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| Grade: Kindergarten | | | Designated Six Weeks: All | | |
| Unit: Theme/Genre, Procedural, Poetry | | | Days to teach: 186 | | |
| TEKS | Spanish TEKS | Assessment & Specificity | Vocabulary | Instructional Strategies | Resources/ Weblinks |

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| <p>Figure 19. 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> | | | | | |
| (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); | (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); | Why do you think we read -? How did this story make you feel? What do you like best in _? What did you learn from listening to me read _? | Purpose Real Imagined Events Setting actions | Read-alouds | |
| (B) ask and respond to questions about text; | (B) ask and respond to questions about text; | Where did the story take place? Who was _’s mother? What did _ do in the story? What happened in the story? When was this article written? | Ask questions text | | |
| (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud); | (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud); | Listen carefully as I reread this story and find out why _ was important. I will reread this information. Tell me what you learned that you did not learn the first time I read it. | Monitor Adjust Background knowledge Sensory image | Think-alouds | |
| (D) make inferences based on the cover, title, illustrations, and plot; | (D) make inferences based on the cover, title, illustrations, and plot; | What can you tell about this story from the title? Why is paragraph _ important to the story? You can tell from this picture that— | Inference Cover Title Illustrations Plot Paragraph | Book walk (preview cover, make predictions about text, read to confirm predictions) | |

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| | | What can you tell about this book from the cover? | | | |
| (E) retell or act out important events in stories; | (E) retell or act out important events in stories; | Retell the 3 most important events in this story in the order in which they happened. What happened before (after, when) _? | Retell Act out Important events | | |
| (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence. | (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence. | How are your experiences like those of the character in the story? Have you read about this information before in a different article? What information in this article reminded you of our community? | Community Text evidence Connections | | |
| (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: | | | | | |
| (A) identify the common sounds that letters represent | | <ul style="list-style-type: none"> • kindergarten letter/sound assessment • kindergarten sight word assessment • TPRI • What is this word? | <ul style="list-style-type: none"> • alphabet • letter(s) • sound • consonant • vowel • high frequency word | <ul style="list-style-type: none"> • word walls • alphabet charts • King/Queen of the Day • name activities • picture cards • manipulatives • sight words | <ul style="list-style-type: none"> • Treasures: phonics lessons, Phonemic Awareness, high frequency words, Daily Warm Up • www.kidport.com • www.inter4classrooms.com • www.juliethompson.com/SMART.html • www.woodlands-junior.kent.sch.uk/interactive |
| (D) identify and read at least 25 (MISD – 50) high-frequency words from a commonly used list. | | | | | |

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| (6) Reading/Comprehension of Literary Text/Theme and Genre. (Folk Lore) 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: | | | | | |
| (B) discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience; | (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience; | Have you had an experience like _ in this story? What did we learn from reading this story? How can the lesson in this story help you? | <ul style="list-style-type: none"> • big idea (theme) • main idea • folk tale • fable • fairy tale • fantasy • nursery rhyme • lullaby • see • hear • smell • taste • touch • trickster • villain • message • moral • implicit • hero • humor • repetition | <ul style="list-style-type: none"> • peer interaction (ELPS) • story props • graphic organizer (ELPS) | <ul style="list-style-type: none"> • Treasures: <ul style="list-style-type: none"> -big books -interactive read-aloud anthology -start smart readers • TPRI Intervention Guide – Comprehension 8.2, 8.3, 8.4 8.17, 8.21, 8.29 • Books – Fairy Tales, Fables, Nursery Rhymes, Lullabies, Folk Tales |
| (C) recognize sensory details; | (C) recognize sensory details; | How did you know what _ was feeling? Which part of this story made you feel happy (sad)? What there any part of this story that made you wish you were there? | | | |
| (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures. (MISD – Nursery Rhymes) | (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures. | Why do you think the authors of these stories always begin with “once upon a time”? What do the authors mean by “they lived happily ever after”? | | | |
| (7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to: | | | | | |
| respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds | | Listen to the first two lines in this poem and tell me 2 words that rhyme. What 2 words do you hear that rhyme? Let’s find the rhythm in this poem by listening to me clap as I read. | <ul style="list-style-type: none"> • rhythm • rhyme • beat • repetition | <ul style="list-style-type: none"> • rhyme away stories • draw a rhyme stories rhyming sentences • focus/weekly poem | <ul style="list-style-type: none"> • Treasures <ul style="list-style-type: none"> -Sing, Talk and Rhyme Teaching Chart • TPRI Intervention Guide – Phonemic Awareness 4.5-4.10 |

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(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

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| (A) follow pictorial directions (e.g., recipes, science experiments) | (A) follow pictorial directions (e.g., recipes, science experiments); | What are the ingredients in this recipe? What equipment do we need for this science experiment? What is the first step in the directions for making _? | <ul style="list-style-type: none"> • directions • recipe • first/next/last • sequence • charts • graphs • label • photographs • illustrate | <ul style="list-style-type: none"> • Workstation chart • Diagrams • Graphs | <ul style="list-style-type: none"> • Literacy Work Stations by Debbie Diller • Abc books • Number books |
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(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:

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| (A) plan a first draft by generating ideas for writing through class discussion | (A) plan a first draft by generating ideas for writing through class discussion; | <ul style="list-style-type: none"> • What are you going to write about today? • writing samples • sharing individual writing out loud | <ul style="list-style-type: none"> • draft • ideas • list • share | <ul style="list-style-type: none"> • King/Queen of the Day • Author’s Chair • morning message | <ul style="list-style-type: none"> • TPRI I.G. • Lucy Caulkins series |
| (E) share writing with others | (E) share writing with others. | | | | |

(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: (Oral – 1st semester, Written – 2nd semester)

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| (A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (i) past and future tenses when speaking; | (A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance) (i) verbs, including commands and past and future tenses when speaking; | <ul style="list-style-type: none"> • teacher observation through conversation | <ul style="list-style-type: none"> • complete sentence • action words | <ul style="list-style-type: none"> • classroom conversation • morning message • writing lessons | <ul style="list-style-type: none"> • EnVisions • First Hand Phonics Lesson – K ELC 3, 8 • Treasures |
| (ii) nouns (singular/plural); (iii) descriptive words; (iv) prepositions and | (ii) nouns (singular/plural); (iii) descriptive words; (iv) prepositions and | | | | |

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| simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and (v) pronouns (e.g., I, me) | simple prepositional phrases appropriately when speaking or writing (e.g., en, de, por la tarde, en la mañana); (v) personal pronouns (e.g., yo, ellos) | | | writing lessons • peer interaction | 8 |
| (B) speak in complete sentences to communicate | (B) speak in complete sentences to communicate | | | | |
| (C) use complete simple sentences | (C) use complete simple sentences. | | | | |
| (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: | | | | | |
| (A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression) | (A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression) | <ul style="list-style-type: none"> • observation • writing conferences • anecdotal records | <ul style="list-style-type: none"> • top • bottom • middle • curve • straight | <ul style="list-style-type: none"> • King/Queen of the Day • Morning message | <ul style="list-style-type: none"> • Treasures • Handwriting Without Tears • First Hand Phonics Lessons – K LK 17,18, 19, 20 |
| (18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: | | | | | |
| (A) use phonological knowledge to match sounds to letters | (A) use phonological knowledge to match sounds to individual letters or syllables; | <ul style="list-style-type: none"> • kindergarten letter/sound assessment • TPRI • teacher observation | <ul style="list-style-type: none"> • letters • sounds • alphabet • first name • last name | <ul style="list-style-type: none"> • manipulatives • visuals for classroom vocabulary and concepts (ELPS) | <ul style="list-style-type: none"> • First Hand Phonics Lessons – K ELC 1,2 PA 8,9, LS • 1,2TPRI Intervention Guide – Phonemic Awareness , 4.17, Graphophonemic Awareness 5.10, 5.11,5.12, 5.13 |
| (C) write one's own name (1 st name) | (E) write one's own name. | | | | |
| (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: | | | | | |
| (A) listen attentively by facing speakers and asking questions to clarify information | (A) listen attentively by facing speakers and asking questions to clarify information | <ul style="list-style-type: none"> • teacher observation | <ul style="list-style-type: none"> • question • listen • who, what, where, | <ul style="list-style-type: none"> • Centers/workstations • Peer interaction (ELPS) | <ul style="list-style-type: none"> • Treasures • TPRI Intervention Guide – 4.1, 4.2 |

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| (B) follow oral directions that involve a short related sequence of actions | (B) follow oral directions that involve a short related sequence of actions | | <ul style="list-style-type: none"> when, why, how • first, next, last | <ul style="list-style-type: none"> • Verbal cues (ELPS) | |
| (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: | | | | | |
| share information and ideas by speaking audibly and clearly using the conventions of language | | <ul style="list-style-type: none"> • teacher observation | | <ul style="list-style-type: none"> • show and tell • student of the week • Author's Chair | <ul style="list-style-type: none"> • Treasures (Oral Vocabulary) |
| (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: | | | | | |
| follow agreed-upon rules for discussion, including taking turns and speaking one at a time | | <ul style="list-style-type: none"> • teacher observation | <ul style="list-style-type: none"> • take turns • listen • interrupt | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Essential 55 |