

SPANISH LANGUAGE ARTS

Kindergarten

ONGOING

TEKS Subject: *Listening/Speaking*

Purposes	District Focus and Resources
<input type="checkbox"/> K.2 Responds appropriately and courteously to directions and questions (K-3). (I) (TEKS/SE)(K.1B)	
<input type="checkbox"/> K.5 Listens responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3). (I) (TEKS/SE)(K.1E)	http://www.seanet.com/~eldrbarry/roos/art.htm Storytelling

Knowledge of Culture	District Focus and Resources
<input type="checkbox"/> K.7 Connect experiences and ideas with those of others through speaking and listening (K-3). (I) (TEKS/SE)(K.2A)	Show and Tell

Audiences/Oral Grammar	District Focus and Resources
<input type="checkbox"/> K.10 Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3). (I) (TEKS/SE)(K.3B)	
<input type="checkbox"/> <i>K10 (K.3B ii SLA) K.10 Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions, including using Spanish conventions such as formal and informal pronouns (tú/usted)</i>	
<input type="checkbox"/> K.11 Ask and answer relevant questions and make contributions in small or large group discussions (K-3). (I) (TEKS/SE)(K.3C)	
<input type="checkbox"/> K.12 Present dramatic interpretations of experiences, stories, poems, or plays (K-3). (I) (TEKS/SE)(K.3D)	
<input type="checkbox"/> K.13 Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3). (I) (TEKS/SE)(K.3E)	

Communication	District Focus and Resources
<input type="checkbox"/> K.15 Use vocabulary to describe clearly ideas, feelings, and experiences (K-3). (I) (TEKS/SE)(K.4B)	
<input type="checkbox"/> K.16 Clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3). (I) (TEKS/SE)(K.4C)	Show and Tell
<input type="checkbox"/> K.17 Retell a spoken message by summarizing or clarifying (K-3). (I) (TEKS/SE)(K.4D)	Walk-A-Story

TEKS Subject: Reading

Vocabulary Development	District Focus and Resources
<input type="checkbox"/> K.35 Discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2). (I) (TEKS/SE)(K.8A)	
<input type="checkbox"/> K.36 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3). (I) (TEKS/SE)(K.8B)	

Comprehension	District Focus and Resources
<input type="checkbox"/> K.38 Use prior knowledge to anticipate meaning and make sense of texts (K-3). (I) (TEKS/SE)(K.9A)	
<input type="checkbox"/> K.39 Engage in text-dependent, technical reading comprehension while listening to selections read aloud with narrative, informative, and non-standard text and comprehend (listening comprehension) using clues and evidence in the text. (Alignment)	
<input type="checkbox"/> K.42 Listen to different types of texts (narrative, informative, non-standard) read aloud and use context clues (definitions, synonyms, descriptions, examples) to determine the meaning of words. (Alignment)	
<input type="checkbox"/> K.46 Listen to non-standard text (contest rules, game directions, assembly directions, recipes, informative flyers, etc.) read aloud and recall specific complex directions and/or information presented in the text. (Alignment)	
<input type="checkbox"/> K.54 Determine causes and effects stated in narrative and informative text selections read aloud by answering "Why?" and "Because" questions. (Alignment)	Thinking Maps
<input type="checkbox"/> K.56 Make and explain inferences and draw conclusions from narrative and informative text selections read aloud. (Alignment)	

Literary Response	District Focus and Resources
<input type="checkbox"/> K.58 Listen to stories being read aloud (K-1). (I) (TEKS/SE)(K.10A)	
<input type="checkbox"/> K.60 Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1). (I) (TEKS/SE)(K.10C)	

Inquiry/Research	District Focus and Resources
<input type="checkbox"/> K.68 Identify relevant questions for inquiry (K-3). (I) (TEKS/SE)(K.12A)	

Culture	District Focus and Resources
<input type="checkbox"/> K.74 Compare experiences of characters across cultures (K-3). (I) (TEKS/SE)(K.13B)	

Spelling/Penmanship	District Focus and Resources
<input type="checkbox"/> K.79 Gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K). (I) (TEKS/SE)(K.14E)	Emphasize correct formation of letters www.abcteach.com
<input type="checkbox"/> K.80 Develop fine motor skills and strength in hands and fingers. (Alignment)	

Composition	District Focus and Resources
<input type="checkbox"/> K.92 Develop stories (narrative) about yourself and others. (Alignment)	

FIRST NINE WEEKS

TEKS Subject: *Listening/Speaking*

Purposes	District Focus and Resources
<input type="checkbox"/> K.1 Determine purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3). (I) (TEKS/SE)(K.1A)	1 st 9 Wks -- Enjoy 2 nd 9 Wks -- Get information 3 rd 9 Wks -- Solve problems 4 th 9 Wks -- Integrate/apply above skills
<input type="checkbox"/> K.3 Participate in rhymes, songs, conversations, and discussions (K-3). (I) (TEKS/SE)(K.1C)	1 st 9 Wks -- Rhymes, songs 2 nd 9 Wks -- Conversations 3 rd 9 Wks -- Discussion 4 th 9 Wks -- Integrate/apply above skills
<input type="checkbox"/> K.6 Identify the musical elements of literary language such as its rhymes or repeated sounds (K-1). (I) (TEKS/SE)(K.1F)	Bill Martin, Jr. books Dr. Seuss books

Audiences/Oral Grammar	District Focus and Resources
<input type="checkbox"/> K.9 Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3). (I) (TEKS/SE)(K.3A) <input type="checkbox"/> <i>K.9 (K3.A ii SLA) 9 Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3). (I) (TEKS/SE)(K.3A)</i>	

Communication	District Focus and Resources
<input type="checkbox"/> K.14 Learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1). (I) (TEKS/SE)(K.4A)	Attribute blocks James Discovers Math First 1000 Words

TEKS Subject: *Reading*

Print Awareness	District Focus and Resources
<input type="checkbox"/> K.18 Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1). (I) (TEKS/SE)(K.5A)	School orientation Student names on leader boards, lunch boxes, etc.
<input type="checkbox"/> K.19 Know that print moves left-to-right across the page and top-to-bottom (K-1). (I) (TEKS/SE)(K.5B)	
<input type="checkbox"/> K.20 Understand that written words are separated by spaces (K-1). (I) (TEKS/SE)(K.5C)	Spaceman sticks
<input type="checkbox"/> K.21 Know the difference between individual letters and printed words (K-1). (I) (TEKS/SE)(K.5D)	www.scholastic.com
<input type="checkbox"/> K.22 Know the difference between capital and lowercase letters (K-1). (I) (TEKS/SE)(K.5E)	Plastic letters Concentration game with letter cards Phonics They Use by P. Cunningham

<input type="checkbox"/> K.24 Understand that spoken words are represented in written language by specific sequences of letters (K-1). (I) (TEKS/SE)(K.5G)	
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Print Awareness (cont.)	District Focus and Resources
<input type="checkbox"/> K.25 Recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1). (I) (TEKS/SE)(K.5H)	1 st 9 Wks -- Cover, title page 3 rd 9 Wks – Table of contents
<input type="checkbox"/> K.900 know the order of the alphabet (1); (1.5E)	www.EnchantedLearning.com

Phonological Awareness	District Focus and Resources
<input type="checkbox"/> K.26 Demonstrate the concept of word by dividing spoken sentences into individual words (K-1). (I) (TEKS/SE)(K.6A)	
<input type="checkbox"/> K.27 Identify, segment, and combine syllables within spoken words such as clapping syllables and moving manipulatives to represent syllables in words (K-1). (I) (TEKS/SE)(K.6B)	
<input type="checkbox"/> K.28 Produce rhyming words and distinguish rhyming words from non-rhyming words (K-1). (I) (TEKS/SE)(K.6C)	www.scholastic.com
<input type="checkbox"/> K.29 Identify and isolate the initial and final sound of spoken word (K-1). (I) (TEKS/SE)(K.6D) <input type="checkbox"/> K.29 (K.6D ii SLA) identify vowel and consonant sounds	<u>Phonemic Awareness</u> by Marily Jager Adams www.auburn.edu
<input type="checkbox"/> K.30 Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K). (I) (TEKS/SE)(K.6E)	

Letter-Sound Relationships	District Focus and Resources
<input type="checkbox"/> K.32 Name and identify each letter of the alphabet (K-1). (I) (TEKS/SE)(K.7A)	See suggested sequence in Members Resources
<input type="checkbox"/> K.33 Understand that written words are composed of letters that represent sounds (K-1). (I) (TEKS/SE)(K.7B)	www.EnchantedLearning.com
<input type="checkbox"/> K.34 Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1). (I) (TEKS/SE)(K.7C) <input type="checkbox"/> K.34 (K.7C ii SLA) Learn and apply letter-sound correspondences of consonants-vowel patterns to produce syllables to begin to read	<u>Guided Reading</u> by Fountas-Pinnell Word sorts See suggested sequence in Members Resources
<input type="checkbox"/> K.901 (Introduce) blend initial letter-sounds with common vowel spelling patterns to read words (1-3); (1.7E)	Scholastic Spelling Resources book Word sorts

<input type="checkbox"/> K.902 (Introduce) decode by using all letter-sound correspondences within regularly spelled words (1-3); (1.7F)	
<input type="checkbox"/> K.903 (Introduce) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1). (1.7G)	

Comprehension	District Focus and Resources
<input type="checkbox"/> K.41 Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3). (I) (TEKS/SE)(K.9B)	1 st 9 Wks -- Entertain 2 nd 9 Wks – Inform 3 rd 9 Wks – Follow directions

Literary Response	District Focus and Resources
<input type="checkbox"/> K.59 Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1). (I) (TEKS/SE)(K.10B)	
<input type="checkbox"/> K.61 Describe how illustrations contribute to the text (K-1). (I) (TEKS/SE)(K.10D)	

Text Structures/Literary Concepts	District Focus and Resources
<input type="checkbox"/> K.62 Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3). (I) (TEKS/SE)(K.11A)	1 st 9 Wks -- Signs & Pictures 2 nd 9 Wks – Lists 3 rd 9 Wks – Newsletters
<input type="checkbox"/> K.63 Understand simple story structure (K-1). (I) (TEKS/SE)(K.11B)	Characters Settings Problem Attempts to Solve Solution
<input type="checkbox"/> K.64 Distinguish fiction from nonfiction, including fact and fantasy (K-3). (I) (TEKS/SE)(K.11C)	
<input type="checkbox"/> K.65 Distinguish narrative (tells a story) from informative (provides information) from non-standard (provides directions) text. (Alignment)	1 st 9 Wks -- Narrative 2 nd 9 Wks – Informative 3 rd 9 Wks – Directions www.EnchantedLearning.com
<input type="checkbox"/> K.66 Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2). (I) (TEKS/SE)(K.11D)	1 st 9 Wks -- Stories 2 nd 9 Wks – Poems 3 rd 9 Wks – Information Books
<input type="checkbox"/> K.67 Understand literary terms by distinguishing between the roles of the author and illustrator (K-1). (I) (TEKS/SE)(K.11E)	

Inquiry/Research	District Focus and Resources
<input type="checkbox"/> K.69 Use pictures, print, and people to gather information and answer questions (K-1). (I) (TEKS/SE)(K.12B)	1 st 9 Wks -- Pictures 2 nd 9 Wks – Print 3 rd 9 Wks – People

TEKS Subject: *Writing*

Spelling/Penmanship	District Focus and Resources
<input type="checkbox"/> K.75 Write his/her own name and other important words (K-1). (I) (TEKS/SE)(K.14A)	
<input type="checkbox"/> K.76 Write each letter of the alphabet, both capital and lowercase (K). (I) (TEKS/SE)(K.14B)	Emphasize correct formation and pencil grip
Spelling/Penmanship (cont.)	District Focus and Resources
<input type="checkbox"/> K.77 Use phonological knowledge to map sounds to letters to write messages (K-1). (I) (TEKS/SE)(K.14C)	
<input type="checkbox"/> K.78 Write messages that move left-to-right and top-to-bottom on the page (K-1). (I) (TEKS/SE)(K.14D)	

Composition	District Focus and Resources
<input type="checkbox"/> K.82 Use developing vocabulary to connect ideas across subject areas and themes. (Alignment)	
<input type="checkbox"/> K.85 Draw pictures to represent personal understanding of the meaning of a developing vocabulary word presented in the context of text read aloud. (Alignment)	
<input type="checkbox"/> K.89 Generate ideas before writing on self-selected topics (K-1). (I) (TEKS/SE)(K.15D)	
<input type="checkbox"/> K.90 Generate ideas before writing on assigned tasks (K-1). (I) (TEKS/SE)(K.15E)	Thinking Maps with pictures
<input type="checkbox"/> K.94 Understand the different forms of writing for different purposes for writing including journals, letters, reviews, poems, narratives, and instructions. (Alignment)	1 st 9 Wks -- Journals 2 nd 9 Wks – Letters 3 rd 9 Wks – Poems 4 th 9 Wks – Reviews, Narratives & Instructions

Inquiry/Research	District Focus and Resources
<input type="checkbox"/> K.96 Record or dictate questions for investigating (K-1). (I) (TEKS/SE)(K.16A)	
<input type="checkbox"/> K.97 Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3). (I) (TEKS/SE)(K.16B)	1 st 9 Wks – Draw pictures 2 nd 9 Wks – Christmas list 3 rd -4 th 9 Wks – Showing connections among ideas

SECOND NINE WEEKS

TEKS Subject: *Listening/Speaking*

Purposes	District Focus and Resources
<input type="checkbox"/> K.1 Determine purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3). (I) (TEKS/SE)(K.1A)	1 st 9 Wks -- Enjoy 2 nd 9 Wks -- Get information 3 rd 9 Wks -- Solve problems 4 th 9 Wks -- Integrate/apply above skills
<input type="checkbox"/> K.3 Participate in rhymes, songs, conversations, and discussions (K-3). (I) (TEKS/SE)(K.1C)	1 st 9 Wks -- Rhymes, songs 2 nd 9 Wks -- Conversations 3 rd 9 Wks -- Discussion 4 th 9 Wks -- Integrate/apply above skills

Knowledge of Culture	District Focus and Resources
<input type="checkbox"/> K.8 Compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3). (I) (TEKS/SE)(K.2B)	

TEKS Subject: *Reading*

Phonological Awareness	District Focus and Resources
<input type="checkbox"/> K.29 Identify and isolate the initial and final sound of spoken word (K-1). (I) (TEKS/SE)(K.6D) <input type="checkbox"/> K.29 (K.6D ii SLA) identify vowel and consonant sounds	
<input type="checkbox"/> K.31 Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1). (I) (TEKS/SE)(K.6F)	

Letter-Sound Relationships	District Focus and Resources
<input type="checkbox"/> K.32 Name and identify each letter of the alphabet (K-1). (I) (TEKS/SE)(K.7A)	
<input type="checkbox"/> K.33 Understand that written words are composed of letters that represent sounds (K-1). (I) (TEKS/SE)(K.7B)	
<input type="checkbox"/> K.34 Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1). (I) (TEKS/SE)(K.7C) <input type="checkbox"/> K.34 (K.7C ii SLA) Learn and apply letter-sound correspondences of consonants-vowel patterns to produce syllables to begin to read	
<input type="checkbox"/> K.901 (Introduce) blend initial letter-sounds with common vowel spelling patterns to read words (1-3); (1.7E)	
<input type="checkbox"/> K.902 (Introduce) decode by using all letter-sound correspondences within regularly spelled words (1-3); (1.7F)	

<input type="checkbox"/> K.903 (Introduce) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1). (1.7G)	
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Comprehension	District Focus and Resources
<input type="checkbox"/> K.41 Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3). (I) (TEKS/SE)(K.9B)	1 st 9 Wks -- Entertain 2 nd 9 Wks – Inform 3 rd 9 Wks – Follow directions
<input type="checkbox"/> K.43 Listen to different types of texts read aloud and answer questions such as who? what? where? and when? about details in the text using listening comprehension skills. (Alignment)	
<input type="checkbox"/> K.44 Listen to different types of texts read aloud and recall the sequence of events or steps, including what happened first and what happened last. (Alignment)	
<input type="checkbox"/> K.45 Retell or act out the order of important events in stories (K-3). (I) (TEKS/SE)(K.9C)	
<input type="checkbox"/> K.47 Listen to stories read aloud and recalls the setting of the story (time and place). (Alignment)	
<input type="checkbox"/> K.48 Predict what will happen next (future outcome) in narrative and informative text read aloud with predictions based on a) creative reading requiring prior knowledge and experiences and b) technical reading using clues and evidence in the text. (Technical Reading-Alignment)	2 nd 9 Wks – Narrative & informative text 3 rd 9 Wks – Technical reading
<input type="checkbox"/> K.53 Classify simple words into categories determined by what the words have in common. (Alignment)	
<input type="checkbox"/> K.57 Make and explain inferences and draw conclusions from graphic sources (simple picture graphs) in narrative and informative text selections read aloud. (Alignment)	

Text Structures/Literary Concepts	District Focus and Resources
<input type="checkbox"/> K.62 Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3). (I) (TEKS/SE)(K.11A)	1 st 9 Wks -- Signs & Pictures 2 nd 9 Wks – Lists 3 rd 9 Wks – Newsletters
<input type="checkbox"/> K.63 Understand simple story structure (K-1). (I) (TEKS/SE)(K.11B)	Characters Settings Problem Attempts to Solve Solution
<input type="checkbox"/> K.64 Distinguish fiction from nonfiction, including fact and fantasy (K-3). (I) (TEKS/SE)(K.11C)	

<input type="checkbox"/> K.65 Distinguish narrative (tells a story) from informative (provides information) from non-standard (provides directions) text. (Alignment)	1 st 9 Wks -- Narrative 2 nd 9 Wks – Informative 3 rd 9 Wks – Directions
<input type="checkbox"/> K.66 Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2). (I) (TEKS/SE)(K.11D)	1 st 9 Wks -- Stories 2 nd 9 Wks – Poems 3 rd 9 Wks – Information Books

Inquiry/Research	District Focus and Resources
<input type="checkbox"/> K.69 Use pictures, print, and people to gather information and answer questions (K-1). (I) (TEKS/SE)(K.12B)	1 st 9 Wks -- Pictures 2 nd 9 Wks – Print 3 rd 9 Wks – People

Culture	District Focus and Resources
<input type="checkbox"/> K.73 Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3). (I) (TEKS/SE)(K.13A)	

TEKS Subject: *Writing*

Spelling/Penmanship	District Focus and Resources
<input type="checkbox"/> K.76 Write each letter of the alphabet, both capital and lowercase (K). (I) (TEKS/SE)(K.14B)	
<input type="checkbox"/> K.77 Use phonological knowledge to map sounds to letters to write messages (K-1). (I) (TEKS/SE)(K.14C)	

Composition	District Focus and Resources
<input type="checkbox"/> K.82 Use developing vocabulary to connect ideas across subject areas and themes. (Alignment)	
<input type="checkbox"/> K.86 Dictate messages such as news and stories for others to write (K-1). (I) (TEKS/SE)(K.15A)	
<input type="checkbox"/> K.87 Write labels, notes, and captions for illustrations, possessions, charts, centers (K-1). (I) (TEKS/SE)(K.15B)	
<input type="checkbox"/> K.94 Understand the different forms of writing for different purposes for writing including journals, letters, reviews, poems, narratives, and instructions. (Alignment)	1 st 9 Wks -- Journals 2 nd 9 Wks – Letters 3 rd 9 Wks – Poems 4 th 9 Wks – Reviews, Narratives & Instructions

Inquiry/Research	District Focus and Resources
<input type="checkbox"/> K.96 Record or dictate questions for investigating (K-1). (I) (TEKS/SE)(K.16A)	
<input type="checkbox"/> K.97 Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3). (I) (TEKS/SE)(K.16B)	1 st 9 Wks – Draw pictures 2 nd 9 Wks – Christmas list 3 rd -4 th 9 Wks – Showing connections among ideas

THIRD NINE WEEKS

TEKS Subject: *Listening/Speaking*

Purposes	District Focus and Resources
<input type="checkbox"/> K.1 Determine purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3). (I) (TEKS/SE)(K.1A)	1 st 9 Wks -- Enjoy 2 nd 9 Wks -- Get information 3 rd 9 Wks -- Solve problems 4 th 9 Wks -- Integrate/apply above skills
<input type="checkbox"/> K.3 Participate in rhymes, songs, conversations, and discussions (K-3). (I) (TEKS/SE)(K.1C)	1 st 9 Wks -- Rhymes, songs 2 nd 9 Wks -- Conversations 3 rd 9 Wks -- Discussion 4 th 9 Wks -- Integrate/apply above skills

TEKS Subject: *Reading*

Print Awareness	District Focus and Resources
<input type="checkbox"/> K.23 Recognize how readers use capitalization and punctuation to comprehend (K-1). (I) (TEKS/SE)(K.5F)	

Phonological Awareness	District Focus and Resources
<input type="checkbox"/> K.29 Identify and isolate the initial and final sound of spoken word (K-1). (I) (TEKS/SE)(K.6D) <input type="checkbox"/> K.29 (K.6D ii SLA) identify vowel and consonant sounds	http://www.auburn.edu/~murraba/phon.html
<input type="checkbox"/> K.31 Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1). (I) (TEKS/SE)(K.6F)	http://www.auburn.edu/~murraba/phon.html

Letter-Sound Relationships	District Focus and Resources
<input type="checkbox"/> K.32 Name and identify each letter of the alphabet (K-1). (I) (TEKS/SE)(K.7A)	http://www.EnchantedLearning.com/cgi-bin/uncgi/search?key=Alphabet www.EnchantedLearning.com
<input type="checkbox"/> K.33 Understand that written words are composed of letters that represent sounds (K-1). (I) (TEKS/SE)(K.7B)	
<input type="checkbox"/> K.34 Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1). (I) (TEKS/SE)(K.7C) <input type="checkbox"/> K.34 (K.7C ii SLA) Learn and apply letter-sound correspondences of consonants-vowel patterns to produce syllables to begin to read	Making Words by Cunningham and Hall
<input type="checkbox"/> K.901 (Introduce) blend initial letter-sounds with common vowel spelling patterns to read words (1-3); (1.7E)	Making Words by Cunningham and Hall
<input type="checkbox"/> K.902 (Introduce) decode by using all letter-sound correspondences within regularly spelled words (1-3); (1.7F)	Making Words by Cunningham and Hall

<input type="checkbox"/> K.903 (Introduce) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1). (1.7G)	
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Vocabulary Development	District Focus and Resources
<input type="checkbox"/> K.37 Identify words that name persons, places, or things and words that name actions (K-1). (I) (TEKS/SE)(K.8C)	

Comprehension	District Focus and Resources
<input type="checkbox"/> K.41 Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3). (I) (TEKS/SE)(K.9B)	1 st 9 Wks -- Entertain 2 nd 9 Wks – Inform 3 rd 9 Wks – Follow directions
<input type="checkbox"/> K.48 Predict what will happen next (future outcome) in narrative and informative text read aloud with predictions based on a) creative reading requiring prior knowledge and experiences and b) technical reading using clues and evidence in the text. (Technical Reading-Alignment)	2 nd 9 Wks – Narrative & informative text 3 rd 9 Wks – Technical reading
<input type="checkbox"/> K.53 Classify simple words into categories determined by what the words have in common. (Alignment)	Word sort activities
<input type="checkbox"/> K.55 Make and explain inferences from narrative and informative text selections read aloud including the feelings and emotions of characters. (Alignment)	
<input type="checkbox"/> K.57 Make and explain inferences and draw conclusions from graphic sources (simple picture graphs) in narrative and informative text selections read aloud. (Alignment)	

Text Structures/Literary Concepts	District Focus and Resources
<input type="checkbox"/> K.62 Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3). (I) (TEKS/SE)(K.11A)	1 st 9 Wks -- Signs & Pictures 2 nd 9 Wks – Lists 3 rd 9 Wks – Newsletters
<input type="checkbox"/> K.63 Understand simple story structure (K-1). (I) (TEKS/SE)(K.11B)	Characters Settings Problem Attempts to Solve Solution
<input type="checkbox"/> K.65 Distinguish narrative (tells a story) from informative (provides information) from non-standard (provides directions) text. (Alignment)	1 st 9 Wks -- Narrative 2 nd 9 Wks – Informative 3 rd 9 Wks – Directions
<input type="checkbox"/> K.66 Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2). (I) (TEKS/SE)(K.11D)	1 st 9 Wks -- Stories 2 nd 9 Wks – Poems 3 rd 9 Wks – Information Books

Inquiry/Research	District Focus and Resources
<input type="checkbox"/> K.69 Use pictures, print, and people to gather information and answer questions (K-1). (I) (TEKS/SE)(K.12B)	1 st 9 Wks -- Pictures 2 nd 9 Wks – Print 3 rd 9 Wks – People
<input type="checkbox"/> K.70 Draw conclusions from information gathered (K-3). (I) (TEKS/SE)(K.12C)	
<input type="checkbox"/> K.71 Use facts from information presented in narrative and informative text to draw logical conclusions that are inferred not stated in the text. (I) (Alignment)	

Culture	District Focus and Resources
<input type="checkbox"/> K.73 Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3). (I) (TEKS/SE)(K.13A)	

TEKS Subject: *Writing*

Spelling/Penmanship	District Focus and Resources
<input type="checkbox"/> K.76 Write each letter of the alphabet, both capital and lowercase (K). (I) (TEKS/SE)(K.14B)	www.abcteach.com
<input type="checkbox"/> K.77 Use phonological knowledge to map sounds to letters to write messages (K-1). (I) (TEKS/SE)(K.14C)	

Composition	District Focus and Resources
<input type="checkbox"/> K.82 Use developing vocabulary to connect ideas across subject areas and themes. (Alignment)	
<input type="checkbox"/> K.87 Write labels, notes, and captions for illustrations, possessions, charts, centers (K-1). (I) (TEKS/SE)(K.15B)	
<input type="checkbox"/> K.88 Write to record ideas and reflections (K-3). (I) (TEKS/SE)(K.15C)	
<input type="checkbox"/> K.91 Write in simple, complete sentences. (Alignment)	
<input type="checkbox"/> K.94 Understand the different forms of writing for different purposes for writing including journals, letters, reviews, poems, narratives, and instructions. (Alignment)	1 st 9 Wks -- Journals 2 nd 9 Wks – Letters 3 rd 9 Wks – Poems 4 th 9 Wks – Reviews, Narratives & Instructions
<input type="checkbox"/> K.95 Use available technology to compose text (K-3). (I) (TEKS/SE)(K.15F)	

Inquiry/Research	District Focus and Resources
<input type="checkbox"/> K.96 Record or dictate questions for investigating (K-1). (I) (TEKS/SE)(K.16A)	

Inquiry/Research (continued)	District Focus and Resources
<ul style="list-style-type: none"> □ K.97 Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3). (I) (TEKS/SE)(K.16B) 	<p>1st 9 Wks – Draw pictures 2nd 9 Wks – Christmas list 3rd-4th 9 Wks – Showing connections among ideas</p>

FOURTH NINE WEEKS

TEKS Subject: *Listening/Speaking*

Purposes	District Focus and Resources
<input type="checkbox"/> K.1 Determine purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3). (I) (TEKS/SE)(K.1A)	1 st 9 Wks -- Enjoy 2 nd 9 Wks -- Get information 3 rd 9 Wks -- Solve problems 4 th 9 Wks -- Integrate/apply above skills
<input type="checkbox"/> K.3 Participate in rhymes, songs, conversations, and discussions (K-3). (I) (TEKS/SE)(K.1C)	1 st 9 Wks -- Rhymes, songs 2 nd 9 Wks -- Conversations 3 rd 9 Wks -- Discussion
<input type="checkbox"/> K.4 Listen critically to interpret and evaluate (K-3). (I) (TEKS/SE)(K.1D)	

TEKS Subject: *Reading*

Phonological Awareness	District Focus and Resources
<input type="checkbox"/> K.29 Identify and isolate the initial and final sound of spoken word (K-1). (I) (TEKS/SE)(K.6D) <input type="checkbox"/> K.29 (K.6D ii SLA) identify vowel and consonant sounds	http://www.auburn.edu/~murraba/phon.html
<input type="checkbox"/> K.31 Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1). (I) (TEKS/SE)(K.6F)	http://www.auburn.edu/~murraba/phon.html

Letter-Sound Relationships	District Focus and Resources
<input type="checkbox"/> K.32 Name and identify each letter of the alphabet (K-1). (I) (TEKS/SE)(K.7A)	
<input type="checkbox"/> K.33 Understand that written words are composed of letters that represent sounds (K-1). (I) (TEKS/SE)(K.7B)	
<input type="checkbox"/> K.34 Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1). (I) (TEKS/SE)(K.7C) <input type="checkbox"/> K.34 (K.7C ii SLA) Learn and apply letter-sound correspondences of consonants-vowel patterns to produce syllables to begin to read	
<input type="checkbox"/> K.901 (Introduce) blend initial letter-sounds with common vowel spelling patterns to read words (1-3); (1.7E)	
<input type="checkbox"/> K.902 (Introduce) decode by using all letter-sound correspondences within regularly spelled words (1-3); (1.7F)	
<input type="checkbox"/> K.903 (Introduce) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1). (1.7G)	

Vocabulary Development	District Focus and Resources
<input type="checkbox"/> K.37 Identify words that name persons, places, or things and words that name actions (K-1). (I) (TEKS/SE)(K.8C)	

Comprehension	District Focus and Resources
<input type="checkbox"/> K.49 Understand the difference between detail and summary statements. (Alignment)	
<input type="checkbox"/> K.50 Identify detail and summary statements in reading selections read aloud, narrative and informative texts. (Alignment)	
<input type="checkbox"/> K.51 Retell a story read aloud by summarizing the details. (Alignment)	
<input type="checkbox"/> K.52 Understand that the main idea is what the story is "mostly about" and is sometimes "stated" or "paraphrased" in the story and sometimes the main idea is "not stated," in the story, but implied from information in the story. (Alignment)	
<input type="checkbox"/> K.904 (Introduce) identify similarities and differences across texts such as in topics, characters, and problems (1-2). (1.12G)	

Text Structures/Literary Concepts	District Focus and Resources
<input type="checkbox"/> K.63 Understand simple story structure (K-1). (I) (TEKS/SE)(K.11B)	Characters Beginning Settings Middle Problem End Attempts to Solve Solution

Inquiry/Research	District Focus and Resources
<input type="checkbox"/> K.69 Use pictures, print, and people to gather information and answer questions (K-1). (I) (TEKS/SE)(K.12B)	<i>1st 9 Wks -- Pictures</i> <i>2nd 9 Wks – Print</i> <i>3rd 9 Wks – People</i>
<input type="checkbox"/> K.70 Draw conclusions from information gathered (K-3). (I) (TEKS/SE)(K.12C)	
<input type="checkbox"/> K.71 Use facts from information presented in narrative and informative text to draw logical conclusions that are inferred not stated in the text. (I) (Alignment)	
<input type="checkbox"/> K.72 Locate important areas of the library/media center (K-1). (I) (TEKS/SE)(K.12D)	

Culture	District Focus and Resources
<input type="checkbox"/> K.73 Connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3). (I) (TEKS/SE)(K.13A)	

TEKS Subject: Writing

Spelling/Penmanship	District Focus and Resources
<input type="checkbox"/> K.76 Write each letter of the alphabet, both capital and lowercase (K). (I) (TEKS/SE)(K.14B)	
<input type="checkbox"/> K.77 Use phonological knowledge to map sounds to letters to write messages (K-1). (I) (TEKS/SE)(K.14C)	

Composition	District Focus and Resources
<input type="checkbox"/> K.82 Use developing vocabulary to connect ideas across subject areas and themes. (Alignment)	
<input type="checkbox"/> K.88 Write to record ideas and reflections (K-3). (I) (TEKS/SE)(K.15C)	
<input type="checkbox"/> K.91 Write in simple, complete sentences. (Alignment)	
<input type="checkbox"/> K.94 Understand the different forms of writing for different purposes for writing including journals, letters, reviews, poems, narratives, and instructions. (Alignment)	<i>1st 9 Wks -- Journals</i> <i>2nd 9 Wks – Letters</i> <i>3rd 9 Wks – Poems</i> <i>4th 9 Wks – Reviews, Narratives & Instructions</i>
<input type="checkbox"/> K.95 Use available technology to compose text (K-3). (I) (TEKS/SE)(K.15F)	

Inquiry/Research	District Focus and Resources
<input type="checkbox"/> K.96 Record or dictate questions for investigating (K-1). (I) (TEKS/SE)(K.16A)	
<input type="checkbox"/> K.97 Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3). (I) (TEKS/SE)(K.16B)	<i>1st 9 Wks – Draw pictures</i> <i>2nd 9 Wks – Christmas list</i> <i>3rd-4th 9 Wks – Showing connections among ideas</i>