

## Kindergarten Language Arts Curriculum Bundle # 4



Title	Suggested Dates
Study of Word Parts, Sharing Our Writing	Oct. 26-Nov. 13 14 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Speakers, readers, and writers play with words and sounds to help convey meaning and to make connections.	What are some ways to sort different objects? What are some ways to sort words? Why do we share what we wrote?

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= E H F G	<i>SLA=R N F C B J</i>		
<b>K.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English and/or Spanish is written and printed. Students are expected to:</b>  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"> <li>• Students should 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>	<a href="#">Reading A-Z.com</a> Click on the Alphabet Tab English <i>and Spanish</i> <ul style="list-style-type: none"> <li>▪ Alphabet books</li> <li>▪ Alphabet chants</li> <li>▪ Alphabet flashcards</li> </ul>	
<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. <i>Identify the 5 vowel sounds.</i>	<ul style="list-style-type: none"> <li>• Students identify beginning, middle and ending sounds in words.</li> <li>• Brainstorm lists of words that begin or end with the same letter</li> <li>• Sing letter sound songs</li> </ul>	Instructional Resources: <a href="#">PISD Phonological Awareness</a> <a href="http://www.neuhaus.org">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>	Learning Centers/Stations Resources: <i>Nota a la Maestra: Usen los programas de reconocimiento fonético Estrellitas y Aprende Aprende</i>  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> ( <i>en español tambien</i> )

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			<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><b>Sight Words:</b> See Fry Sight Word List order (ELA)</p>			
<p><b>K.3 Reading/Beginning Reading Skills/Phonics.</b> 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"> <li>• Specifically the first 25 words from the Fry Sight Word List. (Last 75 words covered in first grade)</li> </ul> <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><a href="#">Fry Word List</a></p>	
<p><b>Reading:</b></p>			
<p><b>K.1 Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how English <i>and/or Spanish</i> is written and printed. Students are expected to:</p> <p>K.1C demonstrate the one-to-one correspondence between a spoken word and a printed word in text</p>	<ul style="list-style-type: none"> <li>• Drawing dots under each word in a sentence to help students progress to reading one-to-one independently.</li> <li>• Using their finger to point to each word as it is read.</li> </ul>	<p>Instructional Resources:</p> <p>Big Books</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>K.1 Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how English <i>and/or Spanish</i> is written and printed. Students are expected to:</p> <p>K.1D recognize the difference between a letter and a printed word</p>	<ul style="list-style-type: none"> <li>• Example: Count letters in a word, count words in a sentence.</li> <li>• Point to a letter in this sentence</li> <li>• Point to a word in this sentence</li> </ul>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>K.5 Reading/Vocabulary Development.</b> Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</p> <p>K.5B recognize that compound words are made up of shorter words</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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<p><i>K.5C recognize that compound words are made by putting two words together (e.g., saca + punta = sacapunta)</i></p>			
<p><i>K.5B become familiar with grade appropriate vocabulary including content and function words</i></p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>K.5 Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</b></p> <p>K.5C identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures);</p> <p><i>K.5D identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)</i></p>	<ul style="list-style-type: none"> <li>• <b>Sort by category concepts. Example: Which pictures belong on the playground? Which can you write with? Etc.</b></li> </ul>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>Reading- Phonological Awareness</b></p>			
<p><b>K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b></p> <p>K.2B identify syllables in spoken words</p>	<ul style="list-style-type: none"> <li>• <b>Students can clap out syllables, count the syllables in a word and use manipulatives to show syllables.</b></li> <li>• <i>Separar las silabas para formar palabras de 1-3 silabas (ex: ma/ma=mama; pa/pa=papa; her/ma/no= hermano).</i></li> </ul>	<p>Instructional Resources: <a href="http://FCRR.org">FCRR.org</a> <b>syllable activities</b></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b></p> <p>K.2D distinguish orally presented rhyming pairs of words from non-rhyming pairs</p>	<ul style="list-style-type: none"> <li>• <b>Examples: Do bat/cat rhyme? Do dog/cow rhyme?</b></li> <li>• <b>Which two words rhyme: cow/cat or goat/coat?</b></li> <li>• <b>Give three words and students identify the two that rhyme.</b></li> </ul>	<p>Instructional Resources: <a href="http://FCRR.org">FCRR.org</a> <b>rhyming activities</b> Programa de reconocimiento fonetico Aprende Aprenda.</p>	<p>Learning Centers/Stations Resources:</p>

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Writing:			
<p><b>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:</b></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: <a href="#">Lucy Calkin's writing books</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>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:</b></p> <p>K.13E share writing with others</p>	<ul style="list-style-type: none"> <li>• Includes any stage in the writing process: scribbles, drawing, letter strings, etc.</li> </ul>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
Listening and Speaking:			
<p><b>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:</b></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, read-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  <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> (en espanol tambien)  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (en espanol tambien)  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>                      On PISD website- "My Bookmarks"  <ul style="list-style-type: none"> <li>• ELA model training</li> <li>• Elementary online activities</li> </ul>                     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>		

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<p><b>K.22 Listening and Speaking/Speaking.</b>  <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:</b></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>  <b>Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:</b></p> <p>K.23 Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time</p>		
Previously taught TEKS to be reviewed and/or Extended		
<p><b>K.1 Reading/Beginning Reading Skills/Print Awareness.</b>  <b>Students understand how English <i>and/or Spanish</i> is written and printed. Students are expected to:</b></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"> <li>• Count words in a sentence.</li> <li>• Using manipulatives while repeating sentences (moving color tiles or dropping counters in a cup)</li> </ul>	
<p><b>K.11 Reading/Comprehension of Informational Text/Procedural Texts.</b>  <b>Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b></p> <p>K.11A follow pictorial directions (e.g., recipes, science experiments);</p>		

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<p><b>K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b></p> <p>K.2H isolate the initial sound in one-syllable spoken words; <i>separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/)</i></p>	<ul style="list-style-type: none"> <li>• <b>Example:</b> “bat” starts with /b/</li> </ul>	<p>Instructional Resources: Programa de reconocimiento fonetico Aprende Aprenda.</p>
<p><b>K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b></p> <p>K.2G <i>isolate the initial syllabic sound in spoken words (e.g., /pa/ta, /la/ta, /ra/ta)</i></p>		<p>Instructional Resources: Programa de reconocimiento fonetico Aprende Aprenda.</p>
<p><b>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:</b></p> <p>K.15 dictate or write information for lists, captions, or invitations</p>		<p>Instructional Resources:  W.O.W visual from “Basic Language Skills” program (one on each campus)</p>

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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.