

Kinder
Language Arts YAG
Year Long Foundational Skills

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-- oral language . The student develops oral language through listening, speaking, and discussion. The student is expected to:				
K.1A listen actively and ask questions to understand information and answer questions using multi-word responses	K.1B restate and follow oral directions that involve a short, related sequence of actions	K.1C share information and ideas by speaking audibly and clearly using the conventions of language	K.1D work collaboratively with others by following agreed-upon rules for discussion, including taking turns	K.1E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants

Taught All Year Reading Processes/Comprehension/Response skills	Taught All Year Writing Process
<p style="text-align: center;"><u>Reading Process: Thinking Within the Text</u></p> <p>K.3B use illustrations and texts the student is able to read or hear to learn or clarify word meanings</p> <p>K.5A establish purpose for reading assigned and self-selected texts with adult assistance</p> <p>K.5B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</p> <p>K.5C make and confirm predictions using text features and structures with adult assistance</p> <p>K.5D create mental images to deepen understanding with adult assistance</p> <p>K.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance</p> <p style="text-align: center;"><u>Comprehension: Thinking with the Text</u></p> <p>K.4 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently</p> <p>K.4A self-select text and interacts independently with text for increasing periods of time</p> <p>K.5E make connections to personal experiences, ideas in other texts, and society with adult assistance</p> <p>K.5F make inferences and use evidence to support understanding with adult assistance</p> <p>K.5G evaluate details to determine what is most important with adult assistance</p> <p>K.5H synthesize information to create new understanding with adult assistance</p>	<p style="text-align: center;"><u>Writing Process</u></p> <p>K.2E develops handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality</p> <p>K.10A plan by generating ideas for writing through class discussions and drawings</p> <p>K.10B develop drafts in oral, pictorial, or written form by organizing ideas</p> <p>K.10C revise drafts by adding details in pictures or words</p> <p>K.10E share writing</p> <p style="text-align: center;"><u>Word Study</u></p> <p>K.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode and spell.</p>

1st 9 weeks
TEKS Resource System Instructional Focus Documents

Word Study	Reading	Writing
<p>K.2A(i) identifying and producing rhyming words;</p> <p>K.2A(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p>K.2A(iii) identifying the individual words in a spoken sentence</p> <p>K.2A(vii) blending spoken onsets and rimes to form simple words;</p> <p>K.2A(viii) blending spoken phonemes to form one-syllable words</p> <p>K.2B(i) identifying and matching the common sounds that letters Represent</p> <p>K.2B(ii) using letter-sound relationships to decode, including VC and CVC words and CCVC words</p> <p>K.2B(iii) recognize that new words are created when letters are changed, added, or deleted</p> <p>K.2B(iv) identifying and reading at least 25 high-frequency words from a research-based list;</p>	<p>K.1B Restate and follow oral directions that involve a short, related sequence of actions.</p> <p>K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.</p> <p>K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>K.2D(i) Identifying the front cover, back cover, and title page of a book.</p> <p>K.2D(ii) Holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with a return sweep.</p> <p>K.2D(iv) Recognizing the difference between a letter and a printed word.</p> <p>K.3 Vocabulary</p> <p>K.5 Comprehension Skills</p> <p>K.6 Response Skills</p> <p>K.7 Literary Elements</p> <p>K.8A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.</p> <p>K.8B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.</p> <p>K.9 Author's Purpose and Craft</p>	<p>K.2C(i) spelling words with VC, CVC</p> <p>K.2C(ii) spelling words with sound-spelling patterns</p> <p>K.2C(iii) spelling high-frequency words from a research-based list</p> <p>K.10A Plan by generating ideas for writing through class discussions and drawings.</p> <p>K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>K.10C Revise drafts by adding details in pictures or words.</p> <p>K.10D(i) complete sentences</p> <p>K.10D(vii) capitalization of the first letter in a sentence and name</p> <p>K.10D(viii) punctuation marks at the end of declarative sentences; and</p> <p>K.10D(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>K.11A Dictate or compose literary texts, including personal narratives.</p>

SLAR Word Study:

- K.2A(ii) recognizing spoken alliteration or groups of words that begin with the same ~~spoken onset~~ or initial sound;
- K.2A(viii) blending spoken phonemes to form ~~one~~-syllable words (e.g., /m/ ... /a/ says ma, ma-pa says "mapa");
- K.2(H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).
- K.3(A) decode the five vowel sounds;
- K.3(B) decode syllables;
- K3(C) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";
- K3(D) decode the written "y" when used as a conjunction, as in "mamá y papá";
- K3(E) become familiar with the concept that "h" is silent;
- K3(F) become familiar with the digraphs /ch/, /rr/;
- K3(G) become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya);
- 3(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~~)

K3(l) recognize that new words are created when syllables are changed, added, or deleted.

Positive Character Traits

(1) Trustworthiness. The student understands how personal choices and actions relate to character building. The student is expected to:

(A) describe how personal choices lead to personal actions;

(B) explain what it means to be trustworthy; and

(C) identify personal actions that build trustworthiness, including being honest and punctual.

(2) Responsibility. The student understands the concept of responsibility and how personal actions demonstrate responsibility. The student is expected to:

(A) describe and give examples of how feelings and beliefs influence personal actions;

(B) describe how to make personal choices before speaking and acting; and

(C) define self-control and identify instances in which self-control is important.

2nd 9 weeks

TEKS Resource System Instructional Focus Documents

Word Study	Reading	Writing
<p>K.2A(i) identifying and producing rhyming words;</p> <p>K.2A(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p>K.2A(iii) identifying the individual words in a spoken sentence</p> <p>K.2A(vii) blending spoken onsets and rimes to form simple words;</p> <p>K.2A(viii) blending spoken phonemes to form one-syllable words</p> <p>K.2B(i) identifying and matching the common sounds that letters represent</p> <p>K.2B(ii) using letter-sound relationships to decode, including VC and CVC words and CCVC words</p> <p>K.2B(iii) recognize that new words are created when letters are changed, added, or deleted</p> <p>K.2B(iv) identifying and reading at least 25 high-frequency words from a research-based list;</p>	<p>K.3 Vocabulary</p> <p>K.5 Comprehension Skills</p> <p>K.6 Response Skills</p> <p>K.7 Literary Elements</p> <p>K.8A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.</p> <p>K.8B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.</p> <p>K.9 Author's Purpose and Craft.</p>	<p>K.2C(i) spelling words with VC, CVC</p> <p>K.2C(ii) spelling words with sound-spelling patterns</p> <p>K.2C(iii) spelling high-frequency words from a research-based list</p> <p>K.10A Plan by generating ideas for writing through class discussions and drawings.</p> <p>K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>K.10C Revise drafts by adding details in pictures or words.</p> <p>K.10D(i) complete sentences</p> <p>K.10D(vii) capitalization of the first letter in a sentence and name</p> <p>K.10D(viii) punctuation marks at the end of declarative sentences; and</p> <p>K.10D(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>K.11A Dictate or compose literary texts, including personal narratives.</p>

SLAR Word Study: K.2A(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
 K.2A(viii) blending spoken phonemes to form one-syllable words (e.g., /m/ ... /a/ says ma, ma-pa says "mapa");
 K.2(H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).
 K.3(A) decode the five vowel sounds;
 K.3(B) decode syllables;
 K3(C) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";
 K3(D) decode the written "y" when used as a conjunction, as in "mamá y papá";
 K3(E) become familiar with the concept that "h" is silent;
 K3(F) become familiar with the digraphs /ch/, /rr/;
 K3(G) become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya);
 3(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~~)
 K3(I) recognize that new words are created when syllables are changed, added, or deleted.
 5(B) become familiar with grade-appropriate vocabulary including content and function words;
 5(C) recognize that compound words are made by putting two words together (e.g., saca + puntas = sacapuntas);

Positive Character Traits

(3) Caring. The student understands how personal actions demonstrate characteristics of caring. The student is expected to:

- (A) define patience and identify actions that demonstrate patience; and
- (B) explain and identify examples of how actions can demonstrate kindness to others.

3rd 9 weeks
TEKS Resource System Instructional Focus Documents

Word Study	Reading	Writing
<p>K.2A(i) identifying and producing rhyming words;</p> <p>K.2A(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p> <p>K.2A(iii) identifying the individual words in a spoken sentence</p> <p>K.2A(ix) manipulating syllables within a multisyllabic word; and</p> <p>K.2A(vii) blending spoken onsets and rimes to form simple words;</p> <p>K.2A(viii) blending spoken phonemes to form one-syllable words</p> <p>K.2A(x) segmenting spoken one-syllable words into individual phonemes</p> <p>K.2B(i) identifying and matching the common sounds that letters represent</p>	<p>K.3 Vocabulary</p> <p>K.5 Comprehension Skills</p> <p>K.6 Response Skills</p> <p>K.7 Literary Elements</p> <p>K.8D Recognize characteristics and structures of informational text, including:</p> <p>K.8D(i) the central idea and supporting evidence with adult assistance;</p> <p>K.8D(ii) titles and simple graphics to gain information; and</p> <p>K.8D(iii) the steps in a sequence with adult assistance</p> <p>K.9 Author's Purpose and Craft</p>	<p>K.2C(i) spelling words with VC, CVC</p> <p>K.2C(ii) spelling words with sound-spelling patterns</p> <p>K.2C(iii) spelling high-frequency words from a research-based list</p> <p>K.10A Plan by generating ideas for writing through class discussions and drawings.</p> <p>K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.</p> <p>K.10C Revise drafts by adding details in pictures or words.</p> <p>K.10D(i) complete sentences</p> <p>K.10D(vii) capitalization of the first letter in a sentence and name</p> <p>K.10D(viii) punctuation marks at the end of declarative sentences; and</p>

<p>K.2B(ii) using letter-sound relationships to decode, including VC and CVC words and CCVC words</p> <p>K.2B(iii) recognize that new words are created when letters are changed, added, or deleted</p> <p>K.2B(iv) identifying and reading at least 25 high-frequency words from a research-based list;</p>		<p>K.10D(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</p> <p>K.11A Dictate or compose literary texts, including personal narratives.</p> <p>K.12 Research</p>
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SLAR Word Study: K.2A(ii) recognizing spoken alliteration or groups of words that begin with the same ~~spoken onset~~ or initial sound;

K.2A(viii) blending spoken phonemes to form ~~one~~-syllable words (e.g., /m/ ... /a/ says ma, ma-pa says "mapa");

K.2(H) separate spoken multi-syllabic words into two to three syllables (e.g., /to/ /ma/ /te/).

K.3(A) decode the five vowel sounds;

K.3(B) decode syllables;

K3(C) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as "r," "c," and "g";

K3(D) decode the written "y" when used as a conjunction, as in "mamá y papá";

K3(E) become familiar with the concept that "h" is silent;

K3(F) become familiar with the digraphs /ch/, /rr/;

K3(G) become familiar with the concept that "ll" and "y" have the same sound (e.g., llave, ya);

3(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)

K3(I) recognize that new words are created when syllables are changed, added, or deleted.

5(C) recognize that compound words are made by putting two words together (e.g., saca + puntas = sa capuntas);

Positive Character Traits

(4) Citizenship. The student understands how personal actions can demonstrate good citizenship. The student is expected to:

(A) define fairness and identify examples of fairness in a variety of situations;

(B) define and identify examples of patriotism;

(C) explain what it means to demonstrate respect and courtesy and why it is important to demonstrate respect and courtesy to others; and

(D) define good citizenship.