

Kindergarten Language Arts Curriculum Bundle # 10

Title	Suggested Dates
Sequencing our Stories, Parts of Speech, Finding Answers to Our Questions	March 22- April 16 19 Instructional Days



Big Idea/Enduring Understanding	Guiding Questions
Readers and Writers share their ideas and information.	<ul style="list-style-type: none"> ▪ What are the most important parts of a text trying to tell us? ▪ How do authors group the text/ ▪ How do the “small” details in a story help a storyline? ▪ Does the order of a story really matter?

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			
<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:</p> <p>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"> • Students should be able to identify letters in random order • Match upper case and lower case letter • Alphabet art • Find letters in written and printed text 	<p>Reading A-Z.com Click on the Alphabet Tab English <i>and Spanish</i></p> <ul style="list-style-type: none"> ▪ Alphabet books ▪ Alphabet chants ▪ Alphabet flashcards 	
<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:</p> <p>K.3A identify the common sounds that letters represent. <i>Identify the 5 vowel sounds.</i></p>	<ul style="list-style-type: none"> • Students identify beginning, middle and ending sounds in words. • Brainstorm lists of words that begin or end with the same letter • Sing letter sound songs 	<p>Instructional Resources: PISD Phonological Awareness www.neuhaus.org www.readinga-z.com www.hubbardscupboard.org</p>	<p>Learning Centers/Stations Resources: <i>Nota a la Maestra: Usen los programas de reconocimiento fonético Estrellita y Aprende Aprende</i> Teacher note: The following websites are useful resources to cover a variety of ELA TEKS www.juliethompson.com/SMART.html www.tumblebooks.com (<i>en espanol tambien</i>)</p>

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Red- specificities

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			<p style="color: red;">On PISD website- “My Bookmarks”</p> <ul style="list-style-type: none"> • ELA model training • Elementary online activities • Teacher online resources
<p>Sight Words: See Fry Sight Word List order (ELA)</p>			
<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:</p> <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>Fry Word List</p>	
<p>Reading:</p>			
<p>K.10 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</p> <p>K.10A identify the topic and details in expository text heard or read, referring to the words and/or illustrations</p>	<ul style="list-style-type: none"> • Non-fiction texts 	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>K.10 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</p> <p>K.10C discuss the ways authors group information in text</p>	<ul style="list-style-type: none"> • Beginning, middle, end • Sequencing 	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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Writing:			
<p>K.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</p> <p>K.13A plan a first draft by generating ideas for writing through class discussion</p> <p>K.13B develop drafts by sequencing the action or details in the story</p> <p>K.13C revise drafts by adding details or sentences</p> <p>K.13D edit drafts by leaving spaces between letters and words</p> <p>K.13E share writing with others</p>	<p>Writing Process TEKS: These continue from previous bundles. Writers' workshop should be set up and being used regularly in the classroom.</p> <p><i>Includes any stage in the writing process: scribbles, drawing, letter strings, etc.</i></p>	<p>Instructional Resources:</p> <p>Lucy Calkin's writing books</p> <p>Writer's workshop</p>	<p>Learning Centers/Stations Resources:</p>
Oral and Written Conventions:			
<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:</p> <p>K.16A understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance)</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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<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:</p> <p>K.16A understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <p>K.16A(ii) nouns (singular/plural);</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<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:</p> <p>K.16A understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</p> <p>K.16A(iii) descriptive words;</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>Research:</p>			
<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:</p> <p>K.19B decide what sources or people in the classroom, school, library, or home can answer these questions</p>	<ul style="list-style-type: none"> • Internet, books, technology, word walls, bulletin boards, ‘experts’ on the topic • Discuss how you know a resource is credible (Would you ask a fireman about animals in the zoo?) 	<p>Super3 Research Process (See campus librarian)</p> <p>Super3 Research Materials</p> <p>Super3 Research Process</p> <p>What do I need?</p> <p>What will I use?</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, re-alsouds, shared reading and following directions 	<p>Use picture cards to model expectations Resource: CHAMPS</p> <p>Teacher note: The following websites are useful resources to cover a variety of ELA TEKS</p> <p>www.racoon.k12 www.juliethompson.com/SMART.html www.neuhaus.org www.tumblebooks.com (en espanol tambien) www.readinga-z.com (en espanol tambien) www.hubbardscupboard.org www.gigglepotz.com/stcurrkinder.htm</p> <p>On PISD website- “My Bookmarks”</p> <ul style="list-style-type: none"> • ELA model training • Elementary online activities <p>Teacher online resources</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>		

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<p>K.23 Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time</p>		
<p>Previously taught TEKS to be reviewed and/or Extended</p>		
<p>K.9 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>K.9 identify the topic of an informational text heard.</p>	<ul style="list-style-type: none"> • Integrate with Science/Social Studies texts 	
<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:</p> <p>K.3B use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words); <i>decode syllables</i></p>		
<p>K.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>K.14A dictate or write sentences to tell a story and put the sentences in chronological sequence</p>		
<p>K.18 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>K.18B use letter-sound correspondences to spell consonant-vowel-consonant (CVC)</p>		

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words (e.g., "cut"); *K.18C use letter-sound correspondences to spell mono- and multi-syllabic words; use knowledge of consonant/vowel sound relationships to spell syllables and words in text and independent of content (e.g. CV, ma; VC, un; VCV, oso; CVC, sol; CVCV, mesa)*

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.