing speakers and asking questions to clarify information</p>	<ul style="list-style-type: none"> <li>• In conversation, read-alouds, shared reading and following directions</li> </ul>	<p>Use picture cards to model expectations Resource: CHAMPS</p> <p>Rules and hallway songs can be found at: <a href="http://kellyskindergarten.com/songs/songs.htm">http://kellyskindergarten.com/songs/songs.htm</a></p>
<p>K.21B follow oral directions that involve a short related sequence of actions</p>	<ul style="list-style-type: none"> <li>• 3 or more step directions</li> </ul>	
<p><b>K.22 Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>K.22 Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language</p>	<ul style="list-style-type: none"> <li>• Speaking in complete sentences</li> <li>• Responding appropriately to questions</li> <li>• Making eye contact</li> <li>• Uses classroom etiquette in speaking and listening</li> </ul>	
<p><b>K.23 Listening and Speaking/Teamwork.</b> Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>K.23 Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time</p>	<ul style="list-style-type: none"> <li>• Can have students help develop class rules at beginning of the year.</li> <li>• Develop consistency in making students raise their hands to answer questions.</li> <li>• Class meetings</li> </ul>	

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### Figure 19 Texas Essential Knowledge and Skills Subchapter A. Elementary Kindergarten

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:

- (A) 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);
- (B) ask and respond to questions about text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
- (D) make inferences based on the cover, title, illustrations, and plot;
- (E) retell or act out important events in stories; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.