


Kindergarten Language Arts Curriculum Bundle # 12

Title	Suggested Dates
Adding Details and Exploring Media	 May 10- June 3 17 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Readers and Writers share their ideas and information.	<ul style="list-style-type: none"> ▪ How do I use different forms of media? ▪ How do use my senses when reading or writing a story? ▪ Where can I find information on topics that I'm interested in?

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			
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 <i>Nota a la Maestra: Use el programa aprende aprenda.</i>	<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 	Reading A-Z.com Click on the Alphabet Tab English <i>and Spanish</i> <ul style="list-style-type: none"> ▪ Alphabet books ▪ Alphabet chants ▪ Alphabet flashcards 	
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. <i>Identify the 5 vowel sounds.</i>	<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 	Instructional Resources: PISD Phonological Awareness www.neuhaus.org www.readinga-z.com www.hubbardscupboard.org	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.julithompson.com/SMART.html www.tumblebooks.com (<i>en espanol tambien</i>)

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Red- specificities

Green-Spanish only TEKS statements & specificities

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			<p>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</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>	<ul style="list-style-type: none"> • Specifically the first 25 words from the Fry Sight Word List. (Last 75 words covered in first grade) 	<p>Fry Word List</p>	
<p>Reading:</p>			
<p>K.6 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>K.6C recognize sensory details</p>	<ul style="list-style-type: none"> • What inferences can you make based on descriptions in the text. • What would it be like to be there? • Read passages with descriptive words and students describe/infer what it smells, sounds, looks, tastes or feels like. <p>Note: Include cultural, historical and contemporary stories, as well as stories from different cultures.</p>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p>K.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:</p> <p>K.12A identify different forms of media (e.g., advertisements, newspapers, radio programs)</p>	<ul style="list-style-type: none"> • Discuss how they are used 	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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<p>K.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:</p> <p>K.12B identify techniques used in media (e.g., sound, movement)</p>	<ul style="list-style-type: none"> • Discuss how technique impacts meaning 	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<h3>Writing</h3>			
<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>Includes any stage in the writing process: scribbles, drawing, letter strings, etc.</p>	<p>Instructional Resources:</p> <p>Lucy Calkin's writing books</p> <p>Writer's workshop</p>	<p>Learning Centers/Stations Resources:</p>
<h3>Listening and Speaking:</h3>			
<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>	<ul style="list-style-type: none"> • In conversation, re-alouds, 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 www.raccoon.k12</p>	

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<p>K.21A listen attentively by facing speakers and asking questions to clarify information</p>		<p>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.gigglepotez.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> <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.5 Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</p> <p>K.5D use a picture dictionary to find words; <i>K.5E use a picture dictionary to find words</i></p>		

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<p>K.6 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>K.6B discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience</p>	<ul style="list-style-type: none"> • Recognizes narrative that is written and may be realistic but did not actually happen • Explains what is “make-believe” about fairy tales and some stories for children, including differentiating between fact and fantasy <p>Note: Include cultural, historical and contemporary stories, as well as stories from different cultures.</p>	
<p>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.14B write short poems</p>	<ul style="list-style-type: none"> • Create original poems individual and during shared writing activities • Completing teacher created ‘poem starters’ 	
<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(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over - <i>en, de, por la tarde, en la mañana</i>); and</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>		

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<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(v) pronouns (e.g., I, me <i>-yo, ellos</i>);</p>		
<p>K.20 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</p> <p>K.20A gather evidence from provided text sources</p>	<ul style="list-style-type: none"> • Picture Dictionary • Encyclopedia • Internet • Discuss techniques for recording gathered information 	
<p>K.20 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</p> <p>K.20B use pictures in conjunction with writing when documenting research</p>		

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.

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