

Kindergarten Language Arts Curriculum Bundle # 1

Title				 TEKS FAQs		Suggested Dates
Intro to Listening, Speaking, Reading and Writing Skills						Aug. 24-Sept. 10 (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)	
		Instructional Resources:	Learning Centers/Stations Resources:
Letter Introduction ELA= n/a <i>SLA= O A I</i>			
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: K.1B identify upper- and lower-case letters	<ul style="list-style-type: none"> • Students should begin to be able to identify letters in random order • Match upper case and lower case letters • Alphabet art • Find letters in written and printed text <p style="color: green; font-style: italic;">Nota a la Maestra: Use el programa Aprende Aprende; siga el orden de Estrellita</p>	Instructional Resources: Reading A-Z.com Click on the Alphabet Tab * www.learningplanet.com ABC Order English and Spanish <ul style="list-style-type: none"> ▪ Alphabet books such as newspaper or magazines. <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. *www.literacycenter.net Uppercase/Lowercase and Spanish <i>The Alphabet Tree</i> by Leo Lionni *www.abcya.com Uppercase and Lowercase Letter Matching and ABC Order <i>Dr. Seuss's ABC</i> by Dr. Seuss 	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

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Red- specificities

Green-Spanish only TEKS statements & specificities

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		Instructional Resources:	Learning Centers/Stations Resources:
		<ul style="list-style-type: none"> ▪ Alphabet chants such as: http://www.littlegiraffes.com/lettersongsrhymes.html Reading A-Z.com Alphabet Chants ▪ www.drjean.org ▪ Alphabet flashcards such as: http://www.abcteach.com/free/f/flashcards_zbfont_alphabet.pdf FCRR.org Letter Activities http://www.kinderbykim.com/september.htm http://web.mac.com/donna.glynn/Kinderglynn/LETTER_POETRY.html 	
Reading- Phonological Awareness/Phonics			
Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to: K.2(C) orally generate rhymes in response to spoken words (e.g., “What rhymes with hat?”);	ELA: Intro: <ul style="list-style-type: none"> • Rhyming Words • Blend and Segment Syllables <ul style="list-style-type: none"> • Rhyming Words • Single Sounds 	Journeys Connection: Week 1 Week 2 Lesson 1	
Phonological Awareness-Differentiation Tables (from PISD Kinder Phonological Awareness Manual)			
Rhyming	Teacher provides the sounds of a word, the student blends the sounds to make the word using manipulatives such as cubes or tokens using 2-3 phoneme words.		
	Teacher provides the sounds of a word, the student blends the sounds to make the word using multi-sensory hand movements using 2-3 phoneme words.		
	Teacher provides the sounds of a word, the student blends the sounds to make the words with any number of phonemes.		

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		Instructional Resources:	Learning Centers/Stations Resources:
ELA specific:			
<p>K.3 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: K.3A identify the common sounds that letters represent.</p>	<ul style="list-style-type: none"> • 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> • Brainstorm lists of words that <i>begin</i> or end with the same letter • Sing letter sound songs such as: www.drjean.org 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...” <p style="color: red;">Go to PISD bookmarked websites for “ELA model training”- word wall activities</p>	<p>Instructional Resources: PISD Phonological Awareness www.neuhaus.org www.readinga-z.com www.hubbardscupboard.org</p> <p style="color: red;">Teacher note: The following websites are useful resources to cover a variety of ELA TEKS www.juliethompson.com/SMART.html www.tumblebooks.com On PISD website- “My Bookmarks”</p> <ul style="list-style-type: none"> • ELA model training • Elementary online activities • Teacher online resources 	<p>Learning Centers/Stations Resources:</p> <ul style="list-style-type: none"> ▪ www.kidport.com Letters and Pictures ▪ Sesame street games ▪ Fighter Phonics ▪ Phonics Learning Game ▪ Professor Garfield ▪ Make an alphabet tree by finding things in magazines that begin with each letter and gluing them on brown circles for “coconuts”.
<p><i>SLA specific:</i> <i>K.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to</i> <i>K.3C use phonological knowledge to match sounds to individual letters and syllables,</i></p>		<p><i>Nota a la Maestra: Use los programas de reconocimiento fonético Estrellita y Aprende Aprenda</i></p> <p>www.tumblebooks.com</p>	

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		Instructional Resources:	Learning Centers/Stations Resources:
<i>including hard and soft consonants such as "r," "c," and "g"</i>			
Sight Words: See High Frequency Sight Word List order (ELA only)			
K.3 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: 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>	<ul style="list-style-type: none"> Teachers will use the grade level High Frequency word lists on the PISD website. There are 25 words total for Kindergarten to be mastered by the END of the year. Teachers should emphasize 2-3 words per bundle throughout the year. Included on the web page are Teacher checklists (for pre and post assessment), a complete word list and flashcards. 	Grade Level High Frequency Word Lists	
Reading:			
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: K.1A recognize that spoken words can be represented by print for communication	<ul style="list-style-type: none"> Example: Morning Message, shared writing, journals Various forms of text: Newspapers, Books, internet, etc. 	Instructional Resources: morning message idea #1 morning message idea #2 shared writing idea	Learning Centers/Stations Resources:
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: 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	Demonstrate during shared reading	Instructional Resources:	Learning Centers/Stations Resources: Allow students to use the library center to “read” books that have been read during shared reading.

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>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: 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"> • Introduce students to parts of a book at this time of year during shared reading. 	Instructional Resources:	Learning Centers/Stations Resources:
<p>K.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: K.4A predict what might happen next in text based on the cover, title, and illustrations</p>	<ul style="list-style-type: none"> • Picture walks • Have students turn to a partner and whisper what might happen next. • Go around the circle and have every student predict what might happen next. • Predict what the book will be about based on the cover and title. • What happened when ___did___? • Why did _____go to? <p><i>SLA</i> ¿Qué sucedió cuándo ___hizo___? ¿Por qué fue ___a___? ¿Por qué es importante?</p>	Instructional Resources:	Learning Centers/Stations Resources:
<p>K.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: K.4B ask and respond to questions about</p>	<ul style="list-style-type: none"> • Story maps • Who, what, when, where questions • Ask questions before, during, and after reading • Discuss plot, setting, characters, etc. • Relate text to personal experiences (text to text, text to self, text to world) 	Instructional Resources: FCRR.org comprehension activities	Learning Centers/Stations Resources:

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		Instructional Resources:	Learning Centers/Stations Resources:
texts read aloud	<ul style="list-style-type: none"> • What is one thing you know about ___(character)? • When did __ do ___? <p><i>SLA</i> <i>¿Qué sabes acerca de __ (personaje)?</i> <i>¿Cuándo el personaje hizo __?</i></p>		
<p>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:</p> <p>K.11B identify the meaning of specific signs (e.g., traffic signs, warning signs)</p>	<ul style="list-style-type: none"> • Relate to science safety • Classroom signs • 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 <p><i>SLA</i> <i>¿Qué le pide esto a una persona que haga?</i> <i>¿Cómo seguirías las direcciones en esta señal?</i> <i>¿Qué debes hacer si ves esta señal?</i></p>	<p>Instructional Resources: I can Read -- resource environmental print resource</p> <p>Go to www.google.com click on Images. Type traffic signs or warning signs to get pictures to make into a book.</p>	<p>Learning Centers/Stations Resources: Place environmental print books in the library station so that students can read these books during station time.</p>
<p>K.5 Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</p> <p>K.5A identify and use words that name actions, directions, positions, sequences, and locations</p>	<ul style="list-style-type: none"> • Tie in math, science and social studies vocabulary in language arts discussions. • What does this word tell you? • What does this word tell you to do? (directions or actions) <p><i>SLA</i> <i>¿Qué te dice esta palabra?</i> <i>¿Qué te dice esta palabra qué debes hacer? (direcciones o acciones)</i> <i>¿Qué significa esta palabra?</i></p>	<p>Instructional Resources: Reading A-Z.com Teacher Note: Once you register and log in do the following:</p> <ul style="list-style-type: none"> • Click “vocabulary” tab <p><i>En español</i> <i>Nota a la Maestra: Use el programa de Estrellita.</i></p> <p>Teacher note: The following websites are useful resources to cover a variety of ELA TEKS www.juliethompson.com/SMART.html www.neuhaus.org www.readinga-z.com <i>(en español tambien)</i></p>	<p>Learning Centers/Stations Resources: www.tumblebooks.com <i>(en español tambien)</i></p>

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		Instructional Resources:	Learning Centers/Stations Resources:
		www.hubbardscupboard.org	
Metacognitive Reading Comprehension Skills (Figure 19)			
<p>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:</p> <p>(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);</p>	<p>Question Stems:</p>		
<p>(B) ask and respond to questions about text;</p>	<p>Question Stems:</p>		
Oral and Written Conventions:			

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		Instructional Resources:	Learning Centers/Stations Resources:
<p>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 expected to: K.16B speak in complete sentences to communicate</p>	<ul style="list-style-type: none"> • To peers • To teachers • Read question and answer books to model correct sentence structure, such as <i>Are You My Mother</i> by P. D. Eastman • Model speaking in complete sentences. 	<p>Instructional Resources:</p> <p>kindergarten.lessons.com</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 description.</p>
Research:			
<p>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: K.19A ask questions about topics of class-wide interest</p>	<ul style="list-style-type: none"> • Recognize the difference between asking a question and making a statement 	<p>Super3 Research Process (See campus librarian)</p> <p>Super3 Research Materials</p> <p>Super3 Research Process</p> <p>King and Queen Activity materials</p>	

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Listening and Speaking:		
<p>K.21 Listening and Speaking/Listening. 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"> • In conversation, read-alouds, shared reading and following directions 	<p>Use picture cards to model expectations Resource: CHAMPS</p> <p>Rules and hallway songs can be found at: http://kellyskindergarten.com/songs/songs.htm</p>
<p>K.21B follow oral directions that involve a short related sequence of actions</p>	<ul style="list-style-type: none"> • 3 or more step directions 	
<p>K.22 Listening and Speaking/Speaking. 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"> • Speaking in complete sentences • Responding appropriately to questions • Making eye contact • Uses classroom etiquette in speaking and listening 	
<p>K.23 Listening and Speaking/Teamwork. 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"> • Can have students help develop class rules at beginning of the year. • Develop consistency in making students raise their hands to answer questions. • Class meetings 	