


Kindergarten Language Arts Curriculum Bundle # 5

Title	Suggested Dates
Main Events, Using Complete Sentences, Phonemic Awareness 	Nov. 16-Dec. 4 12 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.	Why should we find out the details in a story? What do word games teach us about words?

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= I B C	<i>SLA= G Ch N V Ll Qu</i>		
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 Aprenda</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>)

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Red- specificities

Green-Spanish only TEKS statements & 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
<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>	<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 style="color: green;"><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>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.6D recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures</p>	<ul style="list-style-type: none"> • Compare and contrast different of the same story. • Read stories with repetitive texts and students read along during repetitive passages. <p style="color: red;">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.8 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>K.8A retell a main event from a story read aloud</p>	<ul style="list-style-type: none"> • Beginning, middle, end • Cause and effect: Why did it happen? What was the result? How did the characters solve the problem? • Retell the story looking at the pictures as well as with the book closed (not looking at the pictures for clues) <p style="color: red;">Note: TAKS-3.9C Retell (or act out the order of) important events in stories.</p>	<p>Instructional Resources:</p> <p>FCRR.org comprehension activities</p>	

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Reading- Phonological Awareness			
<p>K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>K.2C orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?" and <i>Span- "¿Qué rima con mesa?"</i>)</p>		Instructional Resources:	Instructional Resources:
<p>K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>K.2E recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball")</p>		Instructional Resources:	Learning Centers/Stations Resources:
<p>K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>K.2F blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat); <i>blend spoken phonemes to form syllables and words (e.g., /m/ ... /a/ says ma, ma-pa says "mapa")</i></p>		Instructional Resources: FCRR.org phoneme activities Programas de Reconocimiento fonetico Estrellita y Aprende Aprenda.	
<p>K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>K.2G blend spoken phonemes to form one-syllable words (e.g.,/m/ .../a/ .../n/ says man); <i>isolate the initial syllabic sound in spoken words (e.g., /pa/ta, /la/ta, /ra/ta)</i></p>		Instructional 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>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.16C use complete simple sentences</p>	<ul style="list-style-type: none"> • <i>Recognize that a capital letter and ending punctuation mark signal a complete thought or sentence when writing and reading.</i> • <i>Note: Introduce and model appropriate intonation and pausing for different punctuation</i> 	<p>Instructional Resources:</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"> • <i>In conversation, read-alouds, shared reading and following directions</i> 	<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 español tambien)</p> <p>www.readinga-z.com (en español tambien)</p> <p>www.hubbardscupboard.org</p>	

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K.21B follow oral directions that involve a short related sequence of actions	<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>		
Previously taught TEKS to be reviewed and/or Extended		
<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.1C demonstrate the one-to-one correspondence between a spoken word and a printed word in text</p>	<ul style="list-style-type: none"> • Drawing dots under each word in a sentence to help students progress to reading one-to-one independently. • Using their finger to point to each word as it is read. 	<p>Instructional Resources:</p> <p>Big Books</p>
<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.1D recognize the difference between a letter and a printed word</p>	<ul style="list-style-type: none"> • Example: Count letters in a word, count words in a sentence. • Point to a letter in this sentence • Point to a word in this sentence 	

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<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.5B recognize that compound words are made up of shorter words</p> <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>K.5 Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</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"> • Sort by category concepts. Example: Which pictures belong on the playground? Which can you write with? Etc. 	
<p>K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</p> <p>K.2B identify syllables in spoken words</p>	<ul style="list-style-type: none"> • Students can clap out syllables, count the syllables in a word and use manipulatives to show syllables. • <i>Separar las silabas para formar palabras de 1-3 silabas (ex: ma/ma=mama; pa/pa=papa; her/ma/no= hermano).</i> 	

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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.