

## Kindergarten Language Arts Curriculum Bundle # 7

Title	Suggested Dates
Writing First Drafts, Making a Sentence, Sounding Out Words	Jan. 5-Jan. 29 16 Instructional Days



Big Idea/Enduring Understanding	Guiding Questions
We use what we know along with what we want to know (or convey) when writing and reading.	<ul style="list-style-type: none"> <li>▪ How does a writer plan before writing?</li> <li>▪ How do letters represent sounds?</li> <li>▪ What do we look like when we take in and/or have information?</li> </ul>

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= W J <span style="color: green;">SLA=</span>			
<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.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"> <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>	<p><a href="#">Reading A-Z.com</a> Click on the Alphabet Tab <i>English and Spanish</i></p> <ul style="list-style-type: none"> <li>▪ Alphabet books</li> <li>▪ Alphabet chants</li> <li>▪ Alphabet flashcards</li> </ul>	
<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.3A identify the common sounds that letters represent. <i>Identify the 5 vowel sounds.</i></p>	<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>	<p>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></p>	<p>Learning Centers/Stations Resources: <i>Nota a la Maestra: Usen los programas de reconocimiento fonético Estrellita y Aprende Aprenda</i></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.tumblebooks.com">www.tumblebooks.com</a> (<i>en espanol tambien</i>)</p>

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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"> <li>• ELA model training</li> <li>• Elementary online activities</li> <li>• Teacher online resources</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 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><a href="#">Fry Word List</a></p>	
<p><b>Reading:</b></p>			
<p><b>K.2 Reading/Beginning Reading Skills/Phonological Awareness.</b> Students display phonological awareness. Students are expected to:</p> <p>K.2I segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/)</p>	<ul style="list-style-type: none"> <li>• Teacher says "Tell me the sounds in 'dog.'" Student responds "/d/.../o/.../g/"</li> </ul>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p style="color: green;"><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 style="color: green;"><i>K.3I recognize that new words are created when syllables are changed, added, or deleted</i></p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>K.18 Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p>K.18C write one's own name</p> <p style="color: green;"><i>K.18E write one's own name</i></p>	<ul style="list-style-type: none"> <li>• First letter capital and rest lowercase</li> <li>• First semester-First Name</li> <li>• Second Semester-First and Last Name</li> </ul>	<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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<b>Writing:</b>			
<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>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><a href="#">Lucy Calkin's writing books</a></p> <p><a href="#">Writer's workshop</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.13C revise drafts by adding details or sentences</p>		<p>Instructional Resources:</p> <p><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.13D edit drafts by leaving spaces between letters and words</p>		<p>Instructional Resources:</p>	<p>Learning Centers/Stations Resources:</p>

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Oral and Written Conventions:			
<b>K.17 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		Instructional Resources:	Learning Centers/Stations Resources:
K.17B capitalize the first letter in a sentence			
<b>K.17 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:		Instructional Resources:	Learning Centers/Stations Resources:
K.17C use punctuation at the end of a sentence; <i>use punctuation at the beginning (when appropriate) and at the end of a sentence.</i>			
Oral and Written Conventions-Spelling			
<b>K.18 Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:	<ul style="list-style-type: none"> <li>• Sounding out words</li> <li>• Inventive spelling</li> </ul>	Instructional Resources:	Learning Centers/Stations Resources:
K.18A use phonological knowledge to match sounds to letters; <i>use phonological knowledge to match sounds to individual letters or syllables</i>			
Listening and Speaking:			
<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:	<ul style="list-style-type: none"> <li>• In conversation, re-alouds, shared reading and following directions</li> </ul>	Use picture cards to model expectations Resource: CHAMPS	
K.21A listen attentively by facing speakers and asking questions to clarify information		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>	

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K.21B follow oral directions that involve a short related sequence of actions	<ul style="list-style-type: none"> <li>• 3 or more step directions</li> </ul>	
<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.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b></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><b>K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b></p>	<p>K.2I segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/)</p> <ul style="list-style-type: none"> <li>• Teacher says "Tell me the sounds in 'dog.'"</li> <li>• Student responds "/d/.../o/.../g/"</li> </ul>	

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<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>		
<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>		
<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.16C use complete simple sentences</p>	<ul style="list-style-type: none"> <li>• Recognize that a capital letter and ending punctuation mark signal a complete thought or sentence when writing and reading.</li> <li>• Note: Introduce and model appropriate intonation and pausing for different punctuation</li> </ul>	

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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.