



# Kinder English Language Arts Year at a Glance (YAG) 2019-2020



## First Semester

| 1 <sup>st</sup> Nine Weeks – 40 days<br>(August 19 <sup>th</sup> – October 15 <sup>th</sup> )<br>(September 2 <sup>nd</sup> – Labor day – No School)<br>(October 14 <sup>th</sup> – Staff Development)  | 2 <sup>nd</sup> Nine Weeks – 43 days<br>(October 16 <sup>th</sup> – December 20 <sup>th</sup> )<br>(November 25 <sup>th</sup> – 29 <sup>th</sup> – Thanksgiving Break)<br>(December 23 <sup>rd</sup> – January 3 <sup>rd</sup> – Holiday Break)  |  |   |
|---|--|--|---|
| <p><b>TEKS</b><br/>K.1AC,<br/>K.1DE,<br/>K.2D.i, ii, iv,<br/>K.3CI,<br/>K.6BEF,<br/>K.10ABE</p> <p>K.1ABCDE,<br/>K.2A, ii,<br/>iii, vii, viii,<br/>K.2B, i,<br/>K.2D.iv, v,<br/>K.2E, K.5EI<br/>K.6ABEF,<br/>K.10AB,<br/>K.10D.vii,<br/>K.10E</p> <p>K.1AC,<br/>K.2A, ii, iii, v,<br/>vi, vii, viii<br/>K.2B, i, iv,<br/>K.2E, K.2D, ii,<br/>iii, K.3B, K.4A<br/>K.5BI,<br/>K.6BF</p> | <p><b>Ready, Set, Go! Discovering Print and Language in the World Around Us (10 days)</b><br/><b>¡En sus marcas, listos, fuera! Descubrir el texto impreso v el lenguaje en el mundo que nos rodea</b><br/>This unit bundles student expectations that address foundational skills necessary for communication. An emphasis is placed on oral language development, including listening and speaking skills as well as the importance of noticing the print in our environment. These skills are critical to comprehension and vocabulary acquisition. This purpose of this unit is to establish rituals and routines that will lead to building a classroom community that values literacy.</p> <p><b>Understanding What We Read and Write: Connecting to the Text (15 days)</b><br/><b>Comprender lo que leemos v escribimos: la conexión con el texto</b><br/>This unit bundles student expectations that address phonological and print awareness skills. These skills are necessary to develop a solid foundation that is critical for decoding, encoding, and reading comprehension. This unit also includes student expectations that address comprehension skills with a focus on making connections. Readers (and listeners) activate and use their background knowledge to connect what they are reading (or hearing) to what they know. These connections can improve understanding.</p> <p><b>Understanding What We Read and Write: Asking and Answering Questions (12 days)</b><br/><b>Comprender lo que leemos v escribimos: formular v responder preguntas</b><br/>This unit bundles student expectations that address foundational comprehension skills with a focus on asking questions. Readers (and listeners) naturally ask questions for many reasons. This includes but is not limited to clarifying meaning, wondering or speculating, and/or finding specific information. Questioning occurs before, during, and after reading/listening. As questions are formed, readers/listeners search for clues and text evidence to help answer their questions. Asking questions helps readers/listeners monitor their comprehension of text while improving understanding.</p> | <p><b>TEKS</b><br/>K.2A, iv, ix,<br/>K.3C, K.5D,<br/>K.5I, K.6BCE,<br/>K.9D K.10A,B,<br/>K.10D, i, ii, iii,<br/>iv, vii,<br/>K.10E</p> <p>K.1A,<br/>K.1C,K.2A,<br/>i, iv, v, vi,ix, x,<br/>K.2B, i, iv,<br/>K.2D, v,<br/>K.2E,<br/>K.3B, K.4,<br/>K.5CF,<br/>K.5I,<br/>K.6BCE</p> <p>K.1ACD,<br/>K.2A i v vi ix x,<br/>K.2B, i, ii, iii, iv<br/>K.2C, i, ii, iii,<br/>K.2D v,<br/>K.2E,<br/>K.3B,<br/>K.4A,<br/>K.5GHI,<br/>K.6BCDE,<br/>K.10ABD,<br/>K.10D.i, ii, iv,<br/>vii, viii</p> | <p><b>Understanding What We Read and Write: Mental Images (8 days)</b><br/>This unit bundles student expectations that continue to refine beginning literacy skills in listening, speaking, reading, writing, and collaboration. The emphasis of this unit is on creating visual images to make meaning from text. Readers (and listeners) use the words written (or spoken) by an author to help them visualize and create pictures in their mind. Each image is unique to the reader depending on what parts they connect to and what background knowledge they bring to the text. These images can also change as the reader is presented with new information. Creating mental images engages the reader and improves comprehension.</p> <p><b>Understanding What We Read and Write: Reading Between the Lines (12 days)</b><br/>This unit bundles student expectations that address foundational comprehension skills with a focus on making inferences particularly making predictions. Inferring is at the center of constructing meaning and connecting with a text. Inferences are supported by written text, visual images, spoken words, or even nonverbal language. In this process (inferring), the reader (or listener) combines newly acquired information with their background knowledge, experiences, and beliefs to form an interpretation that goes beyond the literal meaning of the text. It is often called “reading between the lines.” Inferring allows the reader to deepen their understanding of text and to create new background knowledge.</p> <p><b>Understanding What We Read and Write: Determining Importance and Synthesizing (12 days)</b><br/>This unit bundles student expectations that continue to expand students’ repertoire of comprehension strategies with an emphasis on evaluating details to determine their importance and on synthesizing ideas and details within and across texts. Many times authors include several ideas and details to convey their message. It is up to the reader to determine what details are important in the text. Sometimes an author may give clues to what is important by using particular words that grab the attention of the reader. Evaluating details for their importance helps the reader engage with the text and take away a better understanding of what has been read. Synthesizing is like putting together a jigsaw puzzle. Readers collect different pieces of information and connect them to form a new idea, perspective, or insight. These ideas can be molded and changed as new information is added. Many times synthesis requires a blend of comprehension strategies used by readers. Synthesizing not only leads to deep understanding of the text, but helps readers expand their knowledge and views of the world around them.</p> |



# Kinder English Language Arts Year at a Glance (YAG) 2019-2020



## Second Semester

**3<sup>rd</sup> Nine Weeks – 45 days**  
(January 6<sup>th</sup> – March 17<sup>th</sup>)  
(January 20<sup>th</sup> – MLK – No School)  
(March 9<sup>th</sup> – 13<sup>th</sup> – Spring Break)

**4<sup>th</sup> Nine Weeks – 45 days**  
(March 18<sup>th</sup> – May 21<sup>st</sup>)  
(April 10<sup>th</sup> – Good Friday – No School)  
(April 24<sup>th</sup> – Battle of Flowers – No School)  
(May 25<sup>th</sup> – Memorial Day – No School)

**TEKS**  
K.2A, i, x,  
K.2B, i, ii, iii, iv,  
K.2C, i, ii, iii,  
K.2D, v,  
K.2E, K.3B  
K5ABCDEF GHI  
K.6ABCDE  
K7ABCD  
K.8C  
K9ABCDE  
K10ABC  
K.10D i, vi, vii  
viii, ix  
K.11A

**Understanding Literary Elements in Fiction, Including Drama (15 days)**  
This unit bundles student expectations that address the genre characteristics, structure, and purpose of fictional text, including drama. This genre represents narratives, or stories, that include literary elements. Literary elements are the basic parts of a story including plot, character(s), setting, theme, etc. Authors create their stories around these elements. Readers rely on this predictable structure in order to help them understand any work of fiction. Readers examine literary elements in order to deepen understanding of the text and to improve their own craft. Readers read fiction for the enjoyment of learning about and making connections with new and different people, places, and ideas. Drama is usually written as fiction and comprises all the literary elements, including specific character parts with an emphasis on dialogue as well as a clearly defined setting(s).

K.2A, i, x,  
K.2B, ii, iii, iv,  
K.2C, i, ii, iii,  
K.2E  
K5ABCDEF GHI  
K.6BCDE  
K7ABCD  
K.8ABF  
K9ABC  
K10BC  
K.10D i, iii, vi,  
vii, viii, ix  
K.11A

**Understanding Traditional Literature (10 days)**  
This unit bundles student expectations that address analyzing and writing fictional texts with an emphasis on traditional literature such as folktales, fables, fairy tales, and nursery rhymes. These types of stories and rhymes generally have originated within a particular culture and were most likely to have been told orally over generations. The stories include the most basic literary elements of theme, plot, setting, and characterization. However, each one has unique characteristics that make them distinguishable. Most traditional stories are easily relatable and have universal messages that everyone can understand and value.

K.2A, i, x,  
K.2B, ii, iii, iv,  
K.2C, i, ii, iii,  
K.2E  
K.3A  
K5ABCDEF GHI  
K.6BCDE  
K.8D, i, ii, iii  
K.8AF  
K9ABC  
K10BC  
K.10D i, iii, vi, ix  
K.11B  
K.12ACD

**Understanding Elements of Informational Text (15 days)**  
This unit bundles student expectations related to examining and writing informational texts, including procedural texts. Readers read a variety of informational texts in daily life, including digital and multimodal texts, to learn about and deepen their understandings of specific topics and areas of interest. Authors of informational texts use a variety of structures and strategies to provide content that informs, explains, and/or describes a topic.

**TEKS**  
K.2A, i, x,  
K.2B, ii, iii, iv,  
K.2C, i, ii, iii,  
K.2E, K.3A  
K5ABCDEF GHI  
K.6BCDE  
K.8D, i, ii  
K.8AF, K9ABC  
K.8D, i, ii  
K.8F, K9ABC  
K10BC  
K.10D i, vi, ix  
K.11B  
K.12ACD

K.2B, ii, iii, iv  
K.2C, i, ii, iii  
K.2E  
K.3A  
K5ABCDEF GHI  
K.6BCDE  
K7A  
K.8AB  
K9ABCDE  
K10B  
K.10D i, v, vi, ix  
K.11A

K.2B, ii, iii, iv  
K.2C, i, ii, iii  
K.2E  
K.3A  
K5ABCDEF GHI  
K.6BCE  
K.8EF  
K9ABCD  
K.10D i, v, vi, ix  
K.11B

K.2B, ii, iii, iv  
K.2C, i, ii, iii  
K5EFG  
K.6ABCE  
K9AB  
K10B  
K.10D.i, ix  
K.11A

**Investigating for Information (10 days)**  
This unit bundles student expectations that emphasize inquiry and research. Everyone, including students, has a natural instinct and ability to “wonder” about topics and ideas that are important to their lives. Sometimes the research is pertinent and necessary to address certain problems or issues that need to be solved in our lives. At other times, the research may just be a matter of interest. Whatever the reason, effective research includes generating questions for inquiry on a specific topic, using relevant sources, and gathering pertinent information.

**The Poet in Me (10 days)**  
This unit bundles student expectations that address the structure and characteristics of poetry. This genre of literary text places a special emphasis on distinctive style and rhythm to express feelings and ideas, to create imagery, and/or to expand and deepen readers’ understandings. Most poems include literary and poetic elements and devices such as imagery, figurative language, and sound devices. Poets carefully select words not only for meaning and function, but also for their sound. Poets also make distinct choices about layout which impacts the way a reader may read and interpret the poem. Often, readers need to go beyond a literal interpretation of the text to truly understand the meaning behind the poem. Readers read and experience poetry as an art form to connect to the world around them.

**Can You Convince Me? (10 days)**  
This unit bundles student expectations that address the characteristics of persuasive text. Persuasive text is all around us, including commercials, print advertisements, opinion editorials, book/movie reviews, speeches, etc. Readers (and listeners) need to be able to recognize the techniques authors use to convince their audience of a certain opinion or position. Authors may try to appeal to an audience’s emotions by using words or images that create strong feelings. Authors may also present logical reasons for their position while possibly not presenting alternative reasoning. Authors may also refer to experts or sources that seem credible to convince their audience. Readers may read persuasive text to find evidence that supports their own opinions or to seek multiple perspectives on a particular topic or issue.

**The Big Picture: What It All Means to Me (10 days)**  
This unit bundles student expectations that address developing literacy skills that have been taught throughout the year. Literacy goes beyond the act of reading, writing, listening, and speaking. It also includes being reflective about the successes and challenges that occur during communication. Listeners may ask, “Did I truly listen?” or a writer may ask, “Did I deliver my message effectively?” Literacy also encompasses being able to identify preferences and setting goals for growth. A reader may determine that they prefer to read a particular author or a speaker may set a goal to work on the rate at which they talk. Being able to reflect on literacy experiences is critical to becoming effective communicators.