

## Kindergarten Language Arts Curriculum Bundle # 2

<b>Title</b>				 TEKS FAQs		<b>Suggested Dates</b>
Parts of a Story, Listening to Rhymes, Patterns in Text						Sept. 13 – Oct. 1 (14.5 Instructional days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
The words and symbols around us provide meaning and help us acquire new information.	What can the details in a story tell us? What can we find out by looking at a book? Why are letters/writing so important?

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=M <i>SLA=U E M P</i>			
<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.1B identify upper- and lower-case letters	<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 letter</li> <li>• Alphabet art</li> <li>• Find letters in written and printed text</li> </ul> <p style="color: green; margin-top: 10px;"><i>Nota a la Maestra: Use Estrellita y Aprende Aprenda</i></p>	Instructional Resources: <a href="#">Reading A-Z.com</a> Click on the Alphabet Tab * <a href="#">www.learningplanet.com</a> ABC Order <i>English and Spanish</i> <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> Upper case/ Lowercase <i>and Spanish</i>  <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:</li> </ul>	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

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		Instructional Resources:	Learning Centers/Stations Resources:
		<a href="http://www.littlegiraffes.com/lettersongrhymes.html">http://www.littlegiraffes.com/lettersongrhymes.html</a> <a href="http://www.readinga-z.com">Reading A-Z.com</a> Alphabet Chants <ul style="list-style-type: none"> <li>▪ <a href="http://www.drjean.org">www.drjean.org</a></li> <li>▪ <b>Alphabet flashcards such as:</b>  <a href="http://www.abcteach.com/free/f/flashcards_zbfont_alphabet.pdf">http://www.abcteach.com/free/f/flashcards_zbfont_alphabet.pdf</a>  <a href="http://www.fcrr.org">FCRR.org</a> Letter Activities  <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> </li> </ul>	
<b>Reading- Phonological Awareness/Phonics</b>			
<b>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b>  K.2(E) ELA recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., “baby boy bounces the ball”)  K.2(H) (ELA) isolate the initial sound in one-syllable spoken words;  <b>SLA specific:</b> <i>K.2(G) isolate , the initial syllable sound in spoken words (e.g., /pa/ta, /la/ta, /ra/ta/</i> <i>K.2(E) recognize spoken alliteration</i>	<b>ELA:</b>  <ul style="list-style-type: none"> <li>• <b>Beginning Sounds</b></li> <li>• <b>Words in Oral Sentences</b></li> </ul>	Journeys Connection: Lesson 2 Lesson 3 Lesson 4	

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		Instructional Resources:	Learning Centers/Stations Resources:
<i>groups of words that begin with the same initial sound (e.g., Pepe Pecas pica papas”;</i>			
Phonological Awareness-Differentiation Tables (from <a href="#">PISD Kinder Phonological Awareness Manual</a> )			
Alliteration	“Do these words begin with the same sound:_____ and _____?” (two word discrimination)		
	Use same question, but give an array of 3 or 4 words (3 or more word discrimination)		
	“Tell me two words that begin with the same sound.” (production)		
Initial sound (phoneme isolation)	Teacher provides a set of words, the student identifies the words that which initial or final phonemes match. Example: “ pot/house/pig Which words begin with the same sound?”		
	Teacher provides word, the student identifies and produces the initial sound in the word. Example: “pig” What sound does "pig" begin with?” OR “What is the FIRST sound in pig?”		
	Teacher provides initial sound, the student verbally produces a word that begins with the same sound. Example: “Tell me a word that begins with the sound /p/.”		
<b>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:</b>  K.3A identify the common sounds that letters represent.	<ul style="list-style-type: none"> <li>• <b>Students identify beginning, middle and ending sounds in words.</b></li> <li>• <b>Brainstorm lists of words that begin or end with the same letter</b></li> <li>• <b>Sing letter sound songs</b></li> </ul> <p style="color: red; font-style: italic;">Note: At this time of year Kindergarteners should be focusing on identifying beginning sounds of words.</p> <p style="color: green; font-style: italic;">Nota a la Maestra: Usar los programas de reconocimiento fonético Estrellita y Aprende Aprenda</p>	Instructional Resources: <a href="http://www.neuhaus.org">PISD Phonological Awareness www.neuhaus.org</a> <a href="http://www.readinga-z.com">www.readinga-z.com</a> <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  Teacher note: The following websites are useful resources to cover a variety of ELA TEKS <a href="http://www.juliethompson.com/SMART.html">www.juliethompson.com/SMART.html</a> <a href="http://www.tumblebooks.com">www.tumblebooks.com</a> (en español tambien) On PISD website- “My Bookmarks”	Learning Centers/Stations Resources: <ul style="list-style-type: none"> <li>▪ <a href="http://www.kidport.com">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>▪ <b>Make an alphabet tree by finding things in magazines that begin with each letter and gluing them on brown circles for “coconuts”.</b></li> </ul>

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		Instructional Resources:	Learning Centers/Stations Resources:
		<ul style="list-style-type: none"> <li>• ELA model training</li> <li>• Elementary online activities</li> <li>• Teacher online resources</li> </ul>	
<p><b><i>SLA specific:</i></b>  <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></p> <p><i>K.3C use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g"</i></p>			
Sight Words: See High Frequency Sight Word List order (ELA only)			
<p><b>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:</b></p> <p>K.3D identify and read at least 25 high-frequency words from a commonly used list;</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 web page are Teacher checklists (for pre and post assessment), a complete word list and flashcards.</li> </ul>	Grade Level <a href="#">High Frequency Word Lists</a>	
Reading:			

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		Instructional Resources:	Learning Centers/Stations Resources:
<p><b>K.6 Reading/Comprehension of Literary Text/Theme and Genre.</b> 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.6A identify elements of a story including setting, character, and key events</p>	<ul style="list-style-type: none"> <li>• <b>Begin with wordless books.</b></li> </ul> <p>Note: Include cultural, historical and contemporary stories, as well as stories from different cultures.</p> <p>Where did this story take place? Who was a character in this story?</p> <p><i>SLA</i> ¿Dónde se desarrolla este cuento? ¿Quién fue un personaje en este cuento? ¿Qué sucedió cuando?</p>	<p>Instructional Resources: <a href="http://www.learner.org/interactive/story/">http://www.learner.org/interactive/story/</a> <a href="http://www.everythingsl.net/inserciones/wordless_books.php">http://www.everythingsl.net/inserciones/wordless_books.php</a> <a href="http://www.readingaz.com/book/wordless-books.php">http://www.readingaz.com/book/wordless-books.php</a></p> <p>FCRR Activities: *Picture the Character (p. 25 of the <a href="#">K-1 Activities, Comprehension section</a>) *Character Compare (p. 28 of the <a href="#">K-1 Activities, Comprehension section</a>)</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>K.7 Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:</p> <p>K.7 respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.</p>	<ul style="list-style-type: none"> <li>• <b>At the beginning of the year, use poetry to introduce rhyming words and patterns.</b></li> <li>• <b>Discuss alliteration, rhyming, word families within poems.</b></li> <li>• <b>Discuss and identify rhythm and patterns in poetry.</b></li> <li>• <b>Examples include: chants, fingerplays, nursery rhymes, choral reading, etc.</b></li> </ul> <p>Listen to the first two lines in this poem and tell me two words that rhyme. What two words do you hear rhyming?</p> <p><i>SLA</i> Escucha las dos primeras líneas en este poema y dime dos palabras que rimen. ¿Cuáles dos palabras oyes que riman? Encontremos el ritmo en este poema al escuchar cómo doy palmadas siguiendo el ritmo mientras leo el poema.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Learning Centers/Stations Resources: <a href="#">FCRR Phonological Awareness Part 1: Rhyme and Alliteration</a></p>

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		Instructional Resources:	Learning Centers/Stations Resources:
creating sensory images, rereading a portion aloud);			
(D) make inferences based on the cover, title, illustrations, and plot;	Question Stems:		
(E) retell or act out important events in stories; and	Question Stems:		
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	Question Stems:		
<b>Writing</b>			
<b>K.13 Writing/Writing Process.</b> <b>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</b>  K.13A plan a first draft by generating ideas for writing through class discussion	<ul style="list-style-type: none"> <li>• Whole group or individual</li> <li>• Pre-writing: Brainstorm, make lists, draw picture, etc.</li> </ul>	Instructional Resources: <a href="#">Lucy Calkin’s writing books</a>  <a href="#">Mini-lesson ideas</a>	Learning Centers/Stations Resources:
<b>K.13 Writing/Writing Process.</b> <b>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</b>		Instructional Resources: <a href="#">Lucy Calkin’s writing books</a> FCRR Activities: *Sequence-a-Story (p. 31 of the <a href="#">K-1 Activities, Comprehension section</a> ) *Story Sequence Organizer (p. 32)	Learning Centers/Stations Resources:

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		Instructional Resources:	Learning Centers/Stations Resources:
K.13B develop drafts by sequencing the action or details in the story		of the <a href="#">K-1 Activities, Comprehension section</a> )	
<b>Oral and Written Conventions:</b>			
<p><b>K.17 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b></p> <p>K.17A form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression)</p>	<ul style="list-style-type: none"> <li>• <b>May begin with handwriting practice and prepare to apply to the writing of words, sentences, and stories.</b></li> </ul>	<p>Instructional Resources:</p> <p><a href="#">PISD Handwriting Instructional Expectations</a></p>	<p>Learning Centers/Stations Resources:</p> <p>Practice writing letters in sand, shaving cream, or with finger paint.</p>
<p><b>K.18 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b></p> <p>K.18C write one's own name;</p> <p><i>K.18E write one's own name</i></p>	<ul style="list-style-type: none"> <li>• <b>First letter capital and rest lowercase</b></li> <li>• <b>First semester-First Name</b></li> <li>• <b>Second Semester-First and Last Name</b></li> </ul>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p> <p>Practice writing name correctly on the overhead and with playdoh or wikki sticks.</p> <p>Practice spelling own name and names of classmates correctly using magnetic letters or letter stamps.</p> <p>Name puzzles (names are cut apart and put in baggies, students put them in the correct order)</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, re-alouds, shared reading and following directions</li> </ul>	<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><a href="http://www.raccoon.k12">www.raccoon.k12</a>  <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.tumblebooks.com">www.tumblebooks.com</a> <i>(en espanol tambien)</i>  <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>  <a href="http://www.gigglepotz.com/stcurrkinder.htm">www.gigglepotz.com/stcurrkinder.htm</a></p> <p>On PISD website- “My Bookmarks”</p> <ul style="list-style-type: none"> <li>• ELA model training</li> <li>• Elementary online activities</li> </ul> <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"> <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</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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and speaking one at a time		
Previously taught TEKS to be reviewed and/or Extended		
<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></p> <p>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><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></p> <p>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><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></p> <p>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>		
<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></p> <p>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> </ul> <p><i>SLA</i>  <i>¿Qué sucedió cuándo ___ hizo ___?</i>  <i>¿Por qué fue ___ a ___?</i>  <i>¿Por qué es importante?</i></p>	

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<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></p> <p>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>• Discuss plot, setting, characters, etc.</li> <li>• Relate text to personal experiences (text to text, text to self, text to world)</li> </ul> <p><i>SLA</i>  <i>¿Cuál es una cosa que sabes acerca de__?</i>  <i>¿Cuándo hizo__?</i></p>	
<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> </ul> <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><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 expected to:</b></p> <p>K.16B speak in complete sentences to communicate</p>	<ul style="list-style-type: none"> <li>• To peers</li> <li>• To teachers</li> </ul>	
<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></p> <p>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>	