


Kindergarten Language Arts Curriculum Bundle # 3

Title		Suggested Dates
Exploring Forms of Writing, What is a Sentence?, Rhyming		Oct. 5-Oct. 23 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
The words and symbols around us provide meaning and help us acquire new information.	How can we use writing to help us? How can you give/receive directions? Why is following the directions 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)	
Letter Introduction ELA= S T O D	<i>SLA= S L T D</i>		
K.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English and/or Spanish 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: Usar 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 español tambien</i>)

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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 High Frequency 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>	<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. <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>Grade Level High Frequency Word List</p>	
<p>Reading:</p>			
<p>K.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English and/or Spanish is written and printed. Students are expected to:</p> <p>K.1E recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)</p>	<ul style="list-style-type: none"> • Count words in a sentence. • Using manipulatives while repeating sentences (moving color tiles or dropping counters in a cup) 	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</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.11A follow pictorial directions (e.g., recipes,</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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science experiments);			
Reading- Phonological Awareness			
K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to: K.2A identify a sentence is made up of a group of words	<ul style="list-style-type: none"> • Ex. Students will clap the words in a sentence, move manipulatives, etc. 	Instructional Resources: <u>Reading Readiness</u> by Neuhaus PISD Phonological Awareness Manual	Learning Centers/Stations Resources:
K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to: K.2D distinguish orally presented rhyming pairs of words from non-rhyming pairs	<ul style="list-style-type: none"> • Examples: Do bat/cat rhyme? Do dog/cow rhyme? • Which two words rhyme: cow/cat or goat/coat? • Give three words and students identify the two that rhyme. 	Instructional Resources: FCRR.org rhyming activities PISD Phonological Awareness Manual	Learning Centers/Stations Resources:
K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to: <i>K.2H separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/)</i>		Instructional Resources: Programa de reconocimiento fonetico Aprende Aprenda.	Learning Centers/Stations Resources:
K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to: <i>K.2G isolate the initial syllabic sound in spoken words (e.g., /pa/ta, /la/ta, /ra/ta)</i>		Instructional Resources: Programa de reconocimiento fonetico Aprende Aprenda.	Learning Centers/Stations Resources:

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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>Writing Process TEKS: These continue from previous bundles. Writers' workshop should be set up and being used regularly in the classroom.</p>	<p>Instructional Resources:</p> <p>Lucy Calkin's writing books</p>	<p>Learning Centers/Stations Resources:</p>
<p>K.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>K.15 dictate or write information for lists, captions, or invitations</p>		<p>Instructional Resources:</p> <p>W.O.W visual from "Basic Language Skills" program (one on each campus)</p>	<p>Learning Centers/Stations Resources:</p>
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-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</p> <p>www.juliethompson.com/SMART.html</p> <p>www.neuhaus.org</p> <p>www.tumblebooks.com (en espanol tambien)</p> <p>www.readinga-z.com (en espanol tambien)</p> <p>www.hubbardscupboard.org</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>	

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<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.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.6A identify elements of a story including setting, character, and key events</p>	<ul style="list-style-type: none"> • Begin with wordless books. <p>Note: Include cultural, historical and contemporary stories, as well as stories from different cultures.</p>	
<p>K.7 Reading/Comprehension of Literary Text/Poetry. 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</p>	<ul style="list-style-type: none"> • At the beginning of the year, use poetry to introduce rhyming words and patterns. • Discuss alliteration, rhyming, word families within poems. • Discuss and identify rhythm and patterns in poetry. • Examples include: chants, fingerplays, 	

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<p>through identifying a regular beat and similarities in word sounds.</p>	<p style="color: red;">nursery rhymes, choral reading, etc.</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.10B retell important facts in a text, heard or read</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.10D use titles and illustrations to make predictions about text</p>	<ul style="list-style-type: none"> • Picture walks 	
<p>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:</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"> • May begin with handwriting practice and prepare to apply to the writing of words, sentences, and stories. 	<p>PISD Handwriting Instructional Expectations</p>
<p>K.18 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>K.18C write one's own name; <i>K.18E write one's own name</i></p>	<ul style="list-style-type: none"> • First letter capital and rest lowercase • First semester-First Name • Second Semester-First and Last Name 	

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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.