

Kindergarten Language Arts Curriculum Bundle # 6

Title	Suggested Dates
Creating Rhyming Pairs, Segmenting Words	Dec. 6-Dec. 18 10 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.	How do you make words rhyme? How can words be separated?

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= R U L	<i>SLA= Z H Y X K W</i>		
<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.1B identify upper- and lower-case letters <i>Nota a la Maestra: Use el programa aprende aprenda.</i></p>	<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 	<p>Reading A-Z.com Click on the Alphabet Tab English <i>and Spanish</i></p> <ul style="list-style-type: none"> ▪ Alphabet books ▪ Alphabet chants ▪ Alphabet flashcards 	
<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.3A identify the common sounds that letters represent. <i>Identify the 5 vowel sounds.</i></p>	<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 	<p>Instructional Resources: PISD Phonological Awareness www.neuhaus.org www.readinga-z.com www.hubbardscupboard.org</p>	<p>Learning Centers/Stations Resources: <i>Nota a la Maestra: Usen los programas de reconocimiento fonético Estrellita y Aprende Aprende</i></p> <p>Teacher note: The following websites are useful resources to cover a variety of ELA TEKS www.juliethompson.com/SMART.html www.tumblebooks.com (en español tambien)</p>

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Kindergarten Language Arts Curriculum Bundle # 6

			<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 (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><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- Phonological Awareness</p>			
<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>		<p>Instructional Resources: FCRR.org rhyming activities</p>	<p>Learning Centers/Stations Resources:</p>
<p>Reading- Phonics</p>			
<p><i>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:</i></p> <p><i>K.3E become familiar with the concept that "h" is silent</i></p>			

Kindergarten Language Arts Curriculum Bundle # 6

<p><i>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:</i></p> <p><i>K.3F become familiar with the digraphs /ch/, /rr/</i></p>			
<p><i>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:</i></p> <p><i>K.3G become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya)</i></p>		Instructional Resources:	Learning Centers/Stations Resources:
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>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>	Learning Centers/Stations Resources:
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"> • Recognize that a capital letter and ending punctuation mark signal a complete thought or sentence when writing and reading. • Note: Introduce and model appropriate intonation and pausing for different punctuation 	Instructional Resources:	Learning Centers/Stations Resources:

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- **specificities**

Green-Spanish only *TEKS statements & specificities*

Page 3 of 6

Last Date Modified: 7/1/2009

Kindergarten Language Arts Curriculum Bundle # 6

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-alsouds, 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.juliethompson.com/SMART.html www.neuhaus.org www.tumblebooks.com (en espanol tambien) www.readinga-z.com (en espanol tambien) 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>	
<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 		

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- *specificities*

Green-*Spanish only TEKS statements & specificities*

Page 4 of 6

Last Date Modified: 7/1/2009

Kindergarten Language Arts Curriculum Bundle # 6

<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.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>Note: Include cultural, historical and contemporary stories, as well as stories from different cultures.</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>Note: TAKS-3.9C Retell (or act out the order of) important events in stories.</p>	<p>Instructional Resources: FCRR.org comprehension activities</p>
<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>		

Black – Original TEKS statements (considered ELA & SLA unless noted *or italicized for SLA*)

Red- specificities

Green-Spanish only TEKS statements & specificities

Kindergarten Language Arts Curriculum Bundle # 6

<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>		<p>Instructional Resources: Usar los programas de Reconocimiento fonetico Estrellita y Aprende Aprenda.</p>
<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>		

Figure 19 Texas Essential Knowledge and Skills Subchapter A. Elementary Kindergarten

<p>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:</p> <p>(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);</p> <p>(B) ask and respond to questions about text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>
