

<b>Grade: Kindergarten</b>			<b>Designated Six Weeks: 6th</b>		
<b>Unit: Texas Treasures Units 9 &amp; 10 (finish unit 9)</b>			<b>Days to teach: 2 week instruction/ 1 week review/assessments 2 week instruction/ 1 week review/assessments</b>		
<b>TEKS</b>	<b>Spanish TEKS</b>	<b>Assessment &amp; Specificity</b>	<b>Vocabulary</b>	<b>Instructional Strategies</b>	<b>Resources/ Weblinks</b>

<b>(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>					
(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words)	(H) use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content (e.g., CV, VC, CVC, CVCV words)	<ul style="list-style-type: none"> <li>• kindergarten letter/sound assessment</li> <li>• kindergarten sight word assessment</li> <li>• TPRI</li> <li>• What is this word?</li> <li>• What word do you get when you add/delete/change this sound?</li> </ul>	<ul style="list-style-type: none"> <li>• alphabet</li> <li>• letter(s)</li> <li>• sound</li> <li>• consonant</li> <li>• vowel</li> </ul>	<ul style="list-style-type: none"> <li>• alphabet charts</li> <li>• King/Queen of the Day</li> <li>• name activities</li> <li>• word walls</li> <li>• slower simplified speech (ELPS)</li> <li>• modeling</li> <li>• Manipulatives (ELPS)</li> </ul>	<ul style="list-style-type: none"> <li>• Treasures-Unit 9 -Phonemic Awareness lessons</li> <li>• Treasures-Unit 9</li> <li>• T.E. 2326</li> </ul>
(C) recognize that new words are created when letters are changed, added, or deleted	(I) recognize that new words are created when syllables are changed, added, or deleted				
<b>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>					
(A) predict what might happen next in text based on the cover, title, and illustrations	(A) predict what might happen next in text based on the cover, title, and illustrations;	What happened when _ did _? Why did _ go to _? Why is _ important?	<ul style="list-style-type: none"> <li>• predict</li> <li>• author</li> <li>• illustrator</li> <li>• before, after, first, next, last</li> <li>• character</li> </ul>	<ul style="list-style-type: none"> <li>• peer interaction (ELPS)</li> <li>• modeling</li> </ul>	<ul style="list-style-type: none"> <li>• story books</li> </ul>
(B) ask and respond to questions about texts read aloud	(B) ask and respond to questions about texts read aloud	What is one thing you know about (character)? When did _ do _?			
<b>(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</b>					
(D) use a picture dictionary to find words	(B) Become familiar with grade appropriate vocabulary including content and function. (E) use a picture dictionary to find words.	Find the picture that shows this word.	<ul style="list-style-type: none"> <li>• dictionary</li> <li>• word</li> <li>• alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• modeling</li> <li>• peer interaction (ELPS)</li> </ul>	
<b>(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:</b>					
(A) retell a main event from a story read aloud	(A) retell a main event from a story read aloud;	What happened before (after) _ did _? List 3 major events in the order in which they happened.	<ul style="list-style-type: none"> <li>• retell</li> <li>• main idea</li> <li>• characters</li> <li>• event</li> </ul>	<ul style="list-style-type: none"> <li>• peer interaction (ELPS)</li> <li>• modeling</li> </ul>	<ul style="list-style-type: none"> <li>• story books</li> <li>• leveled readers</li> </ul>

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(B) describe characters in a story and the reasons for their actions	(B) describe characters in a story and the reasons for their actions	How does _ feel about _? Why do you think _ did _? Which word best describes _?	<ul style="list-style-type: none"> <li>actions</li> <li>character</li> </ul>		
<b>(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>					
(A) identify the topic of an informational text heard	identify the topic of an informational text heard	What was the topic of this article? The topic of this article is—	<ul style="list-style-type: none"> <li>non-fiction</li> <li>topic</li> </ul>		<ul style="list-style-type: none"> <li>Treasures-Unit 9 T.E. 2276-2277</li> </ul>
<b>(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:</b>					
(C) discuss the ways authors group information in text	(C) discuss the ways authors group information in text;	How did the author tell you about _? Did the author tell you more than one thing about _?	<ul style="list-style-type: none"> <li>predict</li> <li>title; illustration</li> <li>facts; details</li> <li>retell</li> <li>topic/main idea</li> </ul>	<ul style="list-style-type: none"> <li>peer interaction (ELPS)</li> </ul>	<ul style="list-style-type: none"> <li>Treasures-Unit 8 T.E. 1920 &amp; 1949</li> </ul>
<b>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:</b>					
(A) identify different forms of media (e.g., advertisements, newspapers, radio programs)	(A) identify different forms of media (e.g., advertisements, newspapers, radio programs);	How did _ advertise his/her program? Locate ads in this newspaper. Name different ways businesses can advertise	<ul style="list-style-type: none"> <li>newspaper</li> <li>radio</li> <li>TV</li> </ul>	<ul style="list-style-type: none"> <li>peer interaction (ELPS)</li> <li>modeling</li> </ul>	<ul style="list-style-type: none"> <li>Treasures-Unit 10 T.E. xviii</li> </ul>
(B) identify techniques used in media (e.g., sound, movement)	(B) identify techniques used in media (e.g., sound, movement)	How is music used in advertisement? Identify the movements in the advertisement.		<ul style="list-style-type: none"> <li>peer interaction (ELPS)</li> <li>modeling</li> </ul>	<ul style="list-style-type: none"> <li>Treasures-Unit 10 T.E. 2589</li> </ul>
<b>(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>					
(B) develop drafts by	(B) develop drafts by	MISD Writing Prompt:	<ul style="list-style-type: none"> <li>edit</li> </ul>	<ul style="list-style-type: none"> <li>King/Queen of the</li> </ul>	<ul style="list-style-type: none"> <li>TPRI Intervention</li> </ul>

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sequencing the action or details in the story	sequencing the action or details in the story;	Write a composition about your favorite day in kindergarten.	<ul style="list-style-type: none"> <li>• space</li> <li>• letters</li> <li>• words</li> <li>• sentence</li> <li>• first draft</li> <li>• rough draft</li> </ul>	Day <ul style="list-style-type: none"> <li>• Author’s Chair</li> <li>• morning message</li> <li>• modeling (ELPS)</li> <li>• graphic organizers</li> <li>• peer interaction (ELPS)</li> </ul>	Guide <ul style="list-style-type: none"> <li>• Lucy Caulkins series writer’s checklist</li> <li>• Treasures-Unit 9 T.E. 2189, 2207</li> </ul>
(C) revise drafts by adding details or sentences	(C) revise drafts by adding details or sentences			<ul style="list-style-type: none"> <li>• modeling (ELPS)</li> <li>• peer interaction (ELPS)</li> </ul>	
(D) edit drafts by leaving spaces between letters and words	(D) edit drafts by leaving spaces between letters and words;			<ul style="list-style-type: none"> <li>• modeling (ELPS)</li> <li>• peer interaction (ELPS)</li> </ul>	
<b>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>					
(A) dictate or write sentences to tell a story and put the sentences in chronological sequence	(A) dictate or write sentences to tell a story and put the sentences in chronological sequence;	<ul style="list-style-type: none"> <li>• writing samples</li> <li>• teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• sentence</li> <li>• story</li> </ul>	<ul style="list-style-type: none"> <li>• King/Queen of the Day</li> <li>• morning message</li> <li>• short simple sentence frames (ELPS)</li> <li>• modeling (ELPS)</li> <li>• graphic organizers</li> <li>• sentence strips</li> </ul>	<ul style="list-style-type: none"> <li>• TPRI Intervention Guide – 10.1, 10.6</li> <li>• Lucy Caulkins series</li> </ul>
(B) write short poems	(B) write short poems				
<b>(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>					
(A) dictate or write information for lists, captions, or invitations	dictate or write information for lists, captions, or invitations	<ul style="list-style-type: none"> <li>• writing samples</li> <li>• teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• list</li> <li>• caption</li> <li>• invitation</li> </ul>	<ul style="list-style-type: none"> <li>• modeling (ELPS)</li> <li>• peer interaction (ELPS)</li> </ul>	<ul style="list-style-type: none"> <li>• TPRI Intervention Guide</li> <li>• Lucy Caulkins series</li> <li>• morning message</li> </ul>
<b>(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:</b>					
(B) capitalize the first letter in a sentence	(B) capitalize the first letter in a sentence;	<ul style="list-style-type: none"> <li>• observation</li> <li>• individual writing conferences</li> <li>• anecdotal records</li> </ul>	<ul style="list-style-type: none"> <li>• capital</li> <li>• uppercase</li> <li>• period</li> <li>• question mark</li> </ul>	<ul style="list-style-type: none"> <li>• King/Queen of the Day</li> <li>• morning message</li> <li>• modeling (ELPS)</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting Without Tears</li> <li>• First Hand Phonics Lessons – K LK</li> </ul>
(C) use punctuation at the end of a sentence	(C) use punctuation at the beginning (when				

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	appropriate) and at the end of a sentence.	<ul style="list-style-type: none"> <li>writing samples</li> </ul>	<ul style="list-style-type: none"> <li>exclamation mark</li> <li>punctuation</li> </ul>	<ul style="list-style-type: none"> <li>peer interaction (ELPS)</li> </ul>	17,18, 19, 20
<b>(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>					
(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")	(B) use letter-sound correspondences to spell mono- and multi-syllabic words;	<ul style="list-style-type: none"> <li>kindergarten letter/sound assessment</li> <li>TPRI</li> <li>teacher observation</li> <li>What word am I saying if I say /c/ /a/ /t/?</li> </ul>	<ul style="list-style-type: none"> <li>letters</li> <li>sounds</li> <li>alphabet</li> <li>consonant</li> <li>vowel</li> <li>first name</li> <li>last name</li> <li>segment</li> <li>blend</li> </ul>	<ul style="list-style-type: none"> <li>Manipulatives (ELPS)</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>First Hand Phonics Lessons – K ELC 1,2 PA 8,9, LS 1,2, picture cards</li> <li>TPRI Intervention Guide – Phonemic Awareness , 4.17, Graphophonemic Awareness 5.10, 5.11,5.12, 5.13</li> </ul>
<b>(19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</b>					
(A) ask questions about topics of class-wide interest	(A) ask questions about topics of class-wide interest	<ul style="list-style-type: none"> <li>class participation</li> <li>teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>topic</li> <li>resources</li> </ul>	<ul style="list-style-type: none"> <li>Peer interaction (ELPS)</li> <li>modeling</li> </ul>	<ul style="list-style-type: none"> <li>Treasures-Unit 9 T.E. xvi Theme project-Creature Features</li> </ul>
(B) decide what sources or people in the classroom, school, library, or home can answer these questions	(B) decide what sources or people in the classroom, school, library, or home can answer these questions			<ul style="list-style-type: none"> <li>Peer interaction (ELPS)</li> <li>modeling</li> </ul>	
<b>(20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</b>					
(A) gather evidence from provided text sources	(A) gather evidence from provided text sources	<ul style="list-style-type: none"> <li>teacher observation</li> <li>group work</li> <li>writing samples</li> </ul>		<ul style="list-style-type: none"> <li>graphic organizers (ELPS)</li> </ul>	<ul style="list-style-type: none"> <li>Treasures-Unit 9 T.E. xix</li> </ul>
(B) use pictures in conjunction with writing when documenting research	(B) use pictures in conjunction with writing when documenting research			<ul style="list-style-type: none"> <li>visuals for academic concepts and vocabulary (ELPS)</li> </ul>	<ul style="list-style-type: none"> <li>Treasures-Unit 9 T.E. xvi Theme project-Creature Features</li> </ul>

\*Please refer to **ONGOING TEKS** for Genre study.



**Language Arts**

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Themes	Sight Words		Highlighted letters	
Eggs Dinosaurs/Fossils Summer	Review	juego contigo dónde conmigo  (Spanish)	Review	C  (Spanish)
Science	Social Studies	MISD Writing Prompt	Treasures	
Insects Observing changes	Our world (wants, needs, recycling)	Write a composition about your favorite day in kindergarten.	The Amazing Ocean Animals Now and Then I Know A lot	